Our University Vision

Our vision is to be recognised across the world as a University that addresses the needs of society through innovative interdisciplinary research; learning and teaching of the highest quality; and by sharing our knowledge with the world.

Our purpose

Our contribution and approach are defined by:

Developing people and helping society through the pursuit and understanding of knowledge. We create the conditions for innovative, interdisciplinary research, and communicate what we have learned to the wider world in a clear and useful manner.

Transforming the lives of our students and staff by giving them opportunities to reach their full potential intellectually and emotionally; by making them resilient and giving them the skills they need for the modern world; and by instilling in them a sense of responsibility to promote public good.

Creating global citizens, working in partnership with governments, business and industry, the public and third sectors, and colleagues in other institutions, to identify and meet the changing needs of society.

Context

The University has an ambition to be one of the top 25 universities in the UK. There have been significant advances driven by the University’s “Transformation of the Student Experience” project.

The University welcomes 14,000 students from over 120 countries to undertake undergraduate and postgraduate on campus, on-line and around the world. Our approach to learning and teaching (wherever and in whatever mode) embraces our institutional commitment to widen access to higher education and to prepare graduates skilled to fulfil their potential and meet the needs of Scottish, UK and international societies and economies. The University works closely with our Students’ Union and student body, having had a number of successful partnership projects over recent years. We will build on that partnership throughout this strategy.

The LTQES will also support – and be supported by – the effective implementation of the:

- Employability Strategy
- People Strategy
- Digital Learning Strategy
- Internationalisation Strategy, and the;
- Research Strategy

A baseline of evidence has been established and measures of success will be monitored annually. The University Learning and Teaching Committee will oversee the implementation of the LTQES and report annually to the Education and Student Experience Committee on its implementation and progress.


Aims of the LTQES

This Learning & Teaching Quality and Enhancement Strategy (LTQES) seeks to deliver a distinctive, high-quality learning experience for students at the University of Stirling.

The strategy encompasses six themes:

- Engagement
- Curriculum
- Assessment and feedback
- Excellent Teaching
- Resources and spaces for learning and teaching
- Development and support
Engagement

An engaged cohort of staff and students is critical to develop the vibrant academic community we wish to see. We recognise that students’ expectations of how they wish to engage with their studies are changing rapidly but that at its core, excellent learning and teaching is achieved through meaningful staff and student engagement. We also recognise that our staff are constantly faced with competing priorities for their time and the expectations of constant innovation can be challenging.

Aims

We will improve engagement in and connection with learning and teaching by students and staff. By 2022:

1. We will increase active participation by students in their studies
2. We will empower students to become independent learners
3. We will encourage students to reflect on their learning and personal development
4. Staff and students will feel part of an academic community
5. Staff will engage with innovative teaching practice

Actions By 2022:

• We will develop further opportunities for students to participate fully in the University learning and teaching community
• We will encourage and support students to develop student–led initiatives in learning and teaching
• We will mainstream accessibility and inclusion through embedding our accessibility and inclusion policy
• We will develop a Personal Development Planning (PDP) process to assist in developing reflective skill in line with our Employability Strategy
• We will further develop our local and institutional learning communities to foster support and innovation amongst our staff

<table>
<thead>
<tr>
<th>Aim</th>
<th>Indicators of Success</th>
<th>Measures of Success</th>
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<tbody>
<tr>
<td>1</td>
<td>Improved student attendance</td>
<td>Reduction in the number of students whose module marks are capped due to poor attendance</td>
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<td></td>
<td>Retention of students</td>
<td>Retention data</td>
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<td>2</td>
<td>Improved engagement with learning materials</td>
<td>Learning analytics</td>
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<td>3</td>
<td>Introduction of a PDP tool</td>
<td>Student engagement with PDP tool</td>
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<tr>
<td>4</td>
<td>Staff and Student feedback that they feel part of an academic community</td>
<td>NSS (Qu21-25); student experience survey; Staff survey(new)</td>
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<tr>
<td>5</td>
<td>Increased engagement by staff with pedagogy in all locations</td>
<td>Increased attendance (face to face or on-line) at CPD events provided by Academic Development</td>
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Curriculum

We will focus our efforts on transforming our students into graduates with the required skills and knowledge to actively contribute to changing societies and economies. At the heart of this are research-teaching linkages, which we will enhance and develop. We will continue to review our portfolio of programmes and modules to ensure they are market-led and attractive to prospective students and employers, while offering coherence and focus on the progressive development of skills and knowledge.

Aims

We will transform our students through enhancing and further developing our curriculum. By 2022:

1. Stirling will have a reputation for a curriculum which is attractive and relevant to prospective students and employers
2. Our curriculum will be research focussed, ambitious and innovative
3. Our programmes will enable progressive development of knowledge and skills
4. Students will have the opportunity to undertake developmental opportunities, for example, through international exchanges, volunteering and work related learning

Action by 2022:

- We will continuously review and refresh the content of our programmes to ensure they consistently demonstrate development of the Stirling graduate attributes
- We will connect our students to scholarship, research and expert researchers within the curriculum and co-curriculum
- We will provide opportunities to develop students’ own skills of active enquiry such as research, problem-solving and collaborative projects, as an integral part of their learning journey
- We will ensure that our curriculum enables our students to recognise, understand and celebrate difference in accordance with our Equality Outcomes and our delivery of programmes to ensure it is flexible and accessible to meet the needs of diverse learners
- We will develop further the international and intercultural aspects of our curriculum in line with our Internationalisation Strategy
- We will work to strengthen meaningful interdisciplinary through the structure and teaching of our degrees including the opportunities for students to meet and work with others in different disciplines or phases of study and to meet with alumni
- We will offer increased opportunities to connect learning explicitly to world issues and to undertake work related learning in line with our Employability Strategy

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| 1&2 | Increased student recruitment to unregulated programmes and increased demand from students for regulated places | - Unregulated student recruitment: UG – RUK & overseas; PGT and PGR  
- Percentage of applications to acceptances from Scottish-domiciled undergraduate entrants  
- Employability data outcomes |
| 3   | Feedback from students | NSS (Qu3-7); student experience survey |
| 4   | Increase in students taking up study abroad, volunteering and work related options | Proportion of students taking up study abroad, volunteering and placement/internship options |
Assessment and Feedback

Assessment and feedback is at the heart of learning. Designing effective assessments, grading consistently and providing effective feedback is highly skilled can be challenging.

Aims

We will enhance the design and delivery of assessment ensuring it is valid, reliable and effective and we will enhance and support the feedback process as an integral part of learning. By 2022:

1. Our staff will be confident in designing and implementing valid, effective, reliable and efficient assessments of high level learning
2. Students will have a good understanding of the purpose of, and be confident in their role in, the assessment and feedback process
3. Our programmes will offer a balance of formative and summative assessments to support learning and programme level learning outcomes
4. We will offer a range of assessment types in each programme in order to develop relevant skills

Action by 2022:

- We will develop assessment and feedback literacy in our staff through engagement with Academic Development and communities of practice in subject areas
- We will map the assessment of programme learning outcomes to reduce the amount of summative assessment where appropriate and provide increased opportunities for formative assessment
- We will develop and implement a refreshed University feedback policy and communicate with students to improve their understanding the breadth of feedback and their role in the process.
- We will continue to develop innovative assessments which provide learning opportunities for our students and, where possible, allow them to gain skills to address different audiences e.g. employers; experts; peers

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<tbody>
<tr>
<td>1</td>
<td>Increased staff engagement with assessment and feedback CPD</td>
<td>Numbers of staff engaging with Academic Development and subject/faculty opportunities on Assessment and feedback topics</td>
</tr>
<tr>
<td>2</td>
<td>Implementation of a refreshed feedback policy</td>
<td>NSS (Qu8-11); PTES. Improved student feedback on assessment and feedback in module evaluations; SSCC and other feedback</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Our Annual Programme Review process will be revised to include assessment mapping</td>
<td>Assessment on all our programmes will be annually reviewed</td>
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Excellent Teaching

Excellent teaching is at the heart of the student experience at Stirling and we constantly work to enhance and improve our practice. Stirling has an excellent range of CPD events offered through a framework for evidencing learning and teaching enhancement. In addition, staff have opportunities to engage with external parties such as employers and other professionals. In an environment of increasingly complex demands on staff time the challenge for Stirling is to create the impetus, space and mechanisms to support and encourage engagement with these opportunities.

Aims

We will enhance our excellent and innovative teaching. By 2022:

1. Our staff will be skilled, inspiring and reflective educators basing their practice on a sound evidence based knowledge
2. Our staff will feel confident and equipped to approach their teaching with professionalism, understanding their responsibilities to themselves, their peers and students
3. Our staff will be well connected in internal and external communities of practice
4. Our staff will be well connected with employers and other professionals who can enhance the connections between academic study and world issues, through contributing to activities such as curriculum development, delivery and co-curricular life at the University
5. Our staff will feel rewarded and recognised for their innovative and effective teaching and learning strategies and practices

Actions by 2022:

- We will improve the clarity of expectations of roles and responsibilities for learning and teaching for all our staff through clear role descriptors
- We will define and deliver development required for all learning and teaching roles
- We will increase digital learning opportunities to ensure flexibility of learning and engagement for both staff and students
- We will ensure staff have allocated time to undertake scholarship and development
- We will continue to develop our promotions, recognition and reward systems in line with the People Strategy
- We will endeavour to share learning and teaching development opportunities and resources with staff who teach Stirling students, wherever they teach

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<th>Aim</th>
<th>Indicators of Success</th>
<th>Measures of Success:</th>
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<tbody>
<tr>
<td>1,2 and 3</td>
<td>New staff receive induction</td>
<td>% of new staff who have received induction from Autumn 2018</td>
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<td></td>
<td>Increased staff engagement with CPD</td>
<td>Number of staff attending CPD events</td>
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<td></td>
<td>Increase in staff with HEA fellowships</td>
<td>Number of staff with HEA fellowships</td>
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<tr>
<td>4</td>
<td>Increase in employer engagement recorded</td>
<td>Number of employers recorded as engaging with the university</td>
</tr>
<tr>
<td>5</td>
<td>Introduction of Teaching and Learning Awards</td>
<td>Number of applications to award</td>
</tr>
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Resources and learning and teaching spaces

Whether physical or virtual, places to learn should be inspiring and dynamic. Development of Campus Central, and further learning and study space development will significantly improve the learning environment at Stirling. We invested in Canvas, a new learning management system, in 2017 and we wish to develop its capabilities further to enhance our students’ experience.

Aims
We will improve the resources and spaces we offer our students and staff to transform their learning and teaching. By 2022:

1. Our students will be taught in interesting dynamic, physical and virtual learning spaces which support different ways and locations of learning
2. Our students and staff will be supported by high quality information and technological resources and services to support effective learning and teaching
3. Our students and staff will be increasingly information and technology literate and will feel skilled and capable of embracing digital learning and assessment processes
4. Our staff will feel supported and have the resources and opportunities for development available to them to support teaching

Actions by 2022:

• Complete Campus Central and improve and expand the availability of upgraded learning and teaching spaces throughout our estate
• Develop Canvas and further digital based learning, including learning analytics and digital literacy
• Provide further development opportunities and resources for staff on teaching with digital technologies.
• Improve our approach to timetabling to ensure we make the best use of our learning and teaching spaces

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<tbody>
<tr>
<td>1</td>
<td>New spaces available for learning and existing spaces upgraded</td>
<td>Real time data on estate conditions and utilisation</td>
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<tr>
<td>2,3</td>
<td>Feedback from students</td>
<td>NSS (Qu 18-20); PTES; Student Satisfaction Survey Stirling Experience Survey</td>
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<tr>
<td>2,3 &amp; 4</td>
<td>Feedback from staff</td>
<td>Staff survey (new)</td>
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Development and Support

Stirling is well known as a University which supports its students well. Specialist student support services have a vital part to play but our induction, curriculum, delivery and environment are all important factors in ensuring the well-being of all our students. We also wish to build on our success in attracting students from non-traditional backgrounds and entering at various transition points and will do so by offering a supportive environment.

Our Aims

We will enhance the resilience and capabilities of our students. By 2022:

1. Our students will feel confident and equipped to undertake their learning in ways which meet their individual needs
2. Our students will approach their learning with professionalism, understanding their responsibilities to themselves, their peers and staff
3. More of our students will engage with mentoring opportunities

Actions by 2022:

- We will improve the clarity of expectations of roles and responsibilities for learning and teaching for all our students through induction and clear guidance and support at all levels
- We shall ensure that our students who study in other locations access equivalent support to those based at Stirling
- We will ensure that students from non-traditional backgrounds and transitions receive the additional support they need to integrate into the University
- We will provide peer and alumni support to students through partnership with the Students’ Union and the STEER programme and an alumni mentoring scheme
- We will improve our systems to make them more transparent and effective for students and staff.

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<tr>
<td>1+2</td>
<td>Student feedback</td>
<td>NSS(Qu 12-14); PTES; student satisfaction survey; module feedback Feedback on induction Cohort analysis</td>
</tr>
<tr>
<td>3</td>
<td>Increase is number of students taking part in alumni and STEER mentoring</td>
<td>Number of students taking part in alumni and STEER mentoring</td>
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