



End of Year 2 Report for: University of Stirling

The key purposes of this report are to:-

- provide a framework for HEIs to report on their Theme activity that has taken place over the year
- help share information across the sector on the benefits and challenges around Theme engagement.

Please report under the headings below. The report should be about 6 to 8 sides of A4 in length.

Institutional team		
Identify any changes in Theme leadership, TLG and institutional team membership since details were reported in the institutional plan developed at the start of the academic year.		
Role	Role holder	Change during year
Institutional lead	Professor Alison Green Dean for Teaching Quality Enhancement	(new title) Dean for Learning, Teaching and Student Experience
TLG staff representative and activity lead: 6	Dr Tom Cunningham Academic Development Partner	Susan Greig Academic Development Partner
TLG student representative and activity lead 5	Mr Calum Brown VP Education, Student's Union	Re-elected to position for 2022-2023 academic year
Students' Union	Ms Rosamund Vickers Democracy & Representation Coordinator Students' Union	Position being filled by Natalie Hay on 23 rd May
Activity lead: 1 & 2	Dr Ruth Watkins Head of Student Learning Services	
Activity lead: 3	Ms Jill Stevenson Director of Student Services and Dean EDI	
Activity lead 4	Mr Derek Robertson Digital Learning Manager	Unfilled at present

Evaluation

Please complete the following 7 questions for each activity or intervention (N.B. Just cut and paste the table below as many times as necessary)

Title of project/activity
Priority 1: Academic Integrity
1. What change has been made? (Brief description(s) of overall activity/intervention)
<p>The University approved a new academic integrity policy in September 2020 (refined 2021) and signed the QAA Academic Integrity Charter in 2021. In 2021 we developed an academic integrity module for students which is delivered through our VLE and was launched in Autumn 2021.</p> <p>All new students (both UG and PGT) were invited to complete the Academic Integrity Module, and all existing students have access to it. The module consists of 6 units which introduce expectations at university, introduction to writing and using sources, academic integrity and plagiarism, referencing, the first assignment and feedback. The focus is on understanding academic conventions and adopting a positive approach to writing and referencing. At the end of each unit is a short quiz. This tests some basic understanding and also logs that a student has completed the unit. Students can work their way through the module independently or they can join a webinar workshop (every Friday) with a tutor to guide them through the resources. The module was reviewed by staff and students before release. All new students were invited to participate in the module prior to arrival at the university, returning students also had access and then it continued to be available throughout the academic year.</p>
2. Why have we made it? (Rationale for the change)
<p>When making the transition into HE, many students struggle to understand the expectations and conventions associated with academic integrity and academic writing. We want to ensure our students are fully supported in developing good academic practice and have the confidence to approach their studies in an appropriate ethical manner. The Academic Integrity module ensures that all students have access to the same materials which they can work through at their own pace and can then further develop their skills through workshops and individual tutorials. The Academic Integrity module is seen as a starting point and students are then signposted to other resources and forms of support. From the quizzes, we can get a sense of how many students are engaging with the materials and what common misconceptions they may have.</p>
3. What difference has occurred as a result? (Tangible change made successfully or envisaged)
<p>Number of students completing the module and 'how useful' the unit was (top rating 5)</p> <ul style="list-style-type: none"> • Unit one - 968 students - Rating 4.42/5 • Unit two - 876 students - Rating 4.52/5 • Unit three - 792 students - Rating 4.46/5 • Unit four - 910 students - Rating 4.41/5 • Unit five - 888 students - Rating 4.53/5 <p>The students were drawn from across all faculties, with the majority being first year undergraduates and masters students. A review of incorrect answers will feed into future student workshops and also FAQs. We also have qualitative data. Most student comments are very positive or are about possible changes to questions. Feedback includes comments such as -</p> <ul style="list-style-type: none"> • Very helpful and made me a little more confident about referencing • Enjoyed at the same time got awareness • This was very useful as it helped me understand what academic misconduct is and what is plagiarism. • Very useful and very informative • This information has really helped me understand the meaning behind citing and

referencing a lot more
For students who engaged, it would appear that the module was useful in raising awareness. We are aware that the students who did not engage, are perhaps at more risk of academic integrity issues, for a variety of reasons.
4. How do we know? (How is the change measured)
At the end of each unit, there is short quiz. From this quiz we can find out - <ul style="list-style-type: none"> • How many students completed each unit • Who they are (faculty, year of study) • Which questions were answered correctly, or otherwise • What students thought about the unit • Any improvements to be made <p>However, we do not have information on those who did not engage. More work could be done to review the link between plagiarism cases and those who did not take part.</p>
5. Who is involved in making any judgements? (Who decides on effectiveness)
The Head of Student Learning Services will undertake a full review of the module this summer (2022) and changes will be made in response to student and staff feedback. Data will be reported by the Head of Student Learning Service to the University of Stirling Learning and Teaching and Quality Committee.
6. Any lessons learned to apply already? (Applied ongoing learning)
<ul style="list-style-type: none"> • Teaching students about Academic Integrity is a sensitive balance between being transparent and not creating a climate of fear. • Make sure there are additional opportunities to develop the necessary skills over a period of time. • Having the option of live on-line workshops is very useful for some students. They can work through the module with a member of staff and have any immediate questions answered. • Involving academic colleagues in promoting the module is key to getting students to complete it. • This module is just part of an ongoing conversation around assessment, and on its own, will not resolve the challenges student face.
7. Any things you need to stop doing? (Any unsuccessful elements)
<ul style="list-style-type: none"> • Reduce some of the text in the module and include more interaction • Consider how we can encourage and support more students to engage with the materials.

Title of project/activity
Priority 2: Transitions
1. What change has been made? (Brief description(s) of overall activity/intervention)
We have significantly increased resources in our Student Learning Services (SLS) team to boost central support and to offer a hub and spoke style support structure for students in faculties. This increased resource allows us to - <ul style="list-style-type: none"> • Offer pre-arrival academic skills workshops • Increase the number of academic skills workshops throughout semester (now >190 workshops over two semester (including repeats)), include more workshops related to on-line learning, dissertation workshops, and offer a suite of workshops for masters students and a new PhD workshop series) • Deliver an enhanced version of the UG Stirling Essentials transitions module • Develop a new PGT version of Stirling Essentials transition module • Design a new induction package for international students • Introduce the Academic Integrity module (as described above) • Target 'at risk' students within specific programmes

- Increase the number of individual student tutorials available

All faculties now also have a dedicated SLS contact (Faculty Academic Skills Advisor) who works closely with academic colleagues to promote SLS and embed academic skills into the curriculum. Activities have included induction events, faculty drop-in sessions, podcast/video production, assessment workshops, writing retreats for students and staff, staff development, working with 'at risk' students, drop-in-sessions and combining employability/academic skills.

2. Why have we made it? (Rationale for the change)

In 2020-21 we focussed development on supporting student transition into higher education particularly addressing the impact of Covid19 and potential learning gap experienced by many students. This challenge has, if anything, grown over the course of the pandemic. The aim was to boost confidence and motivation during a time of uncertainty and ensure that students felt prepared and able to study. We have increased the support available pre-induction and then throughout the semester. The SLS staff in faculties are working with academic colleagues to integrate academic skills into the different disciplines. This will reach a greater number of students, making academic skills development an integral part of the student learning journey, enhancing the student learning experience and taking some pressure off academic staff.

3. What difference has occurred as a result? (Tangible change made successfully or envisaged)

Impact of central services - for August 2021 to May 2022

- A total of 170 academic workshops (including repeats) delivered in 2021-2022 (70 more than in 2020-2021)
- A total of 1800 participations in workshops
- A total of 856 booked tutorials (Increase of 107% from 2020-2021)
- Number of student enquires to the service – 4075 (increase of 37% from 2020-2021)

Ratings for all of the above services are very high and we receive high volumes of feedback which demonstrates direct impact. Workshops are always rated at between 4-5 (out of 5) and the qualitative data indicate that students feel more confident about being at university and appreciate knowing that support is available.

Quantitative data (n=165) shows that >90% of students who attend a tutorial feel more motivated and confident about their work, and 45% say that the service helped them to stay at university. Tutorials also impact on grades with a number of student reporting changes in grades from around 30% to over 70% after tutorials with SLS.

Impact of faculty services - across all 5 faculties for August 2021 to May 2022

- A total of 192 academic workshops delivered in 2021-2022
- A total of 4029 participations in workshops
- 233 students seen in drop-in sessions

Again, quantitative and qualitative data demonstrate that students appreciate the activities offered. The workshops, drop-in session and writing retreats have received particularly positive feedback.

We have 100s of positive comments from students – we have presented just one quote which summarise the nature of many of them.

- *I just want to say THANK YOU from the bottom of my heart for the positive impact you have had on my learning. I do not think you really understand the difference you make to so many students.*

Examples of staff feedback illustrates how beneficial the work in faculties has been –

- *The support has been complementary to the work that has been developed on the module. There has also been a time saving aspect as well in that the SLS service has provided sessions that were expertly delivered which allowed the MC to concentrate on content and contextualise the module. Providing the SLS support just makes the full academic process complete as the students are being offered maximum support - and those that have undertaken this have done well.*

- *In short X has enabled the Faculty to start taking a more strategic and proactive approach to student support for academic skills than has previously been possible and we are excited about the future developments this is now enabling.*
- *Overall an excellent first year, that builds a very strong foundation for further refining and addressing the learning needs in the Faculty. Progress has significantly exceeded our expectations.*

Although the SLS team was not formed until September 2021, we were proud to win the University of Stirling student-led RATE award for Student Service of the Year 2022. Four SLS tutors were also nominated for individual awards.

4. How do we know? (How is the change measured)

SLS collate statistics on the numbers of students using the central service and we evaluate all our activities through post-event questionnaires. We often also receive e-mails from students, with feedback and an update on their progress.

Faculty events are all logged within SLS. Here we collate student attendance and also record student feedback. Workshops and drop-in sessions are evaluated through post-event questionnaires. We have set up a SharePoint site, with case studies, to demonstrate good practice across faculties and highlight positive staff feedback.

We request feedback from staff in faculties at the end of each semester.

5. Who has been/is involved in making any judgements? (Who decides on effectiveness)

- SLS staff who are involved in activities. Both qualitative and quantitative data are reviewed on a regular basis. A staff away day is used to reflect on activities and develop enhancements.
- We maintain a dialogue with faculties to monitor our activities throughout semester, and at the end of semester, we request faculty and staff feedback. A reflective bi-annual report is produced to capture faculty activities and SLS staff reflections on engagement and success.
- Student feedback on all aspects of the service is a critical element of the review process
- An annual report will be presented to relevant university and faculty committees

6. Any lessons learned to apply already? (Applied ongoing learning)

The boost in resources for SLS has been very welcome and has enabled us to support an increased number of students as well as manage the changing diversity and needs of our students. However, as the service can offer more, its visibility is enhanced and so student demand and expectations also increase. As we move forwards, we will be carefully considering how to maintain the high quality of the service, manage its sustainability and meet increasing demand.

The faculty roles are new, and it has taken time to develop relationships between the central service and the faculty staff. Where strong relationships have been forged, we have seen high levels of activity and SLS staff involved in faculty committees and staff development. These relationships are key to embedding academic skills into the faculty work and modules, and student engagement is often improved when academic staff are involved.

The roles have evolved in different ways within each faculty, in response to the requirements of the disciplines and the needs of the students. The development of activities has been determined by student need and staff requests, and some interesting work has emerged from this. We have learnt that allowing these differences to develop has been beneficial, as we have created a broad range of activities and SLS staff learn from the work of others. SLS staff involved in faculty work meet monthly as a peer support group, to exchange ideas and consider solutions to challenges.

Careful monitoring and recording of all activities have been crucial in reviewing the recent changes to SLS.

7. Any things you have stopped doing? (Any unsuccessful elements)

There have been no major concerns, particularly as the service was piloted in 2020-21 we have been able to develop the services against a strong evidence base. We continue to monitor the

service carefully.
Title of project/activity
Priority 3: (continuing) Student Life
1. What change has been made? (Brief description(s) of overall activity/intervention)
We have extended our BeConnected Programme into a full student life programme on campus and online for the whole university community.
2. Why have we made it? (Rationale for the change)
We saw the need to build community and belonging in our students both during the pandemic and after. We were able to deliver a range of events and activities online in 2020-21, supplemented by a small programme of face-to-face activities for students. We wanted to develop this further in AY21/22.
3. What difference has occurred as a result? (Tangible change made successfully or envisaged)
We have successfully extended the BeConnected programme as we have emerged from the pandemic. Every week, the programme is developed by staff from across the institution with the support of the Events team, and it is brought together and promoted to students and staff through a range of communications channels (staff and student round-up/bulletin and social media channels.) The programme typically comprises a range of activities and events focused on health and wellbeing, skills development, culture, sport and academic related activities e.g., external speakers. In 2021, following the pilot roll out of BeConnected during the pandemic, a business case to recruit a Student Events and Engagement Coordinator was approved. This post now provides dedicated support to the BeConnected programme, and acts as a coordinator across the different strands of activity.
4. How do we know? (How is the change measured)
The success of the programme is measured by analysing attendance/take up of the events. Further, student representatives are members of the Steering Group which oversees the planning and delivery of the BeConnected programme; their input helps to shape priority dates, activities and content, and they also provide feedback to the group to help inform future planning. In the coming year we are keen to build stronger links with the student body to ascertain their preferences for event types and to ensure that the programme is reflective of the needs of our diverse student body. Our Student Events and Engagement Officer will liaise with students e.g. through the Sabbatical Officers who will in turn engage with the constituent groups. There is also likely to be further engagement in student residences following the appointment of a new Deputy Director in Accommodation Services, with strategic responsibility for the residential life programme.
5. Who has been involved in making any judgements? (Who decides on effectiveness)
The Strategic Communications Group for EDI and Student Life looks after the development and delivery of the BeConnected Programme. This is chaired by the Dean of Equality, Diversity and Inclusion and includes representation from academic and professional services colleagues and the Students' Union. Progress on the delivery and impact of the BeConnected programme is reported to the Student Experience Committee.
6. Any lessons learned to apply already? (Applied ongoing learning)
This year, we have taken a thematic approach to event planning and organisation, with small sub-groups coordinating events based on themes such as health and wellbeing, interculturalism, environmental sustainability, and community building/social. This has enabled a forward thinking, more strategic approach to the design and implementation of the programme. This approach will be further progressed in the coming year.

7. Any things you need to stop doing? (Any unsuccessful elements)
Some of the student support related workshops e.g. anxiety management were not as well attended as hoped. It is acknowledged that people seeking support around health or wellbeing issues often work most effectively on a 1-2 basis. We will continue to review take up and impact and amend the programme accordingly.

Title of project/activity
Priority 4: (continuing) Hybrid Learning
1. What change has been made? (Brief description(s) of overall activity/intervention)
To introduce the technology and support pedagogy to deliver hybrid teaching.
2. Why are we making it? (Rationale for the change)
Many of our students were unable to attend campus due to Covid restrictions. Additionally, we wish to offer and explore more flexible modes of delivery for future teaching delivery.
3. What difference has occurred as a result? (Tangible change made successfully or envisaged)
Feedback from staff and students has indicated that some of the hybrid classes have been successful. In some of the hybrid sessions students reported that they were able to participate and welcomed the opportunity to attend when they would have otherwise been unable to do so. It was also noted that some students who did have access to campus chose to join classes online. We would like to build on these successes and learn from the experiences of those academic teaching staff involved in their delivery.
We now understand the technology challenges and are reviewing our technology provision and the skills needed by our staff so that we can offer hybrid as part of the suite of teaching approach available to staff, as we move beyond Covid.
4. How do we know? (How is the change measured)
Various methods have been used to measure the change. Including (1) Feedback via Faculty Learning and Teaching Committee meetings, (2) Learning Spaces survey, (3) Student feedback - Via in-module surveys, (4) Level of attendance at Hybrid training sessions, (5) Staff Student Feedback Committees (SSFC's)
The learning spaces survey included questions asking academic staff to comment on the technical and pedagogical aspects of hybrid learning and teaching. The responses to the survey were mixed, from the positive responses, hybrid was seen to improve access and work well for class discussions.
Hybrid training sessions were offered to academic staff from August 2021 through to the end of September 2021. These were well attended in August and the beginning of September but attendance dropped significantly mid-September, correlating with the beginning of semester. Some staff in the learning spaces survey reported that they hadn't used hybrid at all, and this may be because they lacked confidence in using the technology.
Students reported liking the flexibility that hybrid offered them through some SSFCs both for those who could not attend campus and those who could.
5. Who has been involved in making any judgements? (Who decides on effectiveness)
This is a collaborative process, each faculty discusses the effectiveness of hybrid methods through Learning and Teaching committees. These are attended by academics responsible for teaching within the faculty along with various professional services roles, including the faculty learning technologist. The discussions and suggestions are then collated by the Associate Dean for Learning and Teaching and discussed with the Dean for Teaching, Learning & Student Experience, along with the Deputy Principal (Education and Students).
6. Any lessons learned to apply already? (Applied ongoing learning)
Making clear to students the expectations of a hybrid session and agreeing the rules in advance.

<p>For some teaching, hybrid is only an option for those who are unwell or unable to attend due to covid restrictions as it does not offer an optimal experience. For other teaching, hybrid is an opportunity to give students the choice of which mode they wish to attend class, when it offers a comparable or superior alternative to on campus only teaching.</p> <p>In general, it works well with smaller group discussions, if the session is well designed.</p> <p>A significant number of staff reported that student equipment appeared to not be functioning correctly. Whilst it may be faulty equipment, it may also be a lack of knowledge on how to set up and test appropriately. This could be something that going forward we run sessions with students on setting up their environment and testing equipment at the beginning of term.</p> <p>The lack of confidence in the equipment that was reported can be addressed through further training sessions. Paying attention to the attendance rates, we will offer additional sessions during August and less in September.</p> <p>In June 2022 a significant investment was approved by University Court to enable the enhancement of most teaching spaces on Stirling Campus with improved technology to support collaboration and hybrid teaching.</p>
<p>7. Any things you have stopped/need to stop doing? (Any unsuccessful elements)</p> <p>Rather than something that needs to stop, this response is about something we need to start doing. It has been reported by many that it is difficult teaching in two modes. One of the difficulties is the screen behind the teacher that displays the students at a distance, and the difficulty in keeping track if those students are commenting. We are looking at different solutions for the teaching rooms that will allow teaching staff to see and interact with those at a distance with ease.</p>
<p>Title of project/activity</p>
<p>Priority 5: (continuing) Peer support</p>
<p>1. What change has been/is being made? (Brief description(s) of overall activity/intervention)</p> <p>Our Students' Union built on the success of our peer mentoring scheme (STEER) and our befriending scheme (Pandemic Pals), by transitioning that support out of the pandemic context into mainstream activity and expanding its reach.</p> <p>STEER has now been expanded to include a faculty specific branch. This is part of STEER and all participants receive the same information and training, but the management of matching mentors (Captains) to mentees (Crew) is managed by the faculty. This has so far been integrated into the Law and Philosophy faculty, with Psychology have started working on developing their own branch to launch at the start of the autumn semester 2022.</p> <p>The Students' Union communities zone supports and manages the STEER program, they will also continue to support and work with any faculty branches.</p>
<p>2. Why have we made it? (Rationale for the change)</p> <p>We wish to develop more peer-led support as an essential element of support, transition, mental health, and retention for our students. We want to expand and grow the peer-support networks on campus and foster a greater sense of student community here in Stirling.</p> <p>The Pandemic Pals befriending scheme came from feedback that some students would prefer a small group rather than 1-on-1 peer support to increase their social interaction and chances of connecting with their peer-support.</p>
<p>3. What difference has occurred/will hopefully occur as a result? (Tangible change made successfully or envisaged)</p> <p>The Pandemic Pals befriending scheme has allowed small groups of students to offer and gain peer support regardless of their year or experience. Throughout the lockdowns this also proved beneficial as students had more than one person to get peer support from. However, our Crew and Captain dynamic still has its place and by offering both variations we can ensure all preferences</p>

<p>are addressed.</p> <p>The faculty-specific branches of STEER allow for greater connection to the faculties for students. The principal idea is that first and second years can be matched up with a third or fourth year in the same department, often the same degree, to offer advice and support with their studies and general student life. This also allowed the faculty to be more engaged with students' interpersonal development in tandem with their academic careers.</p> <p>We are looking also investigating increasing STEER Captains' mandatory training to include GBV (Gender Based Violence) Leading to Prevent training, which is currently undertaken by Sabbatical and Part-Time Officers.</p>
<p>4. How do we/will we know? (How is the change measured)</p> <p>The uptake of STEER has been steady over the past few years, and we hope this can increase in the autumn semester 2022. Many students who were based remotely fed back that they would sign up to STEER if it meant they could meet up and interact with people in person. We are trying to make sure students know they can sign up at any time during their time at Stirling, even if it is only for a few weeks before the end of their academic career.</p> <p>We measure sign-ups, retention and are particularly interested in Crew who become Captains. The communities zone staff regularly update the Captains and welcome feedback. Every year we gather feedback from Crew and Captains. The only issue raised recently has been the lack of face-to-face interactions due to the pandemic. This is of course not something we could have changed and the rest of the feedback has been encouraging.</p> <p>The success of STEER is not only measured by how many people sign up, but the value that those who do, receive from the scheme.</p>
<p>5. Who has been/is involved in making any judgements? (Who decides on effectiveness)</p> <p>The communities zone staff, Vice President Communities, Alyson MacKay, and Activities and Volunteer Coordinator, Elaine Shepard (left the organisation, May 2022) lead on STEER, creating and delivering training, updating throughout the year and matching new peer-support groups.</p>
<p>6. Any lessons learned to apply already? (Applied ongoing learning)</p> <p>We have updated the registration form to include more space for personal interests and hobbies, as we found the strongest peer-support relationships have come from those who have interests in common. Faculty branches are currently reviewing the scheme and impact over the last semester.</p> <p>Our STEER Captains have requested more opportunities for training alongside volunteers, such as Part-Time Officers in the Students' Union. This is something we will be implementing as optional training for those who want to take part.</p>
<p>7. Any things you have stopped/need to stop doing? (Any unsuccessful elements)</p> <p>We are looking to change the name of Pandemic Pals, as the vast majority are trying to recovery and move away from the pandemic. The name is not confirmed yet but will be before semester starts.</p>
<p>Title of project/activity</p>
<p>Priority 6: (new) decolonising the curriculum</p>
<p>1. What change has been/is being made? (Brief description(s) of overall activity/intervention)</p> <p>Building on the successful events of last year in the collaborative cluster on decolonising the curriculum (led by Dr Catriona Cunningham previously of UoS) we intended to appoint student auditors to interrogate identified degree programmes. However, due to changes in personnel this proved possible in only two programmes.</p> <p>However, we have set up a short life working group on the development of the inclusive curriculum (of which decolonising the curriculum forms a part) and have begun work on what this means at Stirling, creating resources for staff and planning further events.</p>

<p>2. Why have we made/are we making it? (Rationale for the change)</p> <p>This project will inform our pedagogy and fostering an inclusive culture at Stirling. The development of inclusive curricula is an identified priority in several institutional strategies for EDI, including the mental health strategy and the Anti Racism and Race Equality Strategy. The latter specifically recognises the importance of exploring and developing support and guidance around decolonising the curriculum.</p>
<p>3. What difference has occurred/will hopefully occur as a result? (Tangible change made successfully or envisaged)</p> <p>Aligned to the University and Students' Union Anti-Racism and Race Equality Strategy and the University Learning and Teaching Enhancement Strategy, this work will inform pedagogy and share best practice at the university.</p> <p>In this first year (AY22-23), we envisage the creation of a network whereby good practice and guidance can be shared, aligned with a series of events to stimulate thinking and prompt action to develop inclusive curricula and pedagogy. This will be supported by a SharePoint site where resources will be shared.</p>
<p>4. How do we/will we know? (How is the change measured)</p> <p>This is a behaviour change and will be an area of continued vigilance and improvement. We will seek to measure impact by assessing the extent to which our community feels that our culture and environment – including our curriculum – is inclusive, which we evaluate in part through student surveys. More thought is to be given on the further tools we will use.</p> <p>Where possible, we will integrate evaluation of change into well utilised tools, such as NSS/Student Experience Survey, staff culture pulse surveys and programme/module evaluation feedback.</p>
<p>5. Who has been/is involved in making any judgements? (Who decides on effectiveness)</p> <p>Jill Stevenson (Dean EDI/Director of Student Services) and Professor Alison Green (Dean for Teaching, Learning and Student Experience)</p> <p>Progress is reported to governance committees: the University Learning, Teaching and Quality Committee, the Anti Racism and Race Equality Strategy Group, and the Equality Steering Group which is chaired by the Senior Deputy Principal.</p>
<p>6. Any lessons learned to apply already? (Applied ongoing learning)</p> <p>A significant number of staff across the institution are interested in this area and willing to engage, which has helps us take a “bottom up”, academic led approach. However, we have also seen colleagues daunted by the enormity and sensitivity of the area. We are therefore trying to take measured steps within an overall strategic framework, to make this work more accessible and achievable for colleagues.</p> <p>A key initial focus will be to encourage and facilitate conversations about the concept of decolonising the curriculum to strengthen awareness, confidence and competence amongst colleagues. Several colleagues are already actively progressing work, so will be key assets in this work, along with our Academic Development colleagues.</p> <p>The two student led audits which did take place, cost a significant amount in paying the students for the time spent. This model is not sustainable across all programmes so we will need to take other approaches to achieve our goals.</p>
<p>7. Any things you have stopped/need to stop doing? (Any unsuccessful elements)</p> <p>It was disappointing not to be able to carry out more student led audits planned for last year. We have however taken the material for that exercise and created a toolkit for staff who may wish to undertake such audits in the future.</p>

Dissemination of work

Which mechanisms have been most effective in disseminating outcomes and resources internally, and to the sector? Please provide examples.

If there are materials and resources you can share with the sector, please provide details below.

We used internal staff and student communication channels including a digital “Round Up” each week, along with social media to spread news of developments. Our work, which aligns to the theme, is shared on our internal Learning & Teaching SharePoint site. Our annual Learning & Teaching Festival shares the work aligned to the Theme – in 2021 this included a keynote from the leaders of the Resilient Academic Leadership cluster, sharing their work with colleagues at Stirling. In 2022 we will discuss inclusive curriculum, hybrid learning and authentic assessment.

We used a poster campaign to convey messages to students on academic integrity and contract cheating which was organised in collaboration with the Students’ Union. Social media and website are used extensively to promote our student life programme.

Externally we will disseminate through the Enhancement Theme leaders’ group, social media and workshops which are open to the sector. We have also shared our work on the academic integrity module with Edinburgh University, who are currently considering something similar.

Collaboration outwith your institution

How have you collaborated with other institutions? This could be informally by growing networks or contacts, or more formally for example, through collaborative clusters or sector work. If you have been collaborating with others, briefly explain what this has involved and what have been the benefits and challenges.

This year we have collaborated through clusters less than usual in the last year due to staffing changes, our intention is to expand our collaboration now we are returning to a full staff compliment.

We have however used our networks to inform our work through networks such as AMOSSHE and QAA.

Supporting staff and student engagement

How have staff and students been supported to engage in Theme activities? Please provide examples.

We have worked closely with our Students’ Union and other student networks to support engagement, ensuring the work on the Themes have been well communicated, and is accessible and inclusive. Staff involved in the substantive work of the theme have done so as part of their normal workload and we have avoided placing additional burdens on the staff involved. We have provided funding where necessary to support activities.

Processes

What are you learning from the processes, approaches and structures you are using to support this Theme?

How will this report be used/distributed within your institution?

We continue to reflect on and enhance our approach to theme work. The support provided by the QAA on evaluation has been useful to concentrate our minds on impact. This report will be shared through our governance committee structure.

Looking ahead

In session 2022-23 we will be starting to consider what the next Enhancement Theme might focus on. We are interested to know about the discussions, hot topics and issues that are emerging in your practice and gaining increasing attention. Please share your thoughts and views below.

The place of hybrid and online learning remains high on the agenda. We are also looking closely at the experience of international students as the demographics of our markets change. Assessment remains an area of development and we are considering the lessons that compassionate curriculum and authentic assessment have to play.

EDI and curriculum design and delivery is an ever-growing area of expertise and interest for us, while sustainability is finding its place in our curriculum.

Report Author:	Professor Alison Green
Date:	27 June 2022