Overview of Year 1 Institutional Reports

Executive Summary

Introduction

1   This report provides a summary of Year 1 Enhancement Theme institutional activity based on higher education institution (HEI) end of year reports.

2   End of Year 1 reports have been submitted by all Scottish higher education institutions. This summary report and end of year reports will be made available through the [institutional Theme web pages](#).

3   The key points from Year 1 of Theme activity are as follows:

- Around 80 projects are reported by HEIs in the evaluation section of the reports; most institutions reported on multiple projects and areas of activity; four HEIs have reported on one single project/activity with multiple aspects/elements.

- Projects planned vary in duration with some completing in Year 1 and others intended to extend across the duration of the Theme.

- Drawing on previous Themes (Student Transitions and Evidence for Enhancement) is evident in the work of six institutions.

- Topics covered by HEIs' activity can be summarised broadly as: definitions of resilience, transition points, peer-to-peer activity, belonging/community, digital provision, community outreach, student characteristics/populations, subject or discipline-specific, collaborative cluster-related.

- Institutions are planning a wide range of creative outputs - for example, one is an online game for students aiming to develop resilience.

Year 1 institutional reports

4   Highlights from the reports are detailed in the following sections.

Institutional teams

5   Four institutions (University of Glasgow, Royal Conservatoire of Scotland, University of Stirling, Scotland's Rural College) reported no changes to institutional team memberships. More typically, memberships changed reflecting: staff changes; sabbatical officer changes; and the desire to expand membership by increasing student and staff numbers. The Open University in Scotland was without student representation on its institutional team because there was no Scotland representative in its Students' Association. However, the University reported student engagement and contribution to individual Theme projects over Year 1.

Evaluation of activities and outcomes

6   The Year 1 report format focused on evaluation activity and asked institutions to report on each project/activity against seven questions. This format appeared to be well received with positive comments from Theme Leaders' Group (TLG) members at the June 2021 meeting.

7   Appendix 2 provides summary information on the projects reported by institutions. Year 1 has seen significant activity (around 80 projects detailed in reports) despite the constraints of the pandemic on staff and student time. The key features of activity and projects are as follows.

- Most (16) institutions have been running multiple projects; the single area of focus reported by three HEIs (Queen Margaret University, Royal Conservatoire of Scotland, University of Glasgow) is multi-faceted.

- Some projects have started and completed, some will finish before the start of session, some are the start of multi-phase work spanning multiple years. Scoping, exploring, understanding and testing have been the main focus of Year 1.

- Six institutions made explicit references to previous Themes' activity (University of Glasgow, Open University in Scotland, Robert Gordon University, Scotland's Rural College, University of Stirling, University of Strathclyde) where specific projects were continuing or developing, or previous Themes outputs and outcomes were being drawn upon:

  - The Open University in Scotland is continuing with its Fika[1] sessions as a way to share practice in a relaxed, informal way among colleagues. Although starting as a face-to-face activity, the University has successfully developed this as an online activity. The University is also updating the OpenLearn Sense of Belonging Toolkit that was a collaborative cluster development and continuing with its SIMD20 attainment gap work. These were all projects that were part of the Evidence for Enhancement (E4E) Theme. The University of Glasgow's project on Peer-Enabled Activity Evaluation makes reference to the principles of the E4E Theme. Similarly, Scotland's Rural College reports a commitment to an evidence-based approach from the E4E Theme and the evaluation sections across HEIs' reports generally show the impact of the 2017-20 Theme.

  - The influence of the Student Transitions Theme (2014-17) is also evident in Robert Gordon University's supporting whole-person education throughout the learner journey project - an activity which is aimed at key transition points; and also with the University of Strathclyde's Undergraduate to Postgraduate - Widening Access Student Transitions project. The University of Stirling's Pre-arrival Workshops - Student Learning Services project involves delivery of a daily 'transition to university' workshop (16 topics covered) with the workshop delivery starting three weeks before the start of semester.

- Institution-wide - there is significant investment in institution-wide initiatives and a broad range of topics. The following sections highlight interesting aspects of HEIs' work:

  - **Definitions** - five institutions are examining what resilience means in their context with some developing definitions of resilience - Glasgow Caledonian University, University of the Highlands and Islands, Open University in Scotland, Royal Conservatoire of Scotland, Scotland's Rural College. The University of the Highlands and Islands' approach is exploring the development of resilient learners, resilient staff and a resilient institution.

  - **Transition points** - aspects of transition feature in the following HEIs' Year 1 work:
    o induction - Abertay University
    o pre-arrival workshops - 16 topics covered and associated with each workshop is a summary recording and additional resources to be used during the semester – University of Stirling

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[1] (In Swedish custom) A break from activity during which people drink coffee, eat cakes or other light snacks and relax with others

- o undergraduate to postgraduate - widening access student transitions – University of Strathclyde
- o throughout the learner journey, Robert Gordon University is supporting whole-person education.

- **Peer-to-peer initiatives** also feature in six institutions:
  - o Student Peer Supported Resilience Resource - University of Dundee
  - o Peer-enabled activity - University of Glasgow
  - o Student Success Officers, employing recent graduates to these roles - Abertay University
  - o Systematic Techniques to Enhance rEtention (STEER) (peer mentoring) - University of Stirling
  - o Peer mentoring (subject specific) - Scotland's Rural College
  - o Student buddying scheme – Edinburgh Napier University.

- An emphasis on learning from student representation data and a focus on the effectiveness of the Student Experience Committee are at the heart of the University of the West of Scotland's work.

- **Belonging/community** - Abertay University, University of Edinburgh, Edinburgh Napier University, Heriot-Watt University, Open University in Scotland, Queen Margaret University, Scotland's Rural College and University of Stirling are developing work in this area. Queen Margaret University is running student and staff questionnaires to explore student loneliness and isolation. University of Stirling's 'Pandemic Pals' has designed activities to create connection and community between students and help tackle social isolation. Its 'Be Connected' programme is designed to build a sense of belonging and community. Similarly, Edinburgh Napier University's Student Buddying Scheme is designed to increase student confidence, integration and a sense of belonging and community. Scotland's Rural College's work is focused on student and staff learning/working communities and asking what do these currently look like, what should they look like, and how might they be developed/enhanced to be fit-for-purpose in a blended learning world? The University of Edinburgh is gathering examples of community building in the hybrid context and sharing examples in addition to PhD intern work on building postgraduate research communities.

- There is continued investment in **developing digital provision** with activity highlighted by seven HEIs (University of Aberdeen, University of Edinburgh, Edinburgh Napier University, Open University in Scotland, Robert Gordon University, University of St Andrews and University of Stirling). The University of Aberdeen is working on provision of effective blended learning with a focus on transforming its approaches to teaching and learning post-pandemic. Similarly, Robert Gordon University is evolving its approach to online learning.

- Heriot-Watt University and Glasgow School of Art both refer to **community outreach** activities in their Year 1 reports.

- Some projects are refining existing or creating new processes or focused on curriculum development, for example:
  - o University of St Andrews' focus on assessment feedback literacy
  - o University of Stirling's online Academic Integrity Module - a 'module' for online delivery which focuses on writing at university, avoiding academic misconduct, and correct referencing and aimed at reducing student anxiety associated with academic writing
  - o University of Strathclyde's thesis mentoring scheme

- o Abertay University's curriculum redesign and the University of the West of Scotland's Curriculum Development Framework.

- Ten institutions have activities focused on specific student characteristics or student groups:
  - students with a disability - University of Edinburgh, Open University in Scotland, University of St Andrews
  - care experience and estranged students - Royal Conservatoire of Scotland. Edinburgh Napier University is also working on care experienced students
  - widening access/SIMD20 - Open University in Scotland, University of Strathclyde
  - neurodiverse students - Royal Conservatoire of Scotland
  - male students - Robert Gordon University
  - people of colour - University of St Andrews
  - migrants - Open University in Scotland
  - students in secure environments - Open University in Scotland
  - direct entrants - Abertay University
  - postgraduate taught students - University of St Andrews, University of Strathclyde
  - postgraduate research students - University of Edinburgh, University of Strathclyde
  - Heriot-Watt University, Open University in Scotland and University of Stirling have specific projects on mental health and wellbeing; Robert Gordon University reports the decolonising the curriculum and student mental wellbeing collaborative clusters to be really helpful in its work to promote retention and success through inclusive practice.

- Five HEIs report on collaborative cluster-related work, as follows: micro-credentials (University of Aberdeen, Abertay University); programme leaders (Robert Gordon University, Scotland's Rural College); and decolonising the curriculum (University of Dundee - MBChB course). Institutions continue to report the value of collaborative clusters in informing institutional activity and a means of providing a way to engage with the Theme for a greater number of staff and students. While TLG members would find it useful to know how many staff and students are participating in cluster activity from their HEIs, this information is not readily or routinely collated.

- The following are examples of local-level subject-specific work:
  - student community and computing club (Open University in Scotland)
  - creative disciplines (architecture, photography, painting, printmaking, film, music) (Glasgow School of Art, Edinburgh Napier University, Heriot-Watt University)
  - veterinary nursing, equine studies (Scotland's Rural College)
  - STEM subjects (University of St Andrews)
  - enhancing practice for resilient future mathematics education for engineering and technical degrees – Edinburgh Napier University
  - undergraduate to postgraduate - widening access student transitions in Faculty of Humanities and Social Sciences (University of Strathclyde)
  - the impact of action learning on developing resilient student nurses (University of Dundee).

- From guides, stories, toolkits and an online game-based resource, there is going to be a diverse range of creative output and outcomes.

Dissemination of work

8   Institutions are using various methods to disseminate Theme activity internally, using existing, well-established mechanisms including:

- annual learning and teaching/academic development institution-wide events
- blogs, electronic bulletins, web pages, virtual learning environment, intranet, email
- formal committee structures and representation and specialist staff networks such as programme leaders
- institutional team members and/or other key staff (such as Higher Education Authority Senior Fellows) actively championing Themes work.

and bespoke activity, such as:

- a September 2021 Welcome Week awareness-raising event - University of Dundee

- a university-wide Teams site to engage colleagues in learning and teaching enhancement conversations - Heriot-Watt University

- the Open University in Scotland is continuing its Fika sessions from the previous Enhancement Theme

- in response to the range of enhancement activity that was launching under the auspices of various initiatives at the University, and concerns over the potential for 'enhancement fatigue' among staff and students at this challenging time, Robert Gordon University has launched its 'Emerging Stronger' campaign. This recognises that these projects all shared the common aim of charting Robert Gordon University's future direction post-Covid so the decision was taken to unite them under one single banner. This has helped to support effective dissemination across all initiatives by providing a single, timely 'brand' for staff and students to engage with. The introduction of the Emerging Stronger Enhancement Award fund and development programme has further helped to raise awareness of the Theme and connected initiatives, as well as supporting coherence and shared learning across projects.

9   In addition to posting information on websites, Themes work has been externally disseminated through social media and Zoom workshops. Some HEIs have invited external colleagues as guest speakers, or allocated places to externals, at annual symposia/conferences - for example, the University of Aberdeen and University of Stirling.

10   The Micro-credentials collaborative cluster features in the April 2021 issue of Quality Compass.

11   Some of Heriot-Watt University's mini project work is featuring at international conferences. The Open University in Scotland reports that its 'Big Blether' series contribution to the Student-Led Project work has had a positive impact on the University's interaction with sparqs and student association student representative training.

12   A number of colleagues have commented positively on the opportunity that the Theme Leaders' Group brings for sharing experiences, learning and insight from others.

Collaboration outwith your institution

13   While we have had feedback from colleagues confirming how well Resilient Learning Communities aligns with HEIs' priorities, the past 18 months have been a period of immense challenge and uncertainty. That, along with running seven collaborative clusters and perhaps a sense of increasing 'digital fatigue', may have impacted on between-institution interaction. While this is clearly still happening (see paragraph 9), we recognise that efforts in Year 1 have been focused on developing the Theme internally.

14   Scotland's Rural College are currently liaising with Borders College and others from the sector around a project it implemented supporting mental wellbeing. The University of Glasgow has consulted widely across the Scottish and rUK sectors on its peer-enabled initiatives.

15   There has been significant sharing and collaboration in response to COVID-19.

Supporting staff and student engagement

16   Many of the activities reported under dissemination of work are also viewed by HEIs as ways to support staff and students with Enhancement Theme work - for example, the institution-wide conferences/symposia.

17   Competitive bidding for funding of small local projects is used by several institutions to support staff and student engagement in Theme activity. Glasgow School of Art's projects have involved support meetings for each project and a collective meeting for participants across all projects. Heriot-Watt University's profile-raising of its mini-projects is used in calls for future projects.

18   Many institutions are recruiting students (from undergraduates to PhDs) to lead and work on Theme projects as paid interns, and are investing in support through formal induction and mentoring processes (for example, University of St Andrews, University of Strathclyde). Ensuring student representation and/or sabbatical officer representation on key groups is important to student engagement (see paragraph 5). The University of the Highlands and Islands has aligned many of its activities to different strands of the institution's Theme work. The University of the West of Scotland has commented positively on its partnership working with the Student Union to deliver a student feedback workshop on its draft curriculum framework.

19   The format of the Theme's work itself can involve reaching out to every staff member and student - for example, the Royal Conservatoire of Scotland's 'Creative Conversations' initiative; Queen Margaret University's loneliness and isolation questionnaire; and University of Stirling's 'Be Connected' programme. An open call went out to the University of the Highlands and Islands' staff and students suggesting different ways to become involved with Theme activity.

20   Robert Gordon University has been running staff development events as part of its 'Emerging Stronger' campaign. Queen Margaret University uses its staff Performance Enhancement Review process to highlight opportunities through Theme engagement.

21   Encouraging staff to participate through existing networks and focusing on local-level activities supports Theme engagement.

22   Student engagement in Theme activity is reported by some HEIs as a greater challenge because of disruption caused by COVID-19.

Processes

23   In their Year 1 reports, institutions have been sharing aspects of their Theme management and organisation; different approaches work in different HEIs and processes are adapted to suit local context and priorities. In its report, the University of the West of Scotland highlighted a key lesson about including' the right people at the right time' in terms of ensuring engagement and achievement of goals. Using existing formal committee and governance structures is important in all institutions to help disseminate information. The Royal Conservatoire of Scotland has Enhancement Theme activity as a standing item on its Programme Committee agendas.

24 Some HEIs use existing HEI structures to support Theme delivery (University of Glasgow, University of Stirling). In some cases, the organisational structure used to deliver Evidence for Enhancement is supporting the delivery of Resilient Learning Communities (University of Strathclyde). In other institutions, the delivery structure has changed - for example, Queen Margaret University has established a core research group to lead on the development of the expert staff briefing, and the design and analysis of its HEI-wide staff and student questionnaires. The University of Dundee has introduced shorter, now monthly, working group meetings. The University of St Andrews has a large core team but with working groups for its three key areas. The University is also identifying relevant existing data in the University that will support its Theme work.

25 The Open University in Scotland has established clear terms of reference for its institutional group, which has developed a definition of what resilient learning communities means to the Open University.

26 Institutional teams are playing a crucial role in championing Themes' activity and encouraging and supporting engagement at a local level. Scotland's Rural College has emphasised the importance of collaboration and has found great benefit in contributing to the Student-Led Project.

27 Some HEI Theme projects are focused on the structures and processes that support Themes' work. For example, the University of Aberdeen's Development of a Resilient Learning Communities' Community of Practice spanning all areas of the University. The University of St Andrews has Theme projects examining the use of student interns and its Theme organisation.

28 Robert Gordon University has highlighted five learning points stemming from the processes, approaches and structures it is using to support its Theme work, which point to the value of:

- involving multiple voices and perspectives in project management and delivery
- planning time for 'discovery' at the outset of projects and stakeholder engagement
- maintaining flexibility to accommodate the dynamic nature of enhancement and fluidity created by the pandemic
- sharing learning and resources across projects and institutional areas
- having the confidence to commit to longer-term initiatives as well as short-term projects.

Collaborative cluster - HEI participants

Sector/Institution work	Decolonising	Micro-credentials	[1]PARC	Postgraduates	Principal Fellows network	Programme leaders	[2]Student mental wellbeing
Abertay University			**Lead**			Partner	
University of Aberdeen		Partner					
University of Dundee							
University of Edinburgh	Partner			**Lead**			
Edinburgh Napier University						Partner	Partner
Glasgow Caledonian University	Partner	Partner	Partner		**Lead**		**Lead**
University of Glasgow	Partner					Partner	
Glasgow School of Art							
Heriot-Watt University	x	**Lead**		Partner		**Lead**	x
University of the Highlands and Islands	x	x	Partner				x
Queen Margaret University	x						
Robert Gordon University	x	Partner				x	x
Royal Conservatoire of Scotland						Partner	
Scotland's Rural College						x	Partner
University of Stirling	**Lead**						Partner
University of St Andrews	x	x		Partner			
University of Strathclyde	x	x				x	x
Open University in Scotland		x					
University of the West of Scotland		Partner		Partner			

[1] These HEIs also have partners outwith Scotland
[2] Also includes sparqs and NUS Scotland
x identifies where HEIs have reported they have been involved but not as a formal partner

Appendix 2

Summary of institutional activity Year 1

Sector/institution work	Activities and projects
Abertay University	• Diagnostic testing of students through engaging micro-credentials to develop successful student attributes Curriculum redesign through block delivery of learning • New approaches to orientation and the 'relentless welcome' • Student Life Coaching was initial title, but we are now redirecting this work to Student Success Officers • Enhancement Theme Learning and Teaching Projects (a suite of local projects)
University of Aberdeen	• Development of a Resilient Learning Communities' Community of Practice spanning all areas of the University of Aberdeen (FO) • Provision of effective blended learning with a focus on transforming our approaches to teaching and learning post-pandemic • Exploring the Potential of Micro-credentials and Digital Badges
University of Dundee	• Building Resilience Through Play: Creating an online game-based resource to enhance the resilience of students • Student Peer Supported Resilience Resource: Signposting resources using inspirational quotes (FO) • Decolonising our curriculum (MBChB) • The impact of action learning on developing resilient student nurses
University of Edinburgh	• Gather examples of community building in the hybrid context and share examples • Support new activity (improving the student experience for students with disabilities) • Appoint a PhD intern to support Theme work (focus on building communities and building postgraduate research communities)
Edinburgh Napier University	• Digital Support Partnership Research Project: Aimed to bring together expertise from across Edinburgh Napier University to enable effective online learning and teaching practice through three workstreams: curriculum development and delivery planning; staff development; student participation, engagement and support

	• Student buddying scheme (student-led project): a collaboration between the University and Students' Association, the scheme is designed to match students using various criteria, such as hobbies and interests. The scheme has several aims all focused on increasing student confidence, integration and a sense of belonging and community. • Resilient Learning Communities – Student-Staff Collaborative Mini-Projects: a competitive bidding process for funding of small scale local projects.
Glasgow Caledonian University	• Understanding what resilience means to our students: Exploring students; understanding of the concept of 'resilience' • Common good attributes and employability: A study exploring how the University's revised (for our new Strategy for Learning 2030) Common Good Attributes, including Resilience, can best be articulated for its students as employability skill • Embedding the Sustainable Development Goals in the Curriculum: An audit/mapping exercise that will document the ways in which UN Sustainable Development Goals (part of the new Strategy for Learning) are embedded in the University's course curricula, in ways that meet the needs of its diverse student communities
University of Glasgow	• Peer-Enabled Activity Evaluation: An evaluation of the potential for more peer-enabled activity that strengthens student community and builds skills; a series of guides will be produced and allow staff across the sector access to resources to enable them to implement a range of new, or expanded, peer-enabled activity
Glasgow School of Art	Year 1 was focused on supporting a number of student-led projects which aimed to address the theme of resilient communities and strengthen the relationship between the Students' Association and Glasgow School of Art and its communities: • Unbound: The development, design and distribution of a physical publication to support Painting and Printmaking students (Year 3) to exhibit their work to a wider audience • Art Drool publication: A wholly online publication initiated by students for students, to provide an ongoing showcase and archive of current student work at GSA • Make Big Noise: A research project investigating alternative methods of architectural design within a professional community - used to inform the project team's co-designed 'self-build' (July 2021) for the charity Sistema Scotland called 'Big Noise Yard Build' • Museum of Things: A virtual collaboration between students and the communities of Maryhill Integration Network (MIN); a digital art project culminating in a community-led resource - the creation of their own museum exhibition • Not Alone: A digital compilation of the Fine Art Photography Year 2 students' work undertaken during lockdown, alongside a series of interviews

	• The Laboratory: A workshop series, hosted online, involving a small student group; each week focused on a single filmmaker; students collectively watched a short selection of films followed by an exercise in reflection centred around a text about or by the artist

Heriot-Watt University	• Overall outcome is for staff and students to have an enhanced sense of being part of a global community, and the practical means to facilitate such a community; four priority areas support the aim, three are detailed in the Year 1 report:
	  - inspire institutional conversations around community, belonging and wellbeing
	  - create special interest clusters to advance projects related to resilience, community and wellbeing across schools and campuses (14 mini-projects funded as part of this area of activity)
	  - Strengthening our Global Learning Community: A Longitudinal Evaluation of Change - a longitudinal evaluation of enhancement efforts to map how our global learning community is evolving over time and deepen understanding about what practical steps support and strengthen this community

University of the Highlands and Islands	• Facilitating resilient students: Aims to develop a student body of resilient learners and resilient graduates, able to adapt to a changing world of education and employment • Facilitating resilient staff: Aims to develop a staff body of resilient educators able to adapt to a changing world of education and employment • Creating a resilient institution: Aims to examine the policies, processes and structures within the University to ensure that they are fit to serve the changing needs of the staff and student body
Queen Margaret University	• Lonely Learning and Learning to be Lonely: A study of student resilience and challenge during COVID-19 lockdown - exploring student experiences of loneliness and isolation and identify strategies that may have been used to manage these experiences
Robert Gordon University	• Digital Learning Programme - Evolving RGU's Approach to Online Learning • Supporting whole-person education throughout the learner journey: Aims to further embed integrated support for whole-person learning throughout the student journey at RGU, with an emphasis on enhancing support at key moments of transition, promoting student wellbeing and resilience, and strengthening communication and awareness of available support (FO) • Promoting retention and success through inclusive practice: Aims to further promote inclusive curriculum design and delivery at the University in order to enhance student retention and success by: developing staff awareness of, and skills in inclusive curriculum design and delivery, including the accessibility of digital learning in accordance with Public Sector Bodies' Accessibility Regulations; interrogating institutional data and working in partnership with

	• students and staff to identify further opportunities for impactful enhancement; planning and implementing targeted enhancements to promote parity of participation in priority areas • Supporting RGU's Course Leader Community: Aims to scope and facilitate opportunities for Course Leaders to come together as a community to enrich colleagues' work in this pivotal role, support their professional development and enhance the overall student experience
Royal Conservatoire of Scotland	• Creative Conversations: Online facilitated 'Creative Conversations' designed to explore different facets of the concept of 'Resilience' and 'Resilient Learning Communities'
Scotland's Rural College	• Resilient Learning Community Activity Overview focusing on two aspects: - building the foundations: what does Student/Staff Learning Communities mean at SRUC and how can we develop them? - addressing student loneliness and isolation • Plus a peer mentoring scheme
University of Stirling	• Students as Partners in Learning: Increasing student participation in co-creative approaches - for example, in road-testing modules for online and blended learning and in policy development • Technology Enabled Education: Supporting the move to online and blended learning and looking forward to the future of learning and teaching • STEER (peer mentoring) and Pandemic Pals: Activities to create connection and community between students and help tackle social isolation • Be Connected Student & Staff Life Programme: Inspired by the five ways to wellbeing, Be Connected comprises a blend of online and face-to-face activities, events and resources designed to build a sense of belonging and community; the programme seeks to ensure students and staff stay connected with each other, and remain healthy, active and supported (FO) • Pre-arrival workshops - Student Learning Services: For three weeks before the start of semester, delivery of a daily 'transition to university' workshop (16 topics covered); associated with each workshop were a summary recording and additional resources to be used throughout semester (FO) • Academic Integrity Module: A 'module' for online delivery in which all students can participate, which focuses on writing at university, avoiding academic misconduct, and referencing; aimed at reducing the anxiety associated with academic writing

University of St Andrews	• Lecture and Workshop on Assessment Feedback Literacy: Aim is to support better use of feedback by students, both by delivering the feedback in better ways and by building feedback literacy for students into the teaching programme • What is Higher Education Anyway? Stakeholders' Beliefs about the Purposes of Higher Education in the 21st Century: Understanding what stakeholders think about the purposes of higher education will allow us to more effectively develop interventions to increase the resilience of future HE students by better understanding the expectations of students and staff • Monthly meeting of the Core Enhancement Theme Team: Evaluating the effectiveness of the University's organisation of Theme work • Student internship programme: To ensure the student voice is heard in Theme projects • How to Identify the Needs and Contributions of Diverse Communities: Gathering data from across the University on what is currently known within schools and units about the needs of diverse student groups; this will help us to identify areas of best practice and any common issues to provide a focus; and plan interventions and build on existing good practice • Five funded projects
University of Strathclyde	• Thesis mentoring scheme: Examines the impact of mentoring on Postgraduate Research Student (PGR) resilience and thesis completion, while providing tailored, targeted support for PGRs who have been impacted by the Covid-19 pandemic • Undergraduate to PGT - WA Student Transitions: Aims to create a series of online resources for widening access students transitioning from undergraduate to postgraduate studies in the Faculty of Humanities and Social Sciences (HaSS); the repository pages will be divided into two main sections - one with links to support services available at Strathclyde and one with information on academic requirements and expectations, which will include an area designed for development of PGT study skills (FO) • Collecting Stories: Project will collect and celebrate stories from each faculty of innovative and effective practice that has taken place during the pandemic • Student Resilience in HE: A Strathclyde Toolkit: Aims to develop a plan for a Strathclyde centric toolkit which will support student resilience across all four faculties; this is inspired by the Student Services Organisation Resilience Toolkit, launched in 2018; resources cover a range of research, case studies and tools to help develop student resilience to stress, anxiety and similar barriers to achievement and success (FO)

Open University in Scotland	- Forced Migration project development: Comprising three pilot projects on skills for employability, skills for study and community-based ESOL resources - Sense of belonging toolkit: Updating the OpenLearn resource created as a result of Evidence for Enhancement Theme collaborative activity - Students in Secure Environments - Open Learn Materials: A collaboration with Fife College to make our free Open Learn resources available in an offline context on computers in the Learning Centres in prisons - SIMD20 project: Continues with phase 3 of a project (disseminating the report outcomes and designing interventions based on the collated data and analysis) aimed to reduce isolation and facilitate a sense of belonging among SIMD20 students - EmployAbility programme: A collaboration between a not-for-profit organisation and 10 Scottish HEIs offering activities to support disabled students - Student community and computing club: Re-establishing a previous initiative for students with an interest in this subject area - Big Blether Series: Getting students together in an informal environment to discuss issues of interest and concern; particular focus on mental health
University of the West of Scotland	- Development of the UWS Curriculum Framework - Establishing the key themes for the curriculum framework around resilient learning communities given the evolving external environment, the diverse nature of the UWS student body, the impact of delivery in 2020-21 and the UWS Corporate Strategy priorities - Review the Student Representation data - to understand the University's journey over the last 3 years and the impact of development and strategies put in place through the Student Representation and Policy Coordinator - Refresh and Relaunch of the Student Experience Committee - to strengthen its ability to be active in securing the quality of the student experience