



## End of Year 2 Report for: University of Dundee

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.

Erica Russell Hensens returned to her role as Director of Quality and Academic Standards in March 2022.

Linda Martindale has given up the Theme Lead role and Mike Bartle has taken over as University Theme Lead from August 2022.

Zechariah Laari, VPA DUSA, will continue as student lead.

### **Evaluation of activities/outcomes**

To make evaluation processes more accessible and user friendly, we have attempted to simplify (not minimise) the evaluation reporting process into 7 key questions (see below). Prior to completing these, it would be useful to refer to the QAAS website resource: [A Guide to Basic Evaluation in HE](#) (specifically, Section 8, Summary overview on page 23, and the Evaluation Checklist – Appendix A, on pages 28-29).

Please report each activity/intervention against the following questions in the Evaluation part of the template.

N. B. You may have already realised some of your objectives and/or these might be ongoing, so please delineate each question according to whether activities or interventions have been completed already in this reporting year or are in process.

(Easiest way is to delete **either/or** options highlighted in **red** in questions below):

## Evaluation

Title of project/activity
Digital Mentorship Platform for Student Experiences in Computing
1. What change is being made? (Brief description(s) of overall activity/intervention)
The long-term impacts of COVID-19 means that more students are now studying remotely and becoming more anxious about their post-university careers. The combined effects of these circumstances could significantly impact students' mental health. This project will use technology to deliver a school-specific on-demand mentorship programme for students who may need general guidance and support during their time at university.
2. Why are we making it? (Rationale for the change)
Many students are anxious about their futures after university. This anxiety can significantly impact students' ability to stay motivated, think rationally and plan for their futures strategically. A one-on-one mentorship programme where students can engage with experienced mentors in an on-demand fashion would give students a mental "safety net" in knowing that there is someone they can connect with, as and when needed, who understands the challenges and opportunities associated with their current academic path.
3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
Understanding of value to students of having access to an on-demand digital mentorship platform and potential to implement more widely across the institution.
4. How will we know? (How is the change measured)
<ul style="list-style-type: none"> <li>• Qualitative use cases will be gathered</li> <li>• A feasibility report will be written focusing on student experience, value of the service and potential to expand</li> </ul>
5. Who is involved in making any judgements? (Who decides on effectiveness)
Project team from Computing (led by Labake Odushegun)
6. Any lessons learned to apply already? (Applied ongoing learning)
7. Any things you need to stop doing? (Any unsuccessful elements)
None at present

Title of project/activity
Liquid learning and blended delivery; hybridised learning for hybridised lifestyles.
8. What change <b>has been/is being</b> made? (Brief description(s) of overall activity/intervention)
The premise is that ed-tech can be deployed to great effect in a blended learning approach that offers a high level of flexibility. As one key element of a more resilient educational offering, flexibility is an increasing requirement of our student body in business education. The School of Business postgraduate community is highly motivated and diverse. Students have varied backgrounds and financial needs. Some undertake part time employment to fund their stay in Dundee while others

manage micro-businesses. The ethnicity of our students is varied and this blend of characteristics affords an excellent opportunity to discuss and evaluate learning styles and more dynamic, ed-tech driven pedagogy for future development. The project team will recruit 4 focus groups of 10-12 students across the TPG community within UDSB. This is to cover Accounting and Finance, Economic Studies and Management and Marketing conversion and extension students. The focus groups will be presented with a model of blended learning that utilises mobile platforms, audio, video and text-based learning resources as well as both synchronous and asynchronous learning sessions on a structured drop-in basis. The model will be discussed and evaluated with students on a facilitated basis using a standard topic guide. The project team will moderate the output and selected quotes will be utilised to underpin model adaptations. Lifestyle and learning groups will be identified for future research.

9. Why are we making it? (Rationale for the change)

Coupled with a more inclusive and fluid pedagogy, the proposal looks to enhance inclusivity through testing more flexible, digitised access to learning. The Coronavirus pandemic has in some ways highlighted the diversity in the characteristics and needs of learners. This project will map some of these emergent and existing needs to the newly available educational technology. Issues of location and mobility, caring and parental roles, as well as employment and revenue pressures will be considered in relation to enhanced accessibility to learning through technology.

10. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)

Awareness raising through a School townhall presentation of key findings including a “hy-flex” blended model for future TPG delivery, required software and hardware technological specifications, staffing requirements (facilitators) and staff training needs.

Working with the Centre for Technology and Innovation in Learning to deliver liquid learning workshops for interested colleagues.

Conference paper and an empirical basis for future grant applications.

11. How will we know? (How is the change measured)

Evaluation of the project will include feedback on the resulting models and report from participating students and reflection by the project team.

The data and modelling output will be presented to colleagues in the other Schools to elicit feedback and evaluate potential to implement beyond the School of Business.

12. Who is involved in making any judgements? (Who decides on effectiveness)

Project team from School of Business (Professor Ian Robson, Dr Daniel Clarke, Dr Stavros Kourtzidis and David Millar )

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

14. Any things you need to stop doing? (Any unsuccessful elements)

N/A

Title of project/activity

Forensic Practitioners and Exposure to Trauma: No longer a “stiff upper lip” approach

1. What change is being made? (Brief description(s) of overall activity/intervention)
<p>CAHID offers undergraduate and postgraduate courses in forensic anthropology, forensic archaeology, and forensic facial imaging. As a result, CAHID is developing forensic practitioners who will potentially experience traumatic experiences during their careers. Currently, the curriculum focuses on forensic methods and practices, but does not specifically focus on the resilience building and mental wellbeing of the students. This project aims to address this by examining existing research and resources available and developing educational content for forensic practitioners to build resilience and promote good mental wellbeing.</p> <p>The project begins with a literature review of the current publications exploring mental health and forensic practitioners. In March 2022, Ms Reid and Dr McIntosh conducted a 1-hour panel discussion for 4th year and MSc forensic anthropology/archaeology students entitled "Forensic practitioners and exposure to trauma: No longer a "stiff upper lip" approach". The intention was to increase awareness of the traumatic experiences to which forensic practitioners are exposed, and to provide recommendations for building resilience and promoting good mental wellbeing. This was the first teaching session to address these issues. Attendees will be sent a survey relating to this session to receive feedback and to develop content.</p>
2. Why are we making it? (Rationale for the change)
<p>There is evidence that exposure to traumatic experiences, such as the exposure to deaths and major incidents, contributes to mental health issues. For example approximately 20% of police officers in the UK develop post-traumatic stress disorder (PTSD) (Brewin <i>et al.</i> 2020; Miller <i>et al.</i>, 2022). Few studies focus on forensic practitioners, but Goldstein and Alesbury (2021) surveyed 211 U.S. forensic practitioners. The results of this study demonstrated that 73.9% of respondents felt that mental health issues were not adequately addressed during their education, professional certification, or workplace. This project aims to address this by examining existing research and resources available and developing educational content for forensic practitioners to build resilience and promote good mental wellbeing.</p>
3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
<p>Based on feedback from the activities, an Organisation in the VLE will be set up with educational content on this topic that will be available to forensic students</p>
4. How will we know? (How is the change measured)
<p>The project team will meet monthly to evaluate the activities of the project and any upcoming milestones.</p> <p>A summative evaluation plan will be completed at the end of the project. This will report whether the aims of the project have been achieved, and if not, why not. An outline of the outcomes of the project will be included and any recommendations for further work will be included.</p>
5. Who is involved in making any judgements? (Who decides on effectiveness)
<p>Project team from the Centre for Anatomy and Human Identification (CAHID) - Ms Rebecca Reid, Dr Claire McIntosh</p>
6. Any lessons learned to apply already? (Applied ongoing learning)
7. Any things you need to stop doing? (Any unsuccessful elements)
<p>No</p>

Title of project/activity
The Future is Multi-modal: Speculating on Desirable Future Learner Experiences
15. What change is being made? (Brief description(s) of overall activity/intervention)
<p>Following a design fiction methodology, this project will co-create, print, and digitally publish a zine that imagines and critically explores future learning experiences. Embracing multi-modality, approximately 30 students and staff from University of Dundee will consider themes of co-agency and digital fluency, whilst working together in a generative, speculative workshop across physical and digital platforms – from studio to online whiteboards like Mural – to visualize current and future learning needs through mapping, drawing, collaging etc.</p> <p>The workshop will engage participants in playful making and generative activities that imagine resilient modes of learning for our future.</p>
16. Why are we making it? (Rationale for the change)
<p>The workshop will engage participants in playful making and generative activities that imagine resilient modes of learning for our future. The aim is 'to nurture staff and graduates' and 'foster innovative and visionary thinkers who can transfer their skills to a wide range of problems'.</p> <p>The project envisions education as an opportunity rather than a problem. There is a need to explore possible future shapes of learning in the wake of accelerated digital opportunity following the pandemic. As Barnard (2019) notes, "we are in the throes of 'a fourth industrial revolution'... and new technologies are emerging apace...Changes in new media technologies bring new opportunities... we must prepare for technologies that have yet to be invented. To be 'deeply literate' in the digital world means being at home in a shifting mixture of words, images, and sounds..." The workshop will ask participants to consider hybrid and blended modes of learning today and what they could look like tomorrow. These imaginings will be supported by travelling around a series of creative thinking stations with accompanying props—from analogue and lo-fidelity tools and technologies to high tech digital communication technologies (borrowed from DJCAD Digital Facilities) –and prompts. A manifesto will emerge from these embodied thought-experiments, imagine learning futures using modes of technology.</p>
17. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
<p>A multi-modal zine exploring the ideas arising from the workshop, combining words and imagery (as well as other multi-media).</p> <p>A mini multi-modal manifesto based on participant reflections and expressing future learner needs.</p> <p>Opportunity to reflect on the active use of multi-modality across different collaborative/generative tools and platforms (e.g., observing the combined approach of physical x digital media).</p> <p>These outputs aim to inform the design of future learning activities/spaces/strategies.</p>
18. How will we know? (How is the change measured)
<p>The speculative learning futures explored through the workshop and expressed in the zine and manifesto will be shared back with participants and Digital Champion colleagues across University of Dundee, to sense check and spread the outcomes from the activities.</p>
19. Who is involved in making any judgements? (Who decides on effectiveness)

Project team from School of Art and Design (Christine Kingsley, Jason Nelson, Sara Nevay)
20. Any lessons learned to apply already? (Applied ongoing learning)
21. Any things you need to stop doing? (Any unsuccessful elements)
No

Title of project/activity
Increasing awareness and inclusivity of Gender-Based Violence support services at University of Dundee
22. What change is being made? (Brief description(s) of overall activity/intervention)
<p>In this project, gender-based violence will be evaluated, for current student and staff awareness and feelings of inclusivity of our university's GBV service with the aim of improving its signposting across the campuses.</p> <p>A mixed methods approach is being taken, surveying staff and students on their current awareness and conducting focus groups with staff and students to elicit better signposting across the campuses.</p> <p>The data gathered from this survey will enable the researchers to compare, not only both systems, but also the difference between the theorized support services and the actuality of the services from the provider.</p>
23. Why are we making it? (Rationale for the change)
<p>Gender Based Violence remains a problem in universities which impacts students and staff's quality of life and ability to flourish. It also disproportionately impacts the most vulnerable within our community, including minority groups and young people.</p> <p>Therefore, student and staff's awareness of GBV services at our university is important, to not only prevent further harassment, but also to provide a strong and protective support network for survivors.</p>
24. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
<p>The primary outcome of this project would be the increased awareness and inclusivity of GBV services among students and staff at the university through the co-production of better signposting across the two campuses.</p> <p>Furthermore, we would be aiming to publish our findings in a suitable journal.</p>
25. How will we know? (How is the change measured)
<p>The project is evaluated through the use of follow up surveys with participants on their perception of increased awareness and inclusivity of GBV services in the campuses. To begin the analysis, the researcher will use the SEIPS theoretical framework to perform deductive analysis. Once the</p>

overarching themes have been explored, inductive analysis will be commenced to sub-divide each theme further.

Structured and systematic nature of this method will provide the researcher with comprehensive and robust data analysis which can then be written up in the final report.

The evaluation of both types of data will be compiled into an appraisal of both systems to highlight a relevant element of the system for which future improvements could be made

26. Who is involved in making any judgements? (Who decides on effectiveness)

Student / staff project team (Emma Lawton – student; Evridiki Fioratou – staff)

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

28. Any things you need to stop doing? (Any unsuccessful elements)

No

## 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.

The Enhancement Theme working group oversees Enhancement Theme activities in the University. The working group has representation from the academic schools which ensures that there is a vehicle for dissemination and awareness raising throughout the academic community. There are also student representatives in the working group which supports a co-working approach.

Formally the working group reports to the University Learning and Teaching Committee, which helps to embed the Enhancement Theme work institutionally.

In year 2 the working group focused on two key areas of activity: a series of projects linked to the Enhancement Theme and a collaborative project (see section below "Collaboration outwith your institution" for details).

In September 2021 the working group arranged a series of seminars and workshops to showcase the projects that had taken place and raise awareness of the Enhancement Theme. These were mainly online and attracted small numbers of participants. This reflects the challenges there have been to promote the Enhancement Theme, related to the pandemic and associated workloads for teaching staff.

## 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.

A very positive development has taken place, as a result of joint working between the theme leads at Abertay and Dundee Universities. Initial work involved exploring how the universities could work in partnership to support all University students coming to the city of Dundee. A working group has met twice, involving: the theme leads; one other academic member of staff from each institution; and two representatives from the Students' Associations at each University. The work continues and it is expected that a range of activities (some student led, some institution led) will develop as we work together to assess potential for joint working.

The focus is on transition and the partners are scoping activities that go beyond the welcome week/freshers period, to give ongoing support. This will mean a focus on semester 1 activities that engage students in activities that encourage them to engage with the Dundee learning communities. If this is successful, further opportunities may be created for the new year as we welcome students back to the city after Christmas break.

The monthly informal meetings of the Enhancement Theme group, organised by QAA Scotland, have been very welcome and given good opportunity for networking outside the formal meetings. Linda Martindale presented at one of these meetings.



## Supporting staff and student engagement

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

The main approach in Y2 to engaging staff and students has been through open competition for projects related to the theme. This attracted interest from staff and students and from different Schools across the institution.

The involvement of the students' association in the working group has helped to embed student participation in the work of the theme and an excellent example of this is the collaboration between staff and students from Dundee and Abertay Universities. This is not only leading to joint initiatives and activities but also supporting joint working and discussion between the two students' associations.

This year representatives from the University were also able to attend the QAA Scotland Conference and the return to face to face events was very welcome. We also funded a member of the students' association to attend the conference and he found this very useful.

## 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?

During Y2 the working group has continued to lead on the Enhancement Theme work and the move to more frequent meetings seems to help to keep momentum going. The work has been impacted by a change of leadership in the group as the Theme Lead moved into a new role institutionally, though a new Theme Lead has been appointed.

The core working group remains enthusiastic and committed and led on review of the applications for small project grants.

We have projects set up in different Schools, including some that were not involved in any work in Y1. Engagement could still be enhanced and there are opportunities to link to related activities going on around the university.

The report will be disseminated through the University Learning and Teaching Committee.

<b>Report Author:</b>	Prof Linda Martindale (University of Dundee Enhancement Theme Lead)
<b>Date:</b>	24/08/22