



Resilient Learning Communities

Institutional Plan for: University of Dundee

This document will form your year 3 plan and should be around three to four sides of A4. You can find your year 1 and plans through this [web page](#).

Context

Provide any statements that might be helpful in explaining your institution's context and approach and how this plan supports the achievement of institutional priorities. Any context statement could draw on salient points from the previous year's learning/outcomes from Theme work and reflect any changes in the strategic direction of your institution.

The current University of Dundee strategy 2022-27 (see <https://www.dundee.ac.uk/strategy>) gives clear direction to the areas of activity that will promote our overall aim of transforming lives, locally and globally. The development of our enabling strategies which include 'education and student experience, engagement and enterprise , and digital' connects directly to the priorities of the resilient learning communities enhancement theme to ensure that current and future student capacities and attributes are supported, enhanced and developed through an interdependent and transformative approach. Our priority continues to embrace the themes focus whilst ensuring that issues of sustainability and legacy are reflected through supporting excellence, inclusion and attainment, successful engagement and collaboration creating a digitally porous University. These enabling strategies seek to provide the impact for our students, community, region and beyond and dovetail into the same importance of measuring success of the universities theme activities (see: <https://www.dundee.ac.uk/strategy/enabling-strategies>).

Institutional team

Please specify for each member whether staff or student and for staff, their role title. Where the Theme Leaders' Group (TLG) staff or student nominee is unable to attend meetings, an alternate can attend on their behalf.

Institutional lead	Dr Michael Bartle
TLG staff representative	Dr Lorraine Anderson

TLG staff representative	Prof. Karen Petrie
TLG student representative	Zechariah Laari
Representatives from academic schools	Dr Diana Swales
Representatives from academic schools	Dr Seaneen MacDougall
Representatives from academic schools	Jill Shimi
Representatives from academic schools	Dr Yvonne Evans
Representatives from academic schools	Dr Cate Kennedy
Representatives from academic schools	

Overall outcomes/activity

Are there any changes to your key priorities, outcomes and delivery activities that you identified at the start of the Theme?

Whilst there are no major changes to the priorities, outcomes and activities identified in the year two plan, we will be seeking to ensure that institutional activities have identified legacy and that evaluation process allows us to consider new thematic areas, as well as notions of intra and extra institutional collaboration. The new university strategy raises the issue of sustainability and this ties in with legacy and focused stakeholders to address issues of inequality and inclusion.

Year 3 outcomes/activity

In answering the following, identify what is continuing from year 2 and what is new:

What are your key priorities?

What outcomes do you want to achieve?

What activities will you deliver to achieve your key priorities?

Our key priority for year three is to develop the wider engagement approach established in years one and two. In addition to school focused groups, we have a new combined School which has been established in August 2022. This merging of three schools, will require as to provide support and communication during this transition period. Our project work will focus upon three areas: (1) consolidation and evaluation of years one and two (to aid dissemination and understanding); (2) development and expansion of new project activity; and (3), ensure that legacy and sustainability of activity identifies areas for continuity and interdependent partnership.

Outcomes - Year 3

Outcomes for year three builds upon the previous years, taking into account University School restructure and new institutional strategy.

Ensure institution wide awareness of the enhancement theme is heralded in appropriate forum, and working groups

Ensure resilience and learning communities' debate includes empowerment and support

Share and use outputs from project activity and work to enhance universities learning communities and enabling strategies

Disseminate outputs and resources to ensure good practice is shared, contextualised and developed

Engage in collaborative work with colleagues involved in regional institutions and organisations

Ensure activities and aims are shared within new combined school.

Ensure projects have specific focus in relation to student and staff well-being building upon important EDI and resilience undertakings.

Work with QAA to help develop future themes and provide constructive evaluative feedback.

Activities - Year 3

Building upon year one and two activities and outcomes will include institution wide and legacy focus. This will include:

- RLC enhancement theme working group meetings and collaborations within University (including new academic school) and potential external collaboration

- focused workshops, resources and seminars that include dissemination and communication for staff, students and stakeholders
- Development of project work for year three that builds upon and compliments previous year activity
- Participation in sector level activities and promotion of QAA relationship and partnership

Using Theme resources from sector projects

In the year 3 report we will ask you what resources you have used and which you have found to be most valuable. It would be helpful for us to know now, how, and which resources, you may be planning to use in year 3 of the Theme and beyond (from the Anti-Racist Curriculum project, Valuing and Recognising Prior Learning and Experience, Understanding Micro-credentials and Small Qualifications in Scotland, the Student-Led Project, Student Mental Wellbeing).

A range of resources have been developed within UoD projects over years one and two, some of which have cascaded out of sector projects. These have complemented the work of the schools and a number of other initiatives within each school. For example, within the previous school of ESW the work of the games-based project has cascaded into Educational Psychology, who are using a similar approach to de-colonise their curriculum.

Evaluation

How do you intend to evaluate your year 3 projects and activities?

Prior to completing this section, 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 complete briefly the following 5 questions for each activity or intervention (N.B. Just cut and paste the table below as many times as necessary). This will help you complete your end of year 3 report.

Title of project/activity

Programme of workshops and seminars alongside the sharing of resources across the University and with relevant stakeholders regarding resilient learning communities (RLC).

What change is being made? (Brief description(s) of overall activity/intervention)

Dissemination of events, project evaluation and sharing across the University.

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

To ensure RLC enhancement theme is engaged, understood and used as a springboard for further exploration and meaningful resilience development within our learning communities.

What difference will hopefully occur as a result? (Tangible change envisaged)

Staff and student awareness is raised, discussion is maintained and resources are developed in order to maintain and enhance RLC.

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

The impact will be measured through: the number of participants involved in projects; feedback from those involved and in contact with project outcomes; resources developed and produced; communication and online activity; feedback on project impact.

Title of project/activity

Continuation and development of RLC projects

What change is being made? (Brief description(s) of overall activity/intervention)

Support, review and encouragement of new project ideas, including consideration of legacy and impact.

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

Year two projects sought to increase engagement, and year three projects will seek to both expand, extend and ensure that projects will seek legacy outcomes. We will also focus upon new university strategy and new school structure.

What difference will hopefully occur as a result? (Tangible change envisaged)

As a result of new and enhanced project a positive and sustainable impact on student and staff experience.

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

Reports and feedback on project impact as well as ongoing dialogue with project members.

Title of project/activity

RLC enhancement theme working group meetings and collaborations within university (including new academic school) and potential external collaboration

What change is being made? (Brief description(s) of overall activity/intervention)

Ensure that working group composition is representative, diverse and participative in new project and dissemination activity.

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

Drawing upon university strategy, QAA thematic goals and new internal structures alongside the continued need to raise awareness, encourage contribution and maintain long-term impact.

What difference will hopefully occur as a result? (Tangible change envisaged)

Positive and sustainable discussion associated with resilience as an embedded and interdependent feature within the University ethos.

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

Records of meetings and activities within and beyond the University's boundaries.

Dissemination of work

How will you promote and communicate your work internally and externally?

We will promote RLC enhancement theme in a number of ways. These include:

Reporting at University learning and teaching committee to include dissemination to school level. In addition, we will ensure that there is representation and engagement with student Association (DUSA), school learning and teaching committee's as well as ensuring that projects have important dissemination outcomes.

Supporting staff and student engagement

How will you support your community to engage with planned activities?

We will maintain a RLC working group that is representative from across the University departments and schools. This group will continue to support University engagement, providing guidance, advice and support.

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