



Resilient Learning Communities

Institutional Plan for: Glasgow Caledonian University

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](#).

<p>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.</p>
<p>2022-23 sees the University moving forward with operationalising our new Strategy for Learning (SfL, 2030). In particular, there are a number of SfL related activities which seek to address issues of Resilience (EDI, mental health in the curriculum, challenges faced by specific student communities). The Enhancement Theme gives us an opportunity to see the different elements of this work as part of a coherent whole.</p>

<p>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.</p>	
<p>NB New members are marked in bold.</p>	
Executive Sponsor	Professor Alastair Robertson, PVC Learning & Teaching
Institutional Lead, TLG staff representative	Dr Colin Milligan, Senior Research Fellow, Department of Academic Development and Student Learning
TLG student representative	John Mavileth SA VP SCEBE
Staff representative	Dr Alison Nimmo, Head of Academic Development, Department of Academic Development and Student Learning
Staff representative	Jackie Main, Director of Student Life
Staff representative	Dr Jamie McDermott, Assistant Head, Learning and Teaching Quality, School of Health and Life Sciences
Staff representative	Dr Alexis Barlow, Assistant Head Learning Teaching and Quality, Glasgow School for Business and Society.

Staff representative	Dr Mary Maclachlan, Assistant Head, Learning and Teaching Quality, School of Computing, Engineering and the Built Environment
Staff representative	Marty Wright, Academic Head of School, IU2B
Staff representative	Dr Ruth Marciniak, Learning, Teaching and Quality Lead, CGU London
Staff representative	Adrian Lui, Equality and Diversity Adviser, People Services
Staff representative	Alen MacKinley, Associate Academic Registrar (Quality Assurance and Enhancement), Department of Quality Assurance & Enhancement
Staff representative	Lesley McAleavy, Senior Quality Officer (Policy and Student Engagement), Department of Quality Assurance & Enhancement
Staff representative	Jacqueline Ramsay, Planning Officer (Access and Articulation), Strategy and Planning
Staff representative	Prof Bonnie Steves, Graduate School

Overall outcomes/activity

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

None anticipated. We continue to align Enhancement Theme activity with University key strategic activities such as implementation of SfL 2030, ELIR follow on etc. We view our engagement with the Collaborative Clusters as an effective way of bringing external expertise to bear on issues of strategic importance. The theme of Resilient Learning Communities aligns strongly with our University Mission as the University for the Common Good, our values and strategic priorities. Our engagement with the Enhancement Theme continues to enrich, catalyse and inform internal activity.

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 **Priorities** continue to be: align activity with University SfL activity, and engage externally as a mechanism for harnessing sector expertise.

We are aiming to achieve the following **Outcomes**: that our activities should exploit the links between the enhancement theme and the SfL to support the development of resilient staff and student communities; using the theme as an opportunity to strengthen links with the Students' Association and involve the wider student community as co-creators. We continue to deepen involvement of professional services colleagues in theme activities.

Continuing Activities

- **Engagement with collaborative clusters.** GCU is involved as a partner in two Collaborative Clusters funded for Year 3 (*Personalised Approaches to Resilience and Community (PARC)*, and *Mind the gap? College students' experience of university*) and is also involved in the ongoing sectoral activity arising from the Microcredentials Collaborative Cluster.
- **Teaching and Learning Conference.** Our annual T&L event, to be held in the Spring, will have a focus on Resilience/Resilient Learning Communities and will showcase Enhancement Theme work and work funded under our Strategy for Learning Innovation fund. Preparation for this will include the completion of a map of GCU activities under the Theme of Resilience which will be used to structure our T&L Conference.

New Activities

- **Snack Sized Self Care:** Project to pilot integration of health and wellbeing support into the curriculum (discipline: Occupational Therapy)
- **Student Transitions Resource:** Development and piloting of a digital resource to support transition through university.
- **The role of disrupters as role models in STEM.** Small research study focused on Association for Black Engineers (AFBE) event (Wed 9 November).
- **Belonging and Engagement for International Students:** Project focused on understanding and supporting the particular needs of our international Students (focused on GCU London, but institution wide)
- **SA Led Activity: (details to follow).** Likely focus could be International Students or Student Health and Wellbeing
- **Programme Leader Resilience Workshops:** Externally facilitated workshops exploring the relationship of prestige and resilience in the context of the programme leader role.

Relevant outputs from all activities will be shared across the sector.

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).

GCU has a strong history of supporting varied routes into Higher Education and so the work on both micro-credentials and recognition of prior learning is of great value to us in shaping our policy, practice and discussions with sector clients and industry.

One of our SfL Innovation Fund projects (EDI-Student Reps) aims to 'raise the profile of EDI at a programme level and facilitate hearing the student voice on EDI and related issues'. The Top Tips resource produced by the Student-Led (Promoting the Equity of the Student Learning Experience) Project has been identified as a useful evaluation resource for the project.

There is considerable ongoing activity around embedding Equality, Diversity and Inclusion, Education for Strategic Development and the Anti-Racist Curriculum in the University and the QAA/Advance HE resources are currently guiding our strategic and implementation as part of our 22-23 activities.

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
Snack Sized Self Care in the Curriculum
What change is being made? (Brief description(s) of overall activity/intervention)
This is a project to pilot integration of health and wellbeing support into the curriculum (discipline: Occupational Therapy) The aim is to increase student wellbeing over the duration of a trimester, through the co-creation of snack-size self-care and wellbeing resources integrated into the curricula.
Why are we making it? (Rationale for the change)
We know our students are reporting increased health and wellbeing challenges. As well as extra-curricular support, there are opportunities to develop co-curricular resources (co-developed with students and therefore hopefully aligned to their needs) that can provide a holistic approach to health and wellbeing support embedded within the programme.
What difference will hopefully occur as a result? (Tangible change envisaged)
The primary outcome will be an increase in student wellbeing and perceived ability to self-manage stress and their mental health. A secondary outcome will be shared resources for university wide approach.
How will we know? (How the change is measured)
Student views on the resources will be sought in the pilot stage prior to tailoring of resources for wider deployment. We will explore whether we can make use of student data (e.g. access to central support) though anticipate ethical challenges around this. We will also make use of course level data (e.g. requests for suspension of studies etc.).

Title of project/activity
GCU Undergraduate Learner Transition Tool
What change is being made? (Brief description(s) of overall activity/intervention)
Development and piloting of a Digital Resource to support year on year transition through university. The resource focuses on three domains: cognitive, socio-emotional and behavioural and provides prompts for reflection and discussion with peers, personal tutors and module leaders.
Why are we making it? (Rationale for the change)
Anecdotal evidence suggests our students struggle to recognise the increased expectations that accompanies progression through their academic programme. This causes problems with their approach to assessment as they enter new academic levels.
What difference will hopefully occur as a result? (Tangible change envisaged)
A key element of NSS and Module Evaluation Feedback concerns communication, with students routinely noting that expectations were not clearly communicated. This resource will support students to develop their awareness of the (increased) expectations placed on them as they progress through their programme.
How will we know? (How the change is measured)
Small scale evaluation of use of the tool will collect staff and student feedback on its efficacy (awareness, uptake, impact on student learning/attitudes (e.g. through Module Evaluation Feedback). Initial findings will be used to refine deployment of the tool (e.g. during initial and level-induction).

Title of project/activity
The role of disrupters as role models in STEM.
What change is being made? (Brief description(s) of overall activity/intervention)
GCU are organising (along with RGU and Dundee and the Association for Black Engineers (AFBE)) a three-site event in November (9/11) to explore the role of role models in STEM. To accompany this, a small research project is being conducted to collect data about the changing perception of the audience (female STEM students).
Why are we making it? (Rationale for the change)
There are real challenges in STEM subjects with regard to representation of ethnic minority and female practitioners. Visible role models are known to be vital for setting expectations and normalising
What difference will hopefully occur as a result? (Tangible change envisaged)
Increased awareness of the issues and support available around EDI in STEM
How will we know? (How the change is measured)
Participant perceptions will be collected before/after and 6 months after the event to measure impact in terms of changing attitudes and perceptions.

Title of project/activity
Belonging and Engagement for International Students:
What change is being made? (Brief description(s) of overall activity/intervention)
Project focused on understanding and supporting the particular needs of our international Students (focused on GCU London, but institution wide) We aim to improve student engagement at GCU London through identifying, developing and sharing good practice in the unique satellite campus situation.
Why are we making it? (Rationale for the change)
International student numbers are rising across the sector and there is concern that the increased adjustments they need to make (adapting to a new country, as well as to a new education system, finding accommodation, making friends etc.) impacts their readiness to study and
What difference will hopefully occur as a result? (Tangible change envisaged)
The project will produce: <ul style="list-style-type: none"> • A GCU report of student experience of belonging, engagement and participation • A toolkit to enhance students' engagement • Student 'talking heads' videos
How will we know? (How the change is measured)
This report will inform practice across the University. The toolkit will be evaluated using the GCU Evidencing impact Model and Tools (themselves derived from QAA Evaluation resources).

Title of project/activity
Programme Leader Resilience Workshops:
What change is being made? (Brief description(s) of overall activity/intervention)
We plan to run a series of externally facilitated workshops (one per school) exploring the relationship of prestige and resilience in the context of the programme leader role.
Why are we making it? (Rationale for the change)
Programme Leader is seen as a problematic role in the University and indeed in the UK sector: significant responsibility and pressure but little prestige. We will collect views and experiences of

programme leaders. The work will build on the Resilient Academic Leadership Collaborative Cluster led by GCU in Year 1 and use the Evidencing Value Framework to map key challenges and solutions. Workshops will also draw on the resources produced by the Strengthening Resilience, Supporting Learning Communities cluster.

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

The University will gather valuable understanding of the range of challenges faced by PLs and the ways in which they can be supported to develop resilience

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

A report summarising the findings of the workshops, together with an action plan for future work, will be tabled at our Learning Enhancement Sub-Committee and will inform development of the new Academic Development Leadership Framework.

Dissemination of work

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

We will continue to use established networks to communicate our work internally and externally:

- The Institutional Team includes representatives from across the University, and provides an opportunity to identify new work and communicate developments activities and opportunities.
- Reports of Enhancement Theme activity are tabled and discussed at the relevant University committee (Learning Enhancement Sub-Committee) Communication via the Institutional Team is complemented by Internal Networks such as the Senior Fellow HE community, and the university's Learning and teaching hub which allows dissemination of activity to staff.
- As we return to campus, we hope to use f2f events and campus campaigns for dissemination in the coming year. For example, we plan enhancement theme related activity at Programme Leader events in each School during Trimester A.
- We communicate externally through our University Learning and Teaching Hub, ADSL Blog (<https://gcuacaddevelopment.wordpress.com/blog/>) and build relationships through collaborative clusters.

Supporting staff and student engagement

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

The Institutional team meets regularly to coordinate Enhancement Theme activity and to ensure close alignment between this activity and University focused activity in the same domain. Enhancement them activity is reflected in School and Departmental Annual Operating Plans.

We will also meet regularly with representatives of our student body (both Students and Students' Association) focusing our efforts on achieving a strong working relationship.

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Date:

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