



Resilient Learning Communities

Institutional Plan for: Edinburgh Napier 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](#).

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 academic year 2021-22 was a time of change for our institutional learning and teaching context with the arrival of a new VP Learning and Teaching, Prof Nazira Karodia, as well as a new Head of the Department for Learning, Teaching and Enhancement, Professor Catriona Cunningham. Over the course of the year, although the fundamental of our ethos and strategic direction has not changed, we have revised and refined our L&T Strategy to better reflect our priorities and measurement for success and to create a more coherent and evidence-based approach to our institutional work. The following points highlight how this process has reshaped our context and our approach in way that aligns to the work and evolving impact of the Theme:

- Evolving L&T Strategy – Inclusion, Student Engagement and Embedding Academic Skills (with a focus on Academic Integrity) are now explicit enabling objectives with specific indicators of success.
- By listening to and engaging with our staff and student communities, our ENhance curriculum framework has enabled the beginnings of key institution-wide conversations around embedding Inclusion and Sustainability
- Our focus on Inclusion (as well as the University theme of wellbeing) is shaping our understanding of how we can reach and support our diverse learning community
- Our evaluation of the Digital Support Partnership is feeding in to our approach to curriculum design with specific focus on blended and digital education as part of how we support and engage with our diverse staff and student community.

We have adapted institutional committee structures and are working on new ways to understand our students, learn with them and connect and embed student engagement across the institution all under a new role, Head of Student Engagement.

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	Catriona Cunningham/Katrina Swanton
TLG staff representative	Ingeborg van Knippenberg
TLG student representative	ENSA Co-President Education: Vishal Khattar
Add additional rows for additional members	tbc

Overall outcomes/activity
Are there any changes to your key priorities, outcomes and delivery activities that you identified at the start of the Theme?
<p>In year 1, we identified the following priorities, outcomes and delivery activities:</p> <ul style="list-style-type: none"> • Evaluation of the Digital Support Partnership (DSP) • Development and launch of a new L&T Strategy • Continuing mini-projects as a way of raising visibility of the Enhancement Theme and engaging staff and students across the institution, and creating context-specific evaluation projects that could have long-lasting positive impact on our student experience, for example the mini-project on our care experience students. • Working closely in partnership with our student association, ENSA, which has led to the creation of a Student Buddying scheme <p>These priorities have not changed but have evolved and developed over the last two years although it is important to note is an increasing and explicit focus on Inclusion, emerging as a result of our evaluation of the DSP, engagement with Programme Leaders and Embedding Mental Health in the Curriculum Clusters, and also as a result of staff changes with leadership of the Decolonising the Curriculum Cluster coming into Edinburgh Napier as an additional ARC project.</p> <p>This year, we are seeking to encourage students to lead on funded work associated with our Institutional activity. We hope that this will strengthen student partnership and provide funded opportunities for students, in recognition of the cost of living crises. Student interns and student project leads will be supported by colleagues in DLTE.</p>

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 priorities continue to be Inclusion and Wellbeing, Belonging and Community with a specific focus student engagement, how we understand who our students are and how we work in partnership with our students. We have adapted our L&T Strategy to help us meet those priorities and have created a new role, Head of Student Engagement, to ensure this work will be embedded across the institution in its different disciplinary contexts. The following activities will enable us to achieve our key priorities:

Evaluation of Institution-wide Mini-Projects

This project will allow us to reflect on the wider impact of the mini project approach in engaging students and staff in the QAA Enhancement Theme and reflect on the ongoing impact of the funded projects. It is anticipated that a student intern will led on this evaluation project. (funded by ET grant)

Storying ENU – drawing on student-led work in 2021 by student interns in DLTE, this project will help us analyse and reflect on the range of our student L&T experiences and create resources for staff development (directly funded by ET grant)

ENSA-led project

Building on the success of ENSA's ET-funded Student Buddying Scheme, we will to allocated funding directly to ENSA to develop and lead a project to support resilient learning communities at Edinburgh Napier, specific focus to be confirmed with new sabbatical officers, but the project is likely to relate to tackling challenges associated with the cost of living crisis (directly funded by ET grant).

Creation of Strategic Enhancement Project funding around two main themes:

Inclusion – student engagement (as partners), decolonising the curriculum, mainstreaming reasonable adjustments

Assessment & Feedback through curriculum (re)design – link to inclusion, academic integrity (partially funded by ET grant)

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 Microcredentials and Small Qualifications in Scotland, the Student-Led Project, Student Mental Wellbeing).

- We have used the Anti-Racist Curriculum materials in 2 staff workshops as well as a one facilitated by QAA Scotland (link to Edinburgh Napier ARC Project). These have helped start institutional conversations and connections that will be developed in the coming year.

- We have welcomed being part of both the Understanding Microcredentials and Small Qualifications in Scotland and Valuing and Recognising Prior Learning and Experience sector groups. The resources developed through this work will be useful for benchmarking and supporting our Institutional strategic aims with respect to diversifying our curriculum and continuing to support the development of flexible routes into our taught provision.

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
Evaluation of Institution-wide Mini-Projects
What change is being made? (Brief description(s) of overall activity/intervention)
We have funded 13 student and staff mini projects over the last two years, building on an approach adopted in the previous Theme. . and this approach to Enhancement Theme engagement. We are proposing a student-led evaluation of the impact of these projects to help to inform our approaches into the next Theme.
Why are we making it? (Rationale for the change)
The mini-projects allowed a very diverse and wide interpretation of resilient learning communities and sought to encourage broader engagement in the work of the QAA Enhancement Theme across the University. While each individual mini-project has been subject to individual evaluation at year end, this provides an opportunity to step back and evaluate the broader impact and legacy of this approach to utilising QAA Enhancement Theme funding.
What difference will hopefully occur as a result? (Tangible change envisaged)
Our learning from the collective of these projects will have two differences: <ul style="list-style-type: none"> - Raise awareness of, and engagement with the themes across the institution - Help us identify how to embed positive change from these projects to feed into enhancing our student experience
How will we know? (How the change is measured)
The outcome of this evaluation will be helpful in informing the final year report and in shaping our strategic planning with respect to QAA Enhancement Theme activity into the next Theme.

Title of project/activity
Storying ENU
What change is being made? (Brief description(s) of overall activity/intervention)
Drawing on student-led work in 2021 by student interns in DLTE, this project will help us analyse and reflect on the range of our student L&T experiences and create resources for staff development.
Why are we making it? (Rationale for the change)
This project will enable our students to feedback to us their experiences in a way that is both contextualised and anonymised in a storytelling format that will help us delve deeper into the relational aspect of their work (Gravett et al., 2021)
What difference will hopefully occur as a result? (Tangible change envisaged)
A deeper understanding of who our students are so that we can enhance both staff and student experiences and enable a stronger sense of community and support.
How will we know? (How the change is measured)
The resulting resources will be evaluated and disseminated (ethics approval under way)

Title of project/activity
ARC Project – Creation of Student Voices Digital Artefact
What change is being made? (Brief description(s) of overall activity/intervention)
This artefact is the final year of a 3-year project that began as a Collaborative Cluster with the aim of exploring how we decolonise the curriculum across the disciplines
Why are we making it? (Rationale for the change)
Our evaluation over the last 2 years have led us to understand the need for student voices to shape this work and also as the most effective way of engaging colleagues from across the disciplines. We have also seen the power of this work through the ARC resources with the student film in particular.
What difference will hopefully occur as a result? (Tangible change envisaged)
The creation of a resource that represents the plurality and diversity of our students across Scotland visually will help deepen conversations, strengthen understanding of why we need to change our approaches and connect staff and students in this work.
How will we know? (How the change is measured)
We will use the second semester to evaluate the impact of our resources across institutions in Scotland.

Title of project/activity
Creation of Strategic Enhancement Project funding around two main themes of Inclusion and Assessment & Feedback through curriculum (re)design
What change is being made? (Brief description(s) of overall activity/intervention)
<p>Funding call for evaluation projects up to 5k</p> <ul style="list-style-type: none"> - Looking for impact and sustainability - Teams comprising of at least one student and one Early Career Academic (to support staff and student belonging and voice) - Networking events for project holders
Why are we making it? (Rationale for the change)
Changing current project funding to create strategic impact relating to institutional L&T priorities that are shaped by students and staff alike and that will
What difference will hopefully occur as a result? (Tangible change envisaged)
We are looking for sustainable and impactful change in practices, build community and ensure our future learning, teaching and assessment approaches are based on scholarly institutional evidence and student partnership.
How will we know? (How the change is measured)
The evaluative nature of the project as well as the need for the successful project holders to disseminate their findings both internally and externally will enable us to gauge the impact of this work. We are offering funding for up to two years so these will extend beyond the end of the our Theme work and help with legacy. Each of the projects will draw on their own disciplinary contexts as well as support from DLTE in terms of underpinning relevant scholarship and literature.

Dissemination of work
How will you promote and communicate your work internally and externally?
<p>This work will be disseminated through internal events and workshops, as well as our annual L&T Conference.</p> <p>We will also be disseminating this work through at least one external conference.</p> <p>We are exploring how we will publish some of this work through internal and external publications.</p>

Supporting staff and student engagement
How will you support your community to engage with planned activities?
We will use our L&T Network to share findings as well as our annual L&T Conference. The work should also shape curriculum design and evidencing impact so will have local engagement in module and programme teams too.

Plan author:	C. Cunningham / K. Swanton
Date:	15-Sept-2022