



Resilient Learning Communities

Institutional Year 3 Plan for: Robert Gordon University

Context

The Theme of Resilient Learning Communities has resonated extremely well with RGU's strategic focus over the first 2 years, and although there has been a refresh in strategic policy, the Theme remains highly relevant for Year 3. In particular, the evaluative nature of Year 3 of the Theme resonates with the position RGU is at in its own journey.

RGU's strategic policy is aimed to:

Provide students with an excellent teaching, learning and student experience that will enable them to raise their aspirations and thrive in their professional careers as global citizens as it will:

- Create a vibrant and inclusive environment that provides an equitable and future-focused student experience.
- Design a broad, relevant and engaging curriculum with an international perspective that enhances personal development and employability.
- Provide excellent academic and personal support including opportunities to participate in "beyond the classroom" activities.
- Widen access and grow enrolments on our courses while further developing the range of work-based and upskilling courses.

Over the last couple of years necessity has demanded that course provision across the sector adapts creatively and rapidly. RGU's learning community has now experienced a variety of different delivery modes, including fully online, blended and hybrid. Alongside this is the necessity to continuously evolve the curriculum ensuring graduates succeed in their ambitions and make positive impact in society.

During Session 2021/2022, the University gathered feedback to understand the impact of change on students and staff, and this highlighted both positive aspects that the University decided to retain, as well as areas of potential challenge. Accordingly, this feedback contributed to the consideration of the future of teaching, learning and assessment at RGU and the paramount importance of developing and ensuring the University's educational model is futureproof.

Underpinning this continued future success is the need to foster a real sense of university community, supporting the wellbeing of staff and students, including in the current cost-of-living crisis, whilst ensuring an appropriate infrastructure is present, both digitally and on-campus.

Set within this context, and shaped from the recent developments and learning from Years 1 and 2, the following report outlines RGU's Year 3 planned enhancement activities aimed to fulfil the objectives aligned to the Resilient Learning Communities Theme.

Institutional team	
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TLG staff representative	Dr Rachel McGregor, Academic Support Lead Susan Lawrie, Academic Support Lead (Maternity Cover)
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Additional members	Filippo Antoniazzi, Director of Student Life
	Laura Binnie, Dean, School of Health Sciences
	Prof Elizabeth Gammie, Dean, Aberdeen Business School
	Dr Duncan Cockburn, Director of Planning and Policy Development
	Prof David McLean, Strategic Lead for Embedding Sustainability
	Julie Strachan, Head of DELTA
	Fiona Roberts, Teaching Excellence Fellow

Overall outcomes/activity

The planned outcomes at the beginning of the Theme for Year 1 were to:

- Adopt a student-centred approach to curriculum design and delivery;
- Provide appropriate support to enable students to be resilient, succeed in their studies and grow as individuals;
- Foster a culture of staff engagement, empowerment, community and wellbeing.
- Further embed the RGU Learning Teaching Framework (LTF) across the university's provision in flexible ways that suit the diverse needs of our learning communities and enhance the student experience;
- Ensure the university, wider sector and all those within our learning communities emerge stronger from the pandemic by embracing change, recognising and solidifying positive achievements and enhancements.

The objectives were to be achieved through specific-project activities engaging staff and students across RGU, with the planned projects' objectives aligned to the overarching Theme. Year 1 focussed primarily on evolving RGU's approach to digital learning as well as the early exploratory phase for each of the strands.

The outcomes from the Enhancement-Led Institutional Review gave additional impetus to the work around inclusivity including the recommendation to continue to develop and embed equality, diversity and inclusion strategy, actions and practices throughout all aspects of university activity. The original projects all remained as relevant for Year 2 and still are for the current Year 3 activities but with additional requirements identified.

As consideration for the return of staff and students to campus gathered momentum, along with the importance of defining a future more resilient model for teaching, learning and assessment at RGU, a new project strand to determine the Future of Teaching Learning and Assessment (FTLA) was included as part of the Year 2 institutional planned activity. This work accelerated to become the focus of enhancement activity during Year 2 and will continue to do so over the next Year of the Theme (refer to the specific Evaluation section below).

Based on the extensive staff and student consultation work carried out in 2021-2022 and the resulting Standards which were created and released towards the end of 2021-2022 there is now a period of implementation and evaluation required in Year 3.

Each of the original project strands reported within the annual reports and this institutional plan have progressed and contributed significantly (refer to Evaluation sections below). However, the remaining work on the Supporting Whole-Person Education Throughout the Learner Journey project strand has been incorporated within the RGU Future of Teaching, Learning and Assessment project.

The Supporting Whole Person Education Throughout the Learner Journey project strand was originally planned 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. The original drivers for these changes were significant to RGU both pre-pandemic and under the leadership of the previous Executive Team.

Areas which have been aligned with new activity over Session 21/22 as a result include:

- RGU Learning Teaching Framework (LTF) – this work was a valuable step in articulating RGU's distinctive approach at both institutional and academic school level. Given the learning from engagement with staff and students via focus and working groups, this work is now encompassed within the RGU Future of Teaching, Learning and Assessment project.

- Holistic student support acknowledging the academic, personal and social aspects of learning - this work was an important step in the University's evolving approach to equipping learners to thrive in their careers as global citizens and is now encompassed within the RGU + strand of the RGU Future of Teaching, Learning and Assessment.
- Additional support for learners' academic preparedness, confidence, wellbeing and sense of learning community - this work has informed the evolving approach to Welcome, the RGU Blended Learning Standard and the RGU Academic Calendar guidance strand within the RGU Future of Teaching, Learning and Assessment. In recognition of this institutional commitment to Welcome and the enhancements introduced during Years 1 and 2 of the Theme, RGU was recognised by Advance HE with a Collaborative Award for Teaching Excellence (CATE) in 2022. This award demonstrates RGU's support of collaborative approaches to developing teaching excellence and the impact on learning and teaching.

In addition, the significance of extending the Wellbeing support for staff and students particularly now with the additional cost of living challenges will feature within Year 3 of the Theme.

Year 3 outcomes/activity

The priorities identified for Year 3 build on work undertaken via the university's engagement with the Theme to date, drawing on the outcomes of completed partnership, engagement and consultation activity to define and deliver enhancements to the student and staff experience at RGU.

The table below outlines the planned activities for Year 3 building on the strands continuing from the previous years with more specificity on the planned activities and outcomes for each of these strands in the sections that follow:

Continuing activity
RGU Future of Teaching, Learning and Assessment
Digital Learning – Evolving RGU's Approach to Online Learning
Promoting retention and success through inclusive practice
Supporting RGU's Course Leader Community
New activity
Enhancing for Impact Award Projects

Using Theme resources from sector projects

The award participants will be encouraged to engage with all relevant resources. At this time it is expected that resources on Anti-Racist Curriculum project, Student-Led Project and Student Mental Wellbeing will be most relevant to the topics.

Evaluation

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

Title of project/activity

RGU Teaching and Learning Futures

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

This strand was introduced to the Enhancement Plan during year 2 of the Theme and has evolved to become the key focus of enhancement activity at RGU; it is planned to take at least three years to be fully implemented. The multi-dimensional strand will support the university in defining RGU's future model of teaching, learning and assessment to provide an optimal and equitable learning experience for our diverse student body. The additional activities planned for 2022-23 are:

- Staff Development - Having begun the staged implementation of a series of RGU Standards, reported in the Year 2 report, this following year will focus on supporting staff during this transition period via a structured CPD development programme designed to upskill and allow for appropriate course changes. The staff development resources, as well as training sessions, should ensure staff are well positioned to adhere to the standards as well as encouraging meaningful course team development work around key pedagogic topics such as embedding of formative activities, scaffolding of learning and assessment feedback design.
- Impact Review of the Standards – to ensure that the Standards do satisfy the objectives and that any required adjustments are made in a timely manner staff and student consultation group sessions will during Session 2022-23.
- Attendance & Engagement Monitoring – An Attendance and Engagement Group have been established to co-ordinate an institutional pilot of student attendance monitoring in Session 2022-23 and develop a Student Attendance and Engagement Policy for full implementation by Session 2023-24.
- RGU+ principles are being devised to support the objective of providing every RGU student with an “RGU additionality” credit bearing opportunity. This could include volunteering, community engagement experience/placement, study abroad/student mobility, public service such as charity trustee, children’s panel, civic partnership and many other opportunities to ensure graduates of RGU are equipped with to excel in their careers as global citizens with a distinctive blend of knowledge and skills. Incremental developments will be launched during 2022-23.

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

Staff Development & Impact Review of the Standards - The implementation of the standards should not only provide a more consistent and equitable experience for students at RGU but will upskill staff in their academic practice and assist workload scheduling, thus enhancing the staff and student experience as follows:

- RGU Assessment and Feedback – all students have opportunities to engage with assessment and feedback which extends and enhances their knowledge and skills; offers a balanced and manageable assessment load and provides good quality, effective feedback in a consistent manner. Staff now have specific principles and guidance to follow which should enable development of their academic practice in a positive and consistent manner whilst reducing their assessment workload.
- RGU Blended Learning Standard –all students are offered an engaging and inclusive learning experience which makes effective use of in-person and online delivery. Staff have the

necessary guidance and principles to ensure that they can deliver effectively incorporating digitally enhanced activities where appropriate.

- RGU Digital Learning Standard –all students are supported to learn in a consistent, cohesive and inclusive digital learning environment, reflecting RGU's aims to provide a vibrant, equitable and future-focused learning experience. Staff benefit by having a baseline, guidance and training to assist with their delivery planning and execution and ensure an accessible online learning experience for students.
- RGU Academic Calendar Guidance – to ensure a positive impact for students and staff in terms of activity planning. Inclusion of reflection points will consolidate learning, reflect on progress and development goals, have a concentrated focus on learning and development priorities etc. Importantly, they provide the opportunity for students and staff to engage with and between each other to determine progress and map out a successful path forward.

Attendance & Engagement Monitoring -The monitoring of student attendance is part of the wider support package designed to ensure the students have the most effective pastoral care whilst at RGU. The system will record attendance for in-person and online sessions encouraging attendance but also include sign-posting and advice for those who may require further support and guidance.

RGU + - the planned activities are designed to further enhance student employability skills and support RGU students to become global citizens.

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

The immediate changes expected are:

- Development of a clear vision for RGU's future model of teaching, learning and assessment leading to the creation of a Learning, Teaching and Assessment Strategy.
- A shared vocabulary across the University to describe features of the RGU student experience.
- Consistency of the RGU student experience which draws on the best of existing practice from across each of our academic schools.
- The transformation of the assessment workload should enable students to balance study, work and personal commitments more effectively; engage more readily with formative learning activities throughout their studies; and be better prepared for summative assessments.
- The transformation of the assessment workload should enable staff to commit more time to support students with formative activities throughout course delivery and balance marking, teaching, research and professional development commitments more effectively.
- Increased in-person time with staff and peers will be highly beneficial following extended periods of disruption in secondary, further and higher education and enables enhanced support for students.
- Clear messaging to students about the importance of attending and engaging with their course and support to re-engage in the event of attendance or engagement challenges.
- Further enhancement to the accessibility of our courses and equity of experience for students.
- Increased confidence of both staff and students to engage in critical and meaningful discussion on more challenging curriculum content.

Anticipated longer-term changes include:

- Further adaptations to course design, delivery, and assessment;
- Widened access to RGU's courses and more inclusive modes of engagement;
- Enhancement of RGU's physical and digital learning environments;

- Enhancement to the provision of student-facing support.
- Increased staff satisfaction with clarity around RGU expectations of delivery of teaching.

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

- The impact of the project will be measured via a range of key student satisfaction metrics that RGU use for data gathering such as internal Student Evaluation Questionnaires (SEQs) and National Student Survey (NSS) as well as student performance data on achievement, progression and retention.
- Additional impact insights will also be drawn from Course and School Appraisal Reports, Institutional Appraisal reports, External Examiner feedback and staff feedback including via engagement of academic staff in CPD sessions.
- Detailed and specific feedback will be sought from staff and students, for example via focus groups.
- As this is a multi-year project, feedback will be considered on an ongoing basis to help shape future priorities and continually refine approaches.

Title of project/activity

Digital Learning – Evolving RGU's Approach to Online Learning

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

This multi-year initiative to develop our institutional approaches to online learning focuses on enhancing staff guidance and learning technologies. This has evolved from the reflection, practice sharing and end user consultation with the University community during previous years of the Enhancement Theme. The additional activities planned for 2022-23 are:

- Digital learning practice – RGU has launched its new Digital Learning Standard (as part of the RGU Future of Teaching, Learning and Assessment project), which sets an updated minimum expectation for online teaching and learning. A range of online and in-person staff development and support will continue to be delivered to support its implementation.
- Digital learning environment – Further investment in the Virtual Learning Environment (VLE) as well as expansion of RGU's learning technologies.
- Digital Skills Preparation for Students – A specific future-focussed Digital Skills Resource has been developed and will commence at the beginning of 2022-23 academic year.
- Digital Skills Upskilling for Staff – Procurement/development of an audit tool with which to benchmark the current level of staff digital skills and development of a specific programme to enhance staff digital skills including the use of the expanded learning technology set.

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

- Digital learning practice – RGU's previous baseline standard for online learning no longer fully reflected the change in learning and teaching required to support post-pandemic needs, nor the expansion in course provision, such as Graduate Apprenticeships and Digital Short Courses. The new standard for digital learning will be used to encourage an engaging, equitable and cohesive online learning experience for all learners, taking advantage of the new technologies rolled out during the pandemic. The Digital Learning Standard will also support

the implementation of the University's new Blended Learning Standard for digitally enhanced in-person and online learning. (Part of the Future of Teaching Learning and Assessment project). This will ensure consistency in delivery with informed and upskilled staff to deliver the necessary Standard.

- Digital learning environment – RGU's VLE and learning technologies now play an increasingly central role within learning, teaching, assessment, and student support. Ongoing development of the digital learning environment is therefore vital to meet the increasing expectations of it from our students and staff, and to retain our reputation as a leading provider of innovative and professionally focused education. Historically, review and enhancement of the University's VLE was based on a periodic model with lengthy periods between reviews and limited increased investment resulting in an irregular development and enhancement cycle. This project was therefore used to rigorously evaluate our digital infrastructure and review the investment required for sustained development and improvement. This review highlighted the transformation and investment required in the University's VLE and associated technologies to support institutional commitment to excellence in online teaching and learning. The new investment will enhance the institutional learning technologies and ensure a more resilient and secure infrastructure to support the changing environment identified within the FTLA project.
- Digital Skills Preparation for Students – Following feedback from staff and students it was highlighted that students were not commencing their studies with the level of digital skill capability required to engage effectively with their studies. This project will support students to be resilient learners as they are enabled to expand their digital skillset and effectively engage with the digital aspects of their studies as well as support them to develop their skills and capabilities for successful outcomes in current and future employment.
- Digital Skills Upskilling for Staff – Following feedback from staff around the increasing role of digital learning within the student experience, and in alignment with the RGU Standards, there is a recognition of a consequent imperative to support the resilience of staff via the expansion of their digital skills to ensure they are equipped to handle this now significant aspect of their roles.

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

- Digital Learning Practice - This next phase of work will provide a tailored programme of workshops and training for each Academic School to implement the new standard and evaluate its application within their own courses. The anticipated impact of the RGU Digital Learning Standard is to provide a roadmap to ensure all students learn in a consistent, cohesive, and inclusive digital learning environment, reflecting RGU's aims to provide a vibrant, equitable, and future-focused learning experience. It is anticipated this will lead to increased student satisfaction via the provision of a more consistent, engaging and supportive student experience in-person and online.
- Digital Learning Environment – The next phase of work will ensure a more robust, resilient and secure Virtual Learning Environment which can be more regularly upgraded to the enhancement of the staff and student user experience. In addition, the expanded capabilities of the VLE in combination with the roll out of the Digital Learning Standard will help to provide greater analytics insights into the engagement of students with the online aspects of their studies.
- Digital Skills Preparation for Students – with an initial focus on the digital skills required in the early phase of study, it is anticipated this work will help to support the engagement and retention of students in addition to supporting them to be resilient learners and global citizens by expanding their digital skills set. It is anticipated this will also lead to further enhancement of student satisfaction in relation to on-boarding, increased confidence and competence in the

use of the VLE, and increased confidence and competence in the world of work, in placement and beyond.

- Digital Skills Upskilling for Staff – it is anticipated this work will enable increased staff satisfaction through greater clarity around RGU expectations of delivery of teaching. Staff will be better equipped to use RGU’s teaching facilities and evolve the design and delivery of their courses and modules with better use of on-campus and online digital tools applying consistent approaches.

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

- Digital Learning Practice – Implementation of the RGU Digital Learning Standard will be assessed using a combination of quantitative measures in the uptake and usage of technology, and qualitative feedback through a variety of mechanisms such as student questionnaires, interviews and focus groups.
- Digital Learning Environment – Future impact will be assessed by measuring implementation against the consultation report finalised in Year 2 and through insights offered via staff and student feedback.
- Digital Skills Preparation for Students – Impact will be measured via student voice mechanisms including RGU Welcome Survey, Student Evaluation Questionnaires and through various dialogue opportunities.
- Digital Skills Upskilling for Staff – Impact will be measured via an initial audit of staff digital skills, various staff dialogue opportunities throughout the project and longer-term by a follow-up audit of staff digital skills following engagement with development opportunities though it is noted that the scope and duration of this work may run beyond the length of the Theme.

Title of project/activity

Promoting retention and success through inclusive practice

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

The aim of this strand of activity is to further promote inclusive curriculum design and delivery at the University 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.

The additional activities planned for 2022-23 are:

- Continuation of an institutional project to enhance the inclusivity of online learning at RGU by implementing further guidance and technology to better support the creation of more accessible learning experiences.
- Staff development session planned to promote sharing of practice around Decolonising of the Curriculum. This event will include contributions from both staff and students to initiate discussion and invoke consideration for course transformation.
- Male Students: Closing the Gap – the recommendations are expected to be published early 2022-23 with specific outcomes reported in the Year 3 final report.

- Impact Assessment Process Project – creation of an Impact Assessment Process intended to be incorporated into the Institutional course approval/reapproval procedure. The project is to be led by one of the Teaching Excellence Fellows but will include contributions from staff and students from across the subject specific disciplines.

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

- Accessibility of online learning – accessibility is a vital component of online education and recent changes in legislation also make explicit the expectation for digital accessibility within Higher Education. The Enhancement Theme also provided the opportunity to evaluate new technologies for the provision of more accessible and personalised learning. This work is carefully aligned to the Digital Learning Project highlighted earlier.
- Decolonising the Curriculum – an opportunity to bring the individual School developments in this area and consider an institutional approach to this strand to support a more cohesive approach to further enhancements.
- Male students: Closing the Gap – institutional equalities data highlight that male students perform less well than their female counterparts against a range of measures, including satisfaction, retention and achievement. Positively and proactively addressing these differences has been identified as a priority equality outcome for the University. With the investigative work completed in Year 2, the emphasis for Year 3 will be to consider findings and support implementation of recommendations.
- Impact Assessment Process – in line with the Institutional priorities in terms of policy, infrastructure, culture, and teaching excellence it is imperative that RGU achieves inclusive practice and is guided by the auspices of the Equality Act 2010. This will resonate with the planned outcomes around curriculum design and delivery in particular.

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

Some of the impacts from these changes include:

Accessibility of online learning project

- A baseline measure of the accessibility of RGU's online learning delivery, against which future delivery will be measured.
- More accessible and inclusive learning experiences for students.
- Continued overall increase in the accessibility score of our online learning delivery which has been steadily increasing since the initial Blackboard Ally rollout modules. Institutionally, the University has been working to increase the accessibility of online materials since the release of Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018c, and since the enforcement of legislation in September 2020.

Some of the wider expected impacts from this project include:

- More accessible and inclusive learning experiences for students;
- Enhanced student satisfaction, retention and success;
- Improved outcomes for students with disclosed disabilities;
- Staff development in the understanding and requirements of providing accessible materials.

Decolonising of the Curriculum

This is a new strand of work for the University with an initial focus to start a dialogue with staff and students; explore existing levels of understanding; and begin to ask questions about how course design and delivery might change into the future. Given the changes already being implemented for Session 22/23, the focus will be on a discovery phase which aims to achieve:

- Greater understanding and awareness of the implications for students.
- Institutional plan for future activity.

Male students: Closing the Gap

Several of the key themes identified in a summary literature review, namely the impact of previous educational experiences, familial involvement and expectations, peer pressure, anxiety around employment prospects, the issue of 'immediacy', and male student engagement with HEI support services, are echoed in responses from the male students in the focus groups.

These issues are complex and multidimensional because they are simultaneously educational, cultural, and socio-economic. As such, they represent challenges for any HEI which intends to address the problems of male student dissatisfaction, attrition, non-engagement, and lower degree designation. RGU, through its recruitment processes (including Open Days), support services (Student Life, Study Skills, Employability, RGU:Union and its Widening Access activity (including engagement with secondary schools) already invests considerable resources in supporting students. Specific male student-specific initiatives will be incorporated to improve overall male student satisfaction especially around help-seeking rates and good honours degree outcomes, while simultaneously lowering non-continuation rates.

Anticipated impacts from this project include:

- Improved satisfaction, retention and success for male students;
- Greater understanding and awareness of the male student experience among staff.

Impact Assessment Process

With a formal process in place there should be greater alignment of inclusive practice across the University; guiding staff to enhance curriculum design in a more consistent practice. The project is in the early discovery phase and is expected to continue beyond this final year of the Theme.

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

The change effected by these projects will be measured via:

- Student and staff feedback;
- Institutional equalities data;
- Online learning materials reporting tools;
- Male student attrition rates;
- Male student final degree designation data.

Title of project/activity

Supporting RGU's Course Leader Community

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

Commenced during Year 1 of the Theme, the project's overriding aim is to facilitate opportunities for Course/Programme Leaders to come together as a community to enrich colleagues' work in this important role, support their professional development and enhance the overall student experience.

During Year 2 the project team obtained further insights into the key aspects of Course/Programme Leadership at RGU from role holders alongside data collected via a series of interdisciplinary focus groups. A report of initial findings was produced and presented to the Enhancement Leadership Group (ELG), TLASC and RGU Executive.

The findings led to 4 key recommendations, 3 of which have already progressed leaving the additional activities planned for 2022-23 to focus on Initial and Continuing Professional Development, as follows:

- Staff Development opportunity for 2 Course Leaders and the Project Lead to attend an external sector programme addressing the unique challenges, opportunities and realities, develop sector networks and skills.
- Feedback from the sector training will feed into the creation of role specific development opportunities to support all Course Leaders at RGU.
- Specific Course/Programme Leader event is planned for 2022-23 to establish an effective network for practice sharing across the University.
- Release and support of a central resource detailing key university contacts and guidance for the range of support-related issues which Course Teams may encounter.

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

RGU recognises the crucial contribution of our Course/Programme Leaders to the student experience. This acknowledgement led to the re-specification and incentivisation of the role in 2018; building on this change, and the University's engagement with the Collaborative Cluster on Programme Leadership as part of the previous Enhancement Theme, this project seeks to enhance the support and development available to assist Course/Programme Leaders and to further support their confidence and resilience.

Consultation activity in Years 1 and 2 of the Enhancement Theme confirmed the need for further support, development and professional networking opportunities for Course/Programme Leaders, as well as generating valuable data concerning lived experiences of the role to inform future support mechanisms.

During 2021-22 several colleagues were appointed to the role of Course Leader and as such there is a need to ensure they are fully supported and informed to deliver effectively in their roles.

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

Based on the findings of the project to date the proposed changes should positively impact the Course/Programme leaders to overcome key challenges as well as support their resilience and well-being.

Initial feedback from Course/Programme Leaders suggests that engagement with the project has already begun to positively impact the Course/Programme Leader experience, with colleagues appreciating the:

- opportunity for dialogue with Course/Programme Leaders in other disciplines;
- chance to give voice to Course/Programme Leaders' experiences and needs;
- confirmation that professional counterparts share similar issues, challenges and concerns.

The following longer-term impacts are envisaged:

- Course/Programme Leaders' professional confidence and effectiveness are increased;
- Course/Programme Leaders' wellbeing, resilience and job satisfaction are promoted;
- Further practice sharing and professional dialogue among Course/Programme Leaders are facilitated;
- Students' course experiences are enhanced leading to increased retention, satisfaction and success.

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

The change effected by this project will be measured via the following means:

Short-term impact:

- Feedback from Course/Programme Leaders;
- Engagement with new support/development opportunities.

Longer-term impact

- Evidence from Course/Programme Leader application and review processes;
- Student and course outcomes.

Title of project/activity

Enhancing for Impact Award Scheme

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

Staff and students will be invited to bid for funding through the Enhancing for Impact Award Scheme to progress a short-term project or initial research for future work aligned to the final year of the Theme and specifically aligned to:

- Anti-Racism
- Decolonising the Curriculum
- Academic Integrity
- Wellbeing – staff and students
- Wider Resilience

The Scheme will be launched at the RGU Teaching and Learning Conference in October 2022 and encourage cross institutional project work as well as student partnership and collaboration with students having equal opportunity to lead on the projects.

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

The initial Theme funding was used to support short-term project initiatives within discipline and service areas in addition to planned institutional activities. It provided a mechanism to engage staff and students in enhancing the future learning experience at RGU and produced impactful and relevant outcomes across 6 key areas.

Due to the success of the previous awards, it is recognised that further funded opportunities should continue to promote The Resilient Learning Communities' Theme widening access to staff and students who have not directly been involved in the first round of projects.

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

It is also anticipated that engagement with the Award Scheme will result in the following impacts for award holders:

- Increased awareness of the Theme and Emerging Stronger Campaign;
- Realisation that enhancement activities are available to all staff and students;
- Developed skills in project management, enhancement and evaluation;
- Professional recognition, fulfilment and satisfaction.

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

- Initial measure will be the number of bids for the funded awards.

- Planned outputs and impact from the funded projects will be reported in the Year 3 report.

Dissemination of work

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

The following mechanisms will continue to support effective dissemination within RGU:

- RGU:ETLG members and project leads acting as champions for the Theme;
- Raising awareness via the University's Committee structure;
- Staff development and networking opportunities.

Staff are continually updated on the main project, Future of Teaching, Learning and Assessment via a range of communication channels from executive level, committee structures to school department meetings. Having colleagues involved in the data gathering and presentation of outcomes will also support this work. A dedicated area on the VLE has been created with for all key messages and documentation that staff require to embed in their academic practice and this is regularly updated.

RGU Teaching and Learning Conference will occur in October 2022 where the Enhancing for Impact Award Project will be launched. Communications will also be placed with Bulletins and wider messaging to ensure all staff and students are aware of the Theme and how to engage effectively.

Plans to raise awareness of the project work will also occur via an RGU Stakeholder event.

Supporting staff and student engagement

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

Staff and students will be supported to engage in Theme activities in many ways:

- The RGU:ELG has been constituted comprising cross-institutional representation from academic schools, support services and RGU:Union;
- Project teams and working groups have recruited staff and students from across the university giving a wider perspective to all strands;
- Three student internships have been created to support institutional activities enabled by Theme funding to date and future consideration will be made for any additional opportunities post award bids.
- Staff and student consultation has been a core feature of many activities, including a range of focus groups connected to project strands, and this is planned to continue;
- Theme funds have supported staff from a range of Schools and Departments to engage with relevant CPD opportunities.
- Theme funds will sponsor the Enhancing for Impact Award scheme, enabling staff and students to bid for funding to work collaboratively on enhancement activity during 2022-23.

Further engagement has been generated via staff development events taking place as part of RGU Future of Teaching, Learning and Assessment

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