



Resilient Learning Communities

Institutional Plan for: University of the Highlands and Islands

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 University launches a new Learning and Teaching Enhancement Strategy (LTES) this academic year, and the review of our academic curriculum is ongoing. These activities have been ongoing during years 1 and 2 of the Theme and have been aligned with the notion of resilience.

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.

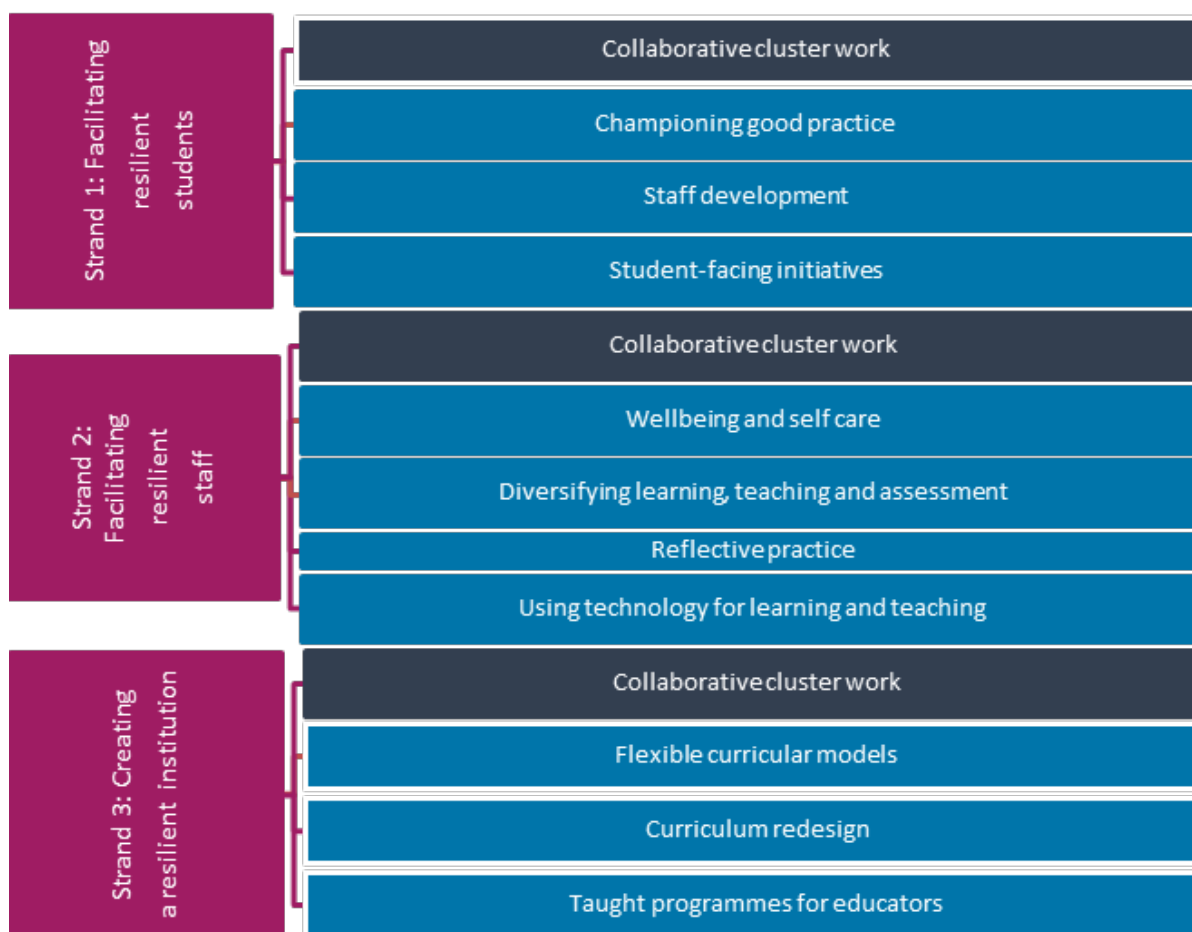
Institutional lead	Dr Heather Fotheringham, Evidence-Based Enhancement Lead
TLG staff representative	Dr Heather Fotheringham, Evidence-Based Enhancement Lead
TLG student representative	Heather Innes, HISA President
Add additional rows for additional members	Professor Keith Smyth, Dean of Learning and Teaching and Professor of Pedagogy (Chair, Enhancement Themes Consultation Group)
	Dr Iain Morrison, Dean of Students
	Rhiannon Tinsley, Academic Registrar
	Andrew Bowie, Student Voice Assistant, HISA
	Kevin Sinclair, Student Engagement Manager

	Dr Iain MacInnes, Subject Network Leader (Humanities and Gaelic)
	Iain Eisner, Careers Manager
	Elaine Dalloway, Educational Design and Development Leader
	Scott Connor, Digital and Open Education Lead

Overall outcomes/activity

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

We will continue to arrange our institutional Enhancement Themes work around three broad strands, as indicated in last year's plan, with identified areas within each strand with which activities in each year of the Theme will align:



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 focus in year 3 will be to consolidate the range of staff and student-facing resources that have been developed over the first two years of the Theme. These will be a resilience toolkit for staff and a range of student-facing resilience resources.

Where student and institutional resilience have been a primary focus for years 1 and 2, there will be a shift of focus in year 3 towards staff resilience. We will be concluding longer-term projects- running webinars and workshops on reflective practice, and evaluating these, and a new project piloting the use of Schwartz rounds with staff in Nursing and Midwifery.

We will hold a range of further events relating to the Theme including a series of 3 webinars exploring the notion of resilience, and a university-wide Learning and Teaching conference in June 2023 for which resilience and resilient learning communities will be one of the conference themes.

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).

We plan to use the following resources:

- Valuing and Recognising Prior Learning and Experience
- Understanding Micro-credentials and Small Qualifications in Scotland
- Student Mental Wellbeing

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.

Strand 1: Facilitating Resilient Students

Title of project/activity	What change is being made? (Brief description(s) of overall activity/intervention)	Why are we making it? (Rationale for the change)	What difference will hopefully occur as a result? (Tangible change envisaged)	How will we know? (How the change is measured)
Exploring resilience: Toolkit and webinars (new)	Toolkit for staff outlining facets of resilience and containing case studies of good practice. Webinars to present the	To encourage staff to innovate in their practice to encourage student resilience.	Staff will access the resources, and start to take on new ideas, with the longer-term outcome of changing their	Number accessing the resources Positive feedback on the

	resource and explore the facets of resilience.		practice and having a positive impact on student resilience	value of the resources
Careers and employability pathway resources (continuing)	To promote 'pathway' resources which are self-study resources for students to develop their employability skills	To give students transferable skills and confidence in approaching the workplace	Academic staff will embed the resources within their programmes, and students will access them	Number of programmes embedding the resources, number of students accessing the resources, positive staff and student feedback on their effectiveness
Diagnostic testing (continuing)	As part of engagement with PARC Collaborative Cluster, pilot the use of 'diagnostic testing' in a small number of additional programmes in order to more adequately support students' transition into study	To gauge the effectiveness of a more personalised approach to student support	Appropriate 'diagnostic testing' is used in a number of programmes to provide staff data on areas of student strength and weakness. This informs a targeted approach to student support	Number of programmes engaging, number of students undertaking the testing; changes in student support that are implemented in response to the data generated by the testing

Strand 2: Facilitating Resilient Staff

Title of project/activity	What change is being made? (Brief description(s) of overall activity/intervention)	Why are we making it? (Rationale for the change)	What difference will hopefully occur as a result? (Tangible change envisaged)	How will we know? (How the change is measured)
Assessment and Feedback Symposium (new)	Hold a two-day Assessment and Feedback Symposium relating to the topic of 'authentic assessment'	To encourage other staff to innovate in their practice	Staff will attend the event, and start to take on new ideas, with the longer-term outcome of changing their practice and having a positive impact on their confidence and use of new approaches	Number of staff attending; positive staff feedback on the value of the event
Implementation of new Learning and Teaching Enhancement Strategy (LTES) (new)	Embedding of the University's new Learning and Teaching Enhancement Strategy in university policies and processes (e.g. staff-facing guidance, professional development events, programme validation and reapproval processes)	To provide an excellent SLE aligned to the 10 values in the LTES	Teaching, student support, curriculum and staff development is able to withstand changing landscapes (education, economy, culture)	Staff awareness of the Strategy values. Embedding of values within processes and evidence of staff engagement with this.
Webinars and writing workshops relating to reflective practice (Continuing)	Running a series of webinars and writing workshops to introduce staff to reflective	To encourage staff to become reflective practitioners	That staff become more reflective and embed reflection and change in their	Number of staff attending; positive staff feedback on the value of the events,

	practice, reflective writing, and to allow them to apply these techniques		approach to teaching which is responsive to students' wants and needs.	evidence of staff reflection in
Schwartz rounds (new)	To run a series of Schwartz rounds allowing staff time to share emotional aspects of their work experiences	To reduce stress and increase wellbeing	Staff share their difficult experiences and this relieves stress and enables them to be more effective and happy employees	Evaluation through participant surveys

Strand 3: Creating a Resilient Institution

Title of project/activity	What change is being made? (Brief description(s) of overall activity/intervention)	Why are we making it? (Rationale for the change)	What difference will hopefully occur as a result? (Tangible change envisaged)	How will we know? (How the change is measured)
Micro-credential in social sciences (Continuing)	Develop a micro-credential relating to the curriculum area of social sciences	To test out a new type of teaching model within UHI. When delivered, this will assist with the transition and retention of students into HN programmes within the social sciences	Useful institutional learning regarding the processes of writing, developing and delivering a micro-credential.	Development and implementation will be documented including identifying time commitments, any barriers to change etc.
Research into student experience of assessment (new)	TESTA run with two degree programmes	To understand the impact of assessment patterns on student learning and engagement	Data gathered will suggest changes to assessment that will encourage student learning and engagement, and reduce staff admin burden	Data from surveys and student focus groups
Learning analytics (continuing)	To continue promoting the course widget and linking this to evidence-based enhancements to practice. We will also progress to the next stages of developing our learning analytics capabilities through our next series of learning analytics research, development and implementation pilot projects	To provide staff with data about student engagement and the design of learning and teaching activities within and across modules and programmes	Staff will use the data to amend delivery patterns, provide additional support to students and to improve student outcomes. This will include harnessing analytics capabilities to gauge 'points of stress or potential disengagement' in the design of	Widget usage – number and range of staff effectively using the functionality and data provided by the widget. In addition, increased staff awareness and use of other learning analytics features and data sets.

			programmes in order to enhance curriculum design and delivery	
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Dissemination of work

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

The Enhancement Themes Consultation Group (comprising representatives from academic staff, HISA, learning and teaching enhancement and academic quality) will continue to report on progress to our Quality Assurance and Enhancement Committee which is a key channel for communicating to senior staff from across the University partnership. The university's Learning and Teaching Academy will remain a key mechanism for staff engagement as it was during last year. Events and resources will be advertised via the LTA's established communication channels. Where possible, events will be open to colleagues within the Scottish sector. Our university-wide Learning and Teaching conference will take place in June 2023 with resilience as one of the conference themes. This will be a key dissemination channel for work undertaken across the 3 years of the Theme.

Supporting staff and student engagement

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

Support to deliver activities will come through the Enhancement Themes Consultation Group. Relevant members of the group will lead on activities within the Theme, with additional colleagues joining the Consultation Group where they are undertaking work relevant to the Theme. The University's Learning and Teaching Academy will lead on the dissemination of work under the Theme using established channels of engagement such as the LTA Connect webinars and LTA blog. Key to engaging students will be the students' association who are fully invested in the work of the Theme.

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