



Institutional Plan for: University of Dundee

This document will form your year 2 plan and should be around three to four sides of A4. You can find your year 1 plan through this [web page](#).

Context	
<p>The current University of Dundee strategy 2017-22 (see https://www.dundee.ac.uk/strategy/) gives clear direction for areas of activity that will promote our overall aim of transforming lives, locally and globally. The development of “our high performance community” is underpinned by a range of key strategic areas, five of which align closely with the Enhancement Theme. These are:</p> <ul style="list-style-type: none"> • Widen access (Grow and diversify our student community) • Be a uniquely welcoming community (Grow and diversify our student community) • Enhance personal development and performance (Enable our people to flourish) • Promote equality, diversity and inclusion (Advance our values) • Develop employability, enterprise and work-based learning (Intensify our impact locally and globally) <p>The strategy is changing in 21/22 and as this changes we will look to review the Enhancement Theme work to align with the revised strategy.</p>	

Institutional team	
Institutional lead	Dr Linda Martindale
TLG staff representative	Dr Lorraine Anderson
TLG staff representative	Professor Karen Petrie
TLG student representative	TBC (2 reps)

Representative from Academic Schools	Dr Diana Swales
Representative from Academic Schools	Dr Seaneen MacDougall
Representative from Academic Schools	Jill Shimi
Representative from Academic Schools	Christine Kingsley
Representative from Academic Schools	Dr Cate Kennedy

Overall outcomes/activity

There are no major changes to the priorities, outcomes and activities that we identified in the year 1 plan. This indicated a continuum through years 1-3 and, as planned, in year 2 we will be focusing on larger scale institutional activities, based on work in year 1. We will also be looking to have more sector-wide involvement.

The University strategy is currently under review so we will be looking to contribute to this and to adjust our activities, depending on the revised strategy's direction. This is more likely to impact on year 3 enhancement work than year 2.

Year 2 outcomes/activity

Priorities year 2

Our key priority in year 2 is to ensure wider engagement with the Enhancement Theme across the institution. Year 1 work was focused on the Schools, and in year 2 this will broaden to include other stakeholder groups and units across the institution, including more involvement from the students' association. As in year 1, we will undertake project and evaluation work. The project work will be in two key areas: development and expansion of the year 1 projects (to further develop and disseminate the work across the institution); and a set of new projects that will be commissioned.

We will continue to be guided by aspects of the University strategy while also being mindful of current issues, notably the impact of Covid on staff and student wellbeing and work linked to equality, diversity and inclusion (EDI). In particular we will develop work around award (or attainment) gaps across the student journey, to complement work being done in the area at university level. This is an area we are keen to develop as a Collaborative Cluster if this opportunity is available for year 3.

Outcomes year 2

Outcomes for year 2 are broadly the same as for year 1, but with a shift from School level to institutional level work. Two additional outcomes have been added (6 & 7)

1. Ensure institution-wide awareness of the enhancement theme, including definition / understanding of resilience
2. Promote debate about what resilience and learning communities mean to us, across our communities
3. Use outputs from the project work to improve resilience in our University's learning communities
4. Disseminate outputs and resources to showcase good practice and support staff and students across the institution.
5. Engage in collaborative work with colleagues involved in Enhancement Theme work in other institutions
6. Deliver a set of projects that build on the year 1 work, specifically focusing on student / staff wellbeing post Covid and on EDI and resilience.
7. Undertake work relating to award and attainment gaps.

Activities for year 2

The activities for year 2 are also similar to year 1 but there will be more institution level activities. The project for year 2 will also have a more institution-wide focus.

- Enhancement Theme Working Group meetings and collaborations to embed the Resilient Learning Communities theme within the University
- Programme of workshops and seminars with staff and students, including showcase / dissemination activities on campus and online, including social media
- Work with existing institutional groups and communities (e.g. distance learning forum, DUSA, healthy universities) to define and promote resilience
- Small project work: development of year 1 projects and set of new projects
- Participate in sector-level activities

Evaluation

Title of project/activity

Programme of workshops and seminars with staff and students, including showcase / dissemination activities

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

Develop and deliver a set of dissemination activities through the academic year.

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

To raise awareness of the Enhancement Theme and to spark discussion and exploration of resilience and what it means for our learning communities.

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

Staff and students will be aware of the Enhancement Theme

University-wide debate and discussions about resilience in our learning communities will be evidence

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

Numbers attending dissemination events

Resilience postcards and posters on display / available across the campus

Evidence of promotion activities online (My Dundee / social media)

Title of project/activity

Engagement with a range of university stakeholders

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

Work with staff and student groups across the university to contribute to awareness raising and discussion

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

To raise awareness of the Enhancement Theme and to spark discussion and exploration of resilience and what it means for our learning communities.

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

Discussion of resilience and values and beliefs associated with resilience become more embedded in University culture

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

Records of meetings and activities with stakeholder groups
Evidence of resilience being discussed in different University fora

Title of project/activity

Continuation of existing projects¹

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

Review of the projects initiated and completed this year to develop these further and broaden their scope

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

Year 1 projects were School-based and part of the year 2 plan is to expand and extend these so that they have reach beyond the "home" School

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

The projects will positively impact on student and staff experience across the wider university

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

Reports from project leads and monitoring of project goals and expectations against achievements.

Title of project/activity

Development of new projects²

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

Set up new projects, with aim to include projects that are: student led; focus on student and staff wellbeing; are aligned to EDI issues, including award and attainment gaps.

¹ In the year 2 report each continuing project will be listed and evaluated separately

² In the year 2 report each new project will be listed and evaluated separately

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

These new projects will align with current institutional issues and concern and will expand the groups involved in the Enhancement Theme

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

The projects will positively impact on student and staff experience across the wider university

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

Reports from project leads and monitoring of project goals and expectations against achievements.

Dissemination of work

The working group has started meeting more frequently and this is working well. As year 1 is now over we will look at membership and whether we need to co-opted others onto the working group. This group is crucial in making sure that activities and outputs are disseminated across the University. Internally existing channels will continue to be used to increase awareness and engagement with the theme, such as: email, staff newsletter, student newsletter, social media, presentations / discussions with existing learning communities.

Opportunities to present on project work and the impacts of the Enhancement Theme work at workshops and at conferences will be encouraged and an internal Resilient Learning Communities mini-conference / event will be planned towards the end of year 2.

Supporting staff and student engagement

The work will be supported by the Enhancement Theme Working Group which will co-ordinate activities related to the theme (see terms of reference, appendix 2). The working group has representatives from all Schools, as well as student involvement. The working group will also link to with established learning communities in the University to enhance institutional level engagement and support the planned activities.

The work has formal support at institutional level, from the Vice-Principal Education, the Director of Quality and Academic Standards and the Assistant Director and Head of the Academic Skills Centre. The Enhancement Theme working group reports to the University Learning and Teaching Committee, a Sub-Committee of Senate.

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Date:	21/09/21

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