



Resilient Learning Communities

Institutional Plan for: Glasgow Caledonian University

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>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>2021-22 sees GCU one year out from a slightly delayed ELIR, and so addressing the recommendations of that Review remain a priority. We have also now had our Strategy 2030 approved, with a focus on <i>being world leading in social innovation, delivering transformative education, and impactful research, purposeful partnerships as a globally connected University with an engaged university Community committed to the Common Good</i>. The accompanying Strategy for Learning was approved in the summer and we will endeavour to align our enhancement activities to this key strategic effort.</p> <p>As we (hopefully) begin to return to campus, a key challenge will be how to deliver a <i>hybrid teaching</i> offering that meets the needs of our students and staff.</p> <p>Building on work begun in the last Academic Year, a key ongoing priority of the University is still to improve the student experience for our diverse learner community, specifically through our Anti-racist Curriculum activities.</p>

	Year 2	New
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 joint representative	Olivia Hall SA VP SCEBE	X
TLG Student joint representative	Tabitha Nyariki SA VP SHLS	
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 Claire McGuinness, 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 (Collaborative Cluster Lead)	Dr Heather Gray, Head of Department, Department of Physiotherapy and Paramedicine	
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?

No. We hope to continue to strive to align enhancement theme activity with 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.

Year 2 outcomes/activity

In answering the following, identify what is continuing from year 1 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 aligning activity with University SfL activity, and to engage externally as a mechanism for harnessing sector expertise.

We hope 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. We continue to strive to deepen involvement of professional services colleagues in theme activities.

Continuing Activities

- **Activities begun in 20-21** but continuing (*What is Resilience? SDGs and Employability in the Curriculum, Student-led work on BAME Student experience*).
- **Engagement with collaborative clusters.** We are waiting to hear which CCs have been funded this year but assume continued engagement with any re-funded Clusters.
- **Teaching and Learning Conference.** Having been unable to meet together in 20-21, we hope to hold this during this AY21-22, with an Enhancement Theme strand.

New Activities

- **Small grant awards/development work,** building on year 1 activities, or addressing emerging strategic priorities.
- **Student led work** SA team members are still agreeing objectives for the year but focus likely to be on (i) hybrid teaching/return to campus, or (ii) plagiarism collusion and cheating.

Evaluation

How do you intend to evaluate your year 2 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 2 report.

Title of project/activity

Small grant awards/development work

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

We will fund a small number of activities (3-4) focused on areas of strategic importance which fit with the theme topic of 'Resilient Learning Communities.

Likely themes for funding are anticipated to be:

- Further work on SDGs and employability in the curriculum (building on ongoing activity).
- Understanding how (academic) confidence is developed across different disciplines and programmes at GCU.
- Enhancing learning communities and sense of belonging.
- Assessment and Feedback Pedagogy, reflecting themes arising from staff survey or linking to the outcomes of the Plagiarism, Academic Integrity, Cheating and Collusion working group (if the latter, then possibly aligning with a student -led campaign designed to raise awareness of Plagiarism).
- Further work on Anti-racist curriculum.

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

AY 2021-22 is an important year in our Strategic cycle – being the first full year after approval of the new strategy 2030 and associated Strategy for Learning. Work to align SfL implementation activities with the Enhancement Theme topic of ‘Resilient Learning Communities’ ensures the Theme topic is embedded early in the Strategic cycle when there is opportunity for careful/close integration.

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

Difference will be dependent on the precise projects funded. Our expectation is that projects would range from collecting baseline evidence to inform further work, evaluating the efficacy of interventions, and awareness raising of strategic activity.

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

Any work specified will include an evaluation strand designed to encourage best practice and promote reflection. All staff in receipt of funds will be supported to engage in evaluation activity.

Title of project/activity

Student-led work

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

Awareness campaign on either Plagiarism or mental health in the curriculum (precise theme to be identified once SA FTOs have agreed annual objectives.

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

Whichever focus is adopted, an awareness campaign in this AY (when many students will be on campus for the first time having studied remotely last year) presents an ideal opportunity to re-connect with the student body.

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

Greater awareness by students of key institutional activity and how it impacts them.

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

Light touch evaluation will be carried out to provide evidence of efficacy and to promote reflection.

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.
- Communication via the Institutional Team is complemented by Internal Networks such as the Senior Fellow HE community (internal), and SharePoint pages (also internal) which allow 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, but of course we don't yet know the extent to which this will be possible.
- We communicate externally through our ADSL Blog (<https://gcuacaddevelopment.wordpress.com/blog/>) and institutional web page (<https://www.gcu.ac.uk/adsl/educationalresearch/resilientlearningcommunities/>)
- And build relationships through collaborative clusters – though the precise number of clusters we lead/engage in is unknown at present.

Supporting staff and student engagement

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

As we return to campus we hope to have the opportunity to bring our staff and students together to celebrate and reflect on the last 18 months. The enhancement theme focus on Resilience provides an ideal sub-theme for this activity and presents an excellent opportunity to engage our community.

This year it is vitally important to re-connect with our student body, (both Students and Students' Association) and we will focus our efforts on achieving a strong working relationship.

Plan author:	Colin Milligan
Date:	14 September 2021

Return to: ARCAAdmin@qaa.ac.uk