



Resilient Learning Communities

Institutional Plan for: University of the West of Scotland

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 current UWS Corporate Strategy was launched in 2020. Strategy 2025 sets out the ambitions for the University of the West of Scotland (UWS) for the next five years and lays the foundation for the University towards 2050.

UWS works in partnership with its students to deliver world-ready graduates who will design, shape and build a new future. Our innovative teaching practices, online learning environment, award-winning spaces and talented academics will work with our students to gain a degree and instil a passion for lifelong learning.

In the face of rapid technological transformation and recognising the importance of technology-driven learning, we will focus on the development of a range of innovative hybrid courses to ensure UWS students are equipped with graduate level skills and knowledge to thrive in the adaptable workplace of the 21st century, and prepared for the fourth industrial revolution. This work will be delivered through our Learning and Teaching Thematic Plan 2021, operationalised through the UWS Curriculum Framework approved in June 2021 and supported by a ground-breaking institution-wide change process entitled "The Student Experience Programme".

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	Professor Jonathan Powles Vice-Principal, Learning Teaching & Students
TLG staff representative	Dr Meg Dunn

	Personal Tutor Lead
TLG student representative	Luke Humberstone Vice-President Welfare & Wellbeing, UWS Students' Union
Add additional rows for additional members	Dr Sabina Lawrie – Student Representation and Policy Coordinator at UWS Student Union. Dr Christopher O'Donnell - Head of Learning, Transformation, Innovation and Environments Maeve Cowper – Head of Student Services Suzanne Daly – Head of Registry Sinéad Daly – Chief Executive, UWS Student Union Nina Anderson-Knox, Head of QuEST Khadija Mohammed – ARC Project Executive Group Dr Emilia Pietka-Nykaza – School of Education and Social Sciences Claire Mackie – Learning Transformation Rachel Hill – Learning Transformation (Steering Group Administrator)

Overall outcomes/activity

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

In line with our amended activities for Year 2 (reflecting that some Year 1 projects are complete, namely the introduction of the Curriculum Framework, Review of Student Representative Data & Refresh & Relaunch of the Student Experience Committee), our priorities are as follows; i.e.

1. Following the creation of the UWS Curriculum Framework that reflects the diversity of our learning communities focus on the development of a masters in Professional Development that through a flexible collaborative curriculum, can facilitate them achieving that CPD, lifelong learning, using RPL RPEL using micro and macro credentials.
2. Review the role, purpose and support for Personal Tutors at UWS ensure a consistent and valued approach is taken across all our programmes and campuses
3. Support students and colleagues in maintaining a habit of physical activity (literally lifted from Objective 5 of the Shaping Our Communities and Society Thematic Plan) recognising the benefits of this to their mental health and the opportunities to socialise in a shared activity with their peers.

The above priorities will be underpinned by a range of small projects and activities but we feel that the projects identified above are the key strategic drivers for year 2 and will be achievable and deliverable within the year 2 time period.

Year 2 outcomes/activity

In answering the following, identify what is continuing from year 1 and what is new:

What are your key priorities? (**As above**)

What outcomes do you want to achieve?

What activities will you deliver to achieve your key priorities?

What outcomes do we want to achieve?

- An approved Masters in Professional Development
- Clear policy on the recognition of RPL, RPEL CPD and Microcredentials
- A reconceptualised role for personal tutor to become collaborative personal Student Success Advisors, with a clear role description, delivered by specifically-trained Advisors
- Healthy Body Healthy Mind Bronze Award
<https://www.scottishstudentsport.com/wp-content/uploads/2020/01/HBHM-criteria-2020-new.pdf>
- Increased membership of Team UWS and enhanced BUCS ranking with a medium term goal of top 50.

What activities will you deliver?

- A variety of consultation and feedback opportunities to secure staff and student engagement in the review of the personal tutor's system.
- Review of sector practice around personal tutoring for identification of effective practice and learning.
- A curriculum Incubator project for the development of the Masters in Professional Development – pulling together expertise from within and outwith UWS to inform the development of a innovative, flexible and valuable programme.
- A student led project on scoping, understanding and redesigning a collaborative personal success advisor. Our aim is to capture the lived experiences of our student community that is representative of their journey, culture, ethnicity, gender and diversity. The output of which will reflect the creativity and lived experiences of the UWS student journey, e.g. a film, podcast, song etc.
- Recreational Sports opportunities delivered by Team UWS, UWS Sport and community sport partners which are developed in partnership with the Students Union and jointly promoted, to ensure that these are successful in engaging new participants in physical activity from across the diverse student population. Examples include the award winning UWS Active Community
<https://www.scottishstudentsport.com/sssawards2020-21/#1627558354279-190cf736-8ff0>

Our outputs will form a record of a collaborative model of pathways to success, that captures their success in university, the workplace and their communities. Our dissemination of that practise should impact on the wider HE community as we share our outputs with key informants and stakeholders.

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
Development of a Masters in Professional Development
What change is being made? (Brief description(s) of overall activity/intervention)
<p>The Masters in Professional Development will aim, through a flexible collaborative curriculum, to facilitate achievement of CPD, lifelong learning, using RPL RPEL using micro and macro credentials</p> <p>Central in the design of the MPD will be two commitments</p> <ol style="list-style-type: none"> 1. A personalised learning route 2. A student development goal is present in the delivery, assessment and outcome of the programme of study so that they develop their education, leadership, practise and personal efficacy
Why are we making it? (Rationale for the change)
<p>The UWS Curriculum Framework aims to articulate the pedagogical and curriculum design principles through which we make real the strategic goals for education in the <i>UWS Strategy 2025</i></p> <p>This MSc is a being introduced as a component of the UWS Curriculum Framework, which is a key component of the new Learning and Teaching Thematic Plan, and the Student Experience Programme (through which that plan will be implemented). This will target non-traditional learners, who are a key target for UWS courses.</p>
What difference will hopefully occur as a result? (Tangible change envisaged)
<ul style="list-style-type: none"> • An approved Masters in Professional Development • Clear policy on the recognition of RPL, RPEL CPD and Microcredentials
How will we know? (How the change is measured)
<p>Applications and enrolments to the new Masters Programme will be monitored and compared to other, comparable, programmes – in terms of the absolute value of student numbers and also the student demographic, i.e. the proportion of non-traditional students, plus related improvements in measures of the post-graduate student experience.</p>

Title of project/activity
Review of UWS Personal Tutoring Function
What change is being made? (Brief description(s) of overall activity/intervention)
<ul style="list-style-type: none"> • A reconceptualised role for personal tutor to become collaborative personal Student Success Advisors • A clearly defined role descriptor for (formally Personal Tutors). • Development of a training programme and support scaffolding for new Personal Tutor roles.
Why are we making it? (Rationale for the change)
The decision to review the UWS Personal Tutoring function was made to reflect not only up-to-date practice in this area but also in order to evaluate the current service in terms of student support, to offset the impact of the COVID-19 lockdown. It was perceived that this function had developed differentially over time, in Schools and Divisions, and that this had led to an inconsistent set of perceptions of the service, particularly that this was deficit-based and the aim is for a more standardised, student-focused approach.
What difference will hopefully occur as a result? (Tangible change envisaged)
<ul style="list-style-type: none"> • A reconceptualised role for personal tutor to become collaborative personal Student Success Advisors • A clearly defined role descriptor for (formally Personal Tutors). • Development of a training programme and support scaffolding for new Personal Tutor roles • A more personalised approach to Personal Tutoring, targeting the 'gaps' that individual students are experiencing
How will we know? (How the change is measured)
Given the more tailored approach to student support, it is envisaged that improvements will be evidenced in the student experience (NSS), progression & retention and, eventually, 'good' Honours proportions and each of these measures will be monitored over time.

Title of project/activity
Healthy Body / Healthy Mind Initiatives
What change is being made? (Brief description(s) of overall activity/intervention)
We will offer recreational sports opportunities delivered by Team UWS, UWS Sport and community sport partners which are developed in partnership with the Students Union and jointly promoted, to ensure that these are successful in engaging new participants in physical activity from across the diverse student population. Examples include the award winning UWS Active Community https://www.scottishstudentsport.com/ssawards2020-21/#1627558354279-190cf736-8ff0

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

The link between physical activity and strong mental health is well research and, given the difficulties that many have faced during lockdown, UWS is keen to offer, and promote, as wide a range of opportunities to support both staff and students in this regard

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

Increased membership of Team UWS and enhanced BUCS ranking with a medium term goal of top 50.

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

Membership numbers for Team UWS will be monitored, as will uptake of individual physical activities, such as Walk a Mile for World Mental Health Day.

Dissemination of work

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

Focus Groups, Workshops & Roadshows have been effective in promotion understanding and awareness of the Curriculum Framework. We are also able to process information through the usual committee structures (EAC/Senate) and promoted through our internal Staff e-Bulletin, Staff Intranet, All School Meetings and updates provided via the Principals All Staff Update Meetings. Externally, we intend to participate in our Cluster work and present at the Enhancement Theme Conference.

Additionally, Khadija Mohammed, Senior Lecturer at UWS, sits on the Project Executive Group for the Anti-Racist Curriculum Project and is a passionate and proactive supporter of the work of this project. She has actively engaged with colleagues from across the sector on this work, as well as shaping and supporting the work within UWS with our Deputy Principal and Provost.

Supporting staff and student engagement

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

There has been excellent partnership working with the Student Union around the facilitation of student feedback workshop to review the draft curriculum framework and through the review of the student representation work. The review of SEC and creation of the new forum will be a tripartite initiative with the previous members of SEC, EAC and the Students Union to ensure appropriateness of role, remit and membership. Active recruitment of Students as Partners will be undertaken, to ensure the 'fit' of all activities to the wide range of UWS student demographic groups.

Plan author:	Nina Anderson-Knox, Dr Christopher O'Donnell and Luke Humberstone
Date:	Approved at EAC 15 September 2021

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