



End of Year 1 Report for: University of Dundee

The key purposes of this report are to:-

- provide a framework for HEIs to report on their Theme activity that has taken place over the year
- help share information across the sector on the benefits and challenges around Theme engagement.

Please report under the headings below. The report should be about 6 to 8 sides of A4 in length.

Institutional team

Identify any changes in Theme leadership, TLG and institutional team membership since details were reported in the institutional plan developed at the start of the academic year.

Professor Karen Petrie became acting Director of Quality in May 2021, covering Erica Russell Hensen's maternity leave.

Evaluation of activities/outcomes

To make evaluation processes more accessible and user friendly, we have attempted to simplify (not minimise) the evaluation reporting process into 7 key questions (see below). Prior to completing these, 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 report each activity/intervention against the following questions in the Evaluation part of the template.

N. B. You may have already realised some of your objectives and/or these might be ongoing, so please delineate each question according to whether activities or interventions have been completed already in this reporting year or are in process.

(Easiest way is to delete **either/or** options highlighted in **red** in questions below):

Evaluation

Title of project/activity
Building Resilience Through Play
1. What change is being made? (Brief description(s) of overall activity/intervention)
The team is creating an online game-based resource to enhance the resilience of students. Following the dissemination of the resource among the student body, feedback from students relating to the content and design of the resource will be considered and used to inform the creation of a physical game-based resource. It is anticipated that the following aspects of resilience will be explored: motivation; setting goals, action planning; communication; using technology; teamwork and collaboration; problem solving; managing time; managing stress; coping strategies; regulating emotions; managing change and uncertainty. The project is running through to end 2022.
2. Why are we making it? (Rationale for the change)
The project has been informed by the student voice on their requirements and needs in relation to resilience.
3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
The game will offer a fun and novel way for students to develop understanding of how to build resilience. It is anticipated that students will report better understanding of factors that contribute to resilience and improved knowledge on how to develop personal resilience.
4. How will we know? (How is the change measured)
<ul style="list-style-type: none"> • Results of running the game and analysing data from students engaging with the resource • Evaluation of students
5. Who is involved in making any judgements? (Who decides on effectiveness)
Project team from School of Education and Social Work (lead Jill Shimi); University Enhancement Working Group; students using the game.
6. Any lessons learned to apply already? (Applied ongoing learning)
The prototype game has been developed in conjunction with the School of Art and Design. Working collaboratively is helping to ensure the game is visually appealing and an attractive resource that students will want to engage with.
7. Any things you need to stop doing? (Any unsuccessful elements)
None at present

Title of project/activity
Student Peer Supported Resilience Resource
8. What change has been/is being made? (Brief description(s) of overall activity/intervention)
<p>Develop a small physical (and potentially digital) resource created by students for students which provides 1, a statement or quote to support their resilience and 2, information for support services. The process of developing the resource will help raise awareness of resilience amongst students and provide information regarding student resilience.</p> <p>There are two intended outputs:</p> <ol style="list-style-type: none"> 1. A survey of students in all stages of study (UG, TPG, Research) at beginning of Semester 1 (2021/22) to identify awareness of resilient learning and the success of current resilient support services available. 2. A postcard, designed by students via a competition within the school, which provides an inspirational quote or statement of advice. The postcard will have contact details for a further survey regarding resilience and contact details for resilience support services available within the University of Dundee. The postcard will be released twice and surveys undertaken at the end of Semesters to evaluate impact of postcard and general resilience levels.
9. Why are we making it? (Rationale for the change)
Results of pulse surveys showed that some students were being impacted by factors influencing their resilience. This project allows awareness to be raised within the student body and will help us evaluate current resilience support services.
10. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
Awareness of the resilience support services currently available will be raised within the student body. Targeted changes can be made to resilience support services to reflect what students want and need.
11. How will we know? (How is the change measured)
Results from student surveys before and after the distribution of postcards (physical and digital) will allow us to determine whether awareness has increased. Any suggestions made by students in relation to the current services will be fed back to the appropriate teams.
12. Who is involved in making any judgements? (Who decides on effectiveness)
SSEN Enhancement Theme Reps (Diana Swales and Seaneen McDougall); University Enhancement Theme Working Group (including student representation).
13. Any lessons learned to apply already? (Applied ongoing learning)
During initial discussions within the Enhancement Theme Group, Izuin Bakar (student representative) identified students prefer vouchers that support the local community compared to the proposed Amazon vouchers as rewards for participation in surveys and competitions. This will be investigated further during discussions with the Dundee University Students' Association (DUSA).
14. Any things you need to stop doing? (Any unsuccessful elements)
N/A

Title of project/activity
Decolonising our curriculum (MBChB)
1. What change is being made? (Brief description(s) of overall activity/intervention)
<p>The project will have the following outputs:</p> <ul style="list-style-type: none"> • Relevant literature review • Current curricular content mapped in order to identify gaps and areas where development is needed • Development of an action plan for addressing gaps and areas for development • Identify resources for curriculum and faculty development
2. Why are we making it? (Rationale for the change)
<ul style="list-style-type: none"> • To ensure that the curricula of our undergraduate programmes are informed by an appropriate range of social and cultural perspectives, and are sensitive to the needs of students and the health services in which they will work in the future • To involve students in curriculum planning and development in this area • To ensure that staff have access to advice, guidance and resources to design an inclusive and decolonised curriculum
3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
We will have a clearer picture of where and how we need to change curricular content and have a set of resources to inform curriculum development over the next 1-3 years.
4. How will we know? (How is the change measured)
We are currently in the process of describing and mapping our curriculum as part of a curriculum review. When this is completed, informed by the Enhancement Theme work, we will be able to describe where the curriculum needed updating and how that has been done.
5. Who is involved in making any judgements? (Who decides on effectiveness)
<ul style="list-style-type: none"> • The students who represent the whole student body • The programme lead, phase conveners and years leads • The lead for Professional Values and Behaviours • The Curriculum Review Project Group • Pre-existing QA processes •
6. Any lessons learned to apply already? (Applied ongoing learning)
We await the outcome of the project work and will apply it once completed.
7. Any things you need to stop doing? (Any unsuccessful elements)
<p>Not with regard to the project itself.</p> <p>We expect that the work will result in some changes to curricular content (some sessions may be removed, some modified, some added).</p>

Title of project/activity
The impact of action learning on developing resilient student nurses
15. What change is being made? (Brief description(s) of overall activity/intervention)
Four second year learning groups (2 adult, 1 mental health and 1 child) are participating in a series of student-led action learning sets, focused on exploration and discussion of issues relating to resilience. Four action learning sets will be facilitated, each comprising 1 learning group over a two month period. The Connor Davidson Resilience and Warwick-Edinburgh Mental Well Being Scales will be used pre and post intervention (as per previous study). Focus groups will also be conducted via Teams to explore students' and facilitators' perceptions of the effectiveness of the learning sets in promoting resilience.
16. Why are we making it? (Rationale for the change)
The preliminary results of our recent study with third year pre-registration nursing students during the pandemic, suggests students' resilience and mental wellbeing may have deteriorated during this time. Qualitative data has highlighted the structure of support and learning is an essential framework allowing students to feel engaged and valued. The ability to interact with their fellow colleagues and process their experiences is key, with students suggesting more opportunities for peer interaction and support would be beneficial. We want to use action learning sets to test this assumption. Action learning has an ability to improve adaptability, develop efficient problem solving skills (Jang, Kim and Park, 2015) and leadership skills (NHS Education Scotland, 2010).
17. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
Students will show improved levels of resilience and mental wellbeing.
18. How will we know? (How is the change measured)
The Connor Davidson Resilience and Warwick-Edinburgh Mental Well Being Scales are being used pre and post intervention. The data collected will be analysed for any statistically significant changes between the two sets of data. Qualitative data is also being collected from participants to gather more in-depth views and perceptions of the benefits (or otherwise) of action learning.
19. Who is involved in making any judgements? (Who decides on effectiveness)
Project team
20. Any lessons learned to apply already? (Applied ongoing learning)
21. Any things you need to stop doing? (Any unsuccessful elements)
The response rate from students has been poorer than expected (based on previous surveys with other student groups using these tools).

Dissemination of work

Which mechanisms have been most effective in disseminating outcomes and resources internally, and to the sector? Please provide examples.

If there are materials and resources you can share with the sector, please provide details below.

The work of the group started in earnest in early 2021 and to date activities have focused on establishing the working group and agreeing a set of projects that are all now underway or about to start. The working group has representation from the academic schools which ensures that there is a vehicle for dissemination and awareness raising throughout the academic community. There are also student representatives in the working group which supports a co-working approach.

Formally the working group reports to the University Learning and Teaching Committee, which helps to embed the Enhancement Theme work institutionally.

The working group is currently planning and organising an awareness raising event for Welcome Week in September 2021. Aimed at both staff and student groups, this will be an opportunity to highlight our ongoing work on resilience and to engage a wider range of people in the Enhancement Theme work. Planned activities include:

- Social media activities, including series of planned posts on University Twitter and Instagram accounts
- My Dundee (VLE) takeover, with messages about resilience appearing when anyone goes into the VLE
- Virtual and online seminars and workshops for staff and students (including presenting project outputs)
- Distribution (virtual and printed) of motivational postcards across campuses from the *Student Peer Supported Resilience Resource* project
- Relaunch event on campus (if social distancing rules allow)
- Joint events linked to the University *Connected Communities* programme for international students

The resilience postcard from the *Student Peer Supported Resilience Resource* project may be of interest to others across the sector and, when ready, the game based resource can also be made available.

Collaboration outwith your institution

How have you collaborated with other institutions? This could be informally by growing networks or contacts, or more formally for example, through collaborative clusters or sector work. If you have been collaborating with others, briefly explain what this has involved and what have been the benefits and challenges.

We have made some links with Collaborative Clusters but the focus for Y1 has been on developing the theme internally, as planned.

During Y2 we will be focusing on developing our networks and activities externally and we are keen to lead a Collaborative Cluster activity related to attainment gaps and resilience.

Supporting staff and student engagement

How have staff and students been supported to engage in Theme activities? Please provide examples.

Engagement activities have been focused in the academic Schools during year 1. The projects that are ongoing all involve staff and students and one is student led. In the School of Medicine students are leading a project about decolonising the curriculum and funding is being used to support students to undertake data collection / analysis work.

There are representatives from the students' association in the Enhancement Theme working group. This is important to help to make sure that we are considering perspectives of the whole student body and not one subset or group.

The working group has representation from the University Academic Skills Centre (ASC) and this enables us to easily reach colleagues engaged in other activities related to resilience, particularly as ASC is part of Student Services. We are about to start a project working with ASC to pilot a diagnostic tool that will identify concerns with students' academic writing and skills at the start of their studies. Early identification and support for students who have issues will help to build resilience for success in academic work and potentially improve retention. Through ASC we are also starting to link to other groups (such as Connected Communities noted above), to work together to highlight and build resilience, particularly among students.

Processes

What are you learning from the processes, approaches and structures you are using to support this Theme?

How will this report be used/distributed within your institution?

During year 1 cross-institution activities have been relatively modest. The working group deliberately decided to focus activity within the Schools during year 1 and to use year 2 to broaden activities across the institution. This has enabled us to work on establishing the working group and to start valuable project work at a time when the institution has still been significantly affected by the pandemic and staff workloads remain particularly high.

A key lesson has been the frequency of meetings for the working group and we have shifted from relatively infrequent meetings to shorter monthly meetings in order to build and maintain momentum.

The core working group is enthusiastic and committed. As we move forward to increase awareness raising and extend our activities during year 2, we are starting to identify other individuals and groups with whom we need to engage (such as Student Services). The planned events during Welcome Week will help to promote the Enhancement Theme and also to involve a wider group of people, which is needed to ensure the Enhancement Theme has more impact across the institution.

We have projects set up in several Schools but there are some Schools who have not engaged. As we look to widen the reach and impact of Resilient Learning Communities in the coming 12-24 months, we will look at ways to engage all Schools in the process as well as looking at potential projects in other parts of the university. We have also become aware of other related activities going on and developing around the university and it will be important to engage with these groups too as a way of maximising the impact of the enhancement work.

The report will be disseminated through the University Learning and Teaching Committee.

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Date:	30/06/2021