Resilient Learning Communities

Institutional Plan for: University of Glasgow

This document will form your year 3 plan and should be around three to four sides of A4. You can find your year 1 and plans through this [web page](#).

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.
Work will continue within the framework of our Learning & Teaching Strategy in order to develop and support our students to reach their full academic potential and to have skills contributing across all levels of society. The focus on resilience to promote student wellbeing will continue with the development of peer-led activities allowing the creation of student communities which can enhance the sense of belonging for students known to be important for wellbeing and student success. As part of the University's management of the changing context for student accommodation in the city of Glasgow, there will be some further work to support engagement with commuting students given some outputs from the data analysis undertaken by our Enhancement Theme Workstream 2 during year 2. This is set out in the Year 3 outcomes/activity section below.

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 Moira Fischbacher-Smith, Vice Principal (Learning & Teaching)
TLG staff representative	Helen Butcher, Director of Academic Policy & Governance/ Assistant Director of Academic Services
TLG student representative	Rinna Vare, President of Student Representatives Council (SRC)
Year 3 Project Teams	Workstream 1 (Peer enabled activity) Lead: Dr Andrew Struan (Head of Student Learning Development) Ms Alison Devlin, College of Science & Engineering

	Miss Lauren McDougall, College of Social Sciences Dr Mary McVey, College of Medical, Veterinary & Life Sciences (MVLS) Dr Aleix Tura Vecino (Peer Learning Facilitator, SLD) Dr Piotr Wegorowski, College of Arts Student interns - tbc Workstream 2 (Maths/Numeracy Gap Analysis) Lead: Darrell Butler, Data Analytics Manager, (Planning, Insight & Analytics) Intern: Katarina Skopolova Professor Chris Finlay (Life Sciences, and Convener of Transitions Working Group) Dr Donald Ballance, College of Science & Engineering Professor Gwyn Bellamy, College of Science & Engineering Dr Clara Cohen, College of Arts Dr Beth Paschke, College of Science & Engineering Scott Ramsay, Student Learning Development Dr Donald Reid, College of Medical, Veterinary & Life Sciences (MVLS)

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

Our two key priorities remain as set out at the beginning of the Theme and relate to the ongoing development of a stronger student community through peer support activity and the enhancement of skills development with a focus on supporting mathematical and numeracy skills across the varying skills levels of our student body. Year 3 will see the expansion of PAL/PASS activity evolving from the groundwork undertaken during Years 1 and 2 of the project. This will include an institution-wide programme and a variety of College and School based programmes. For the second workstream there will be development of actions relating to Mathematics and numeracy support arising from the data insights gained in Year 2.

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?

1. **Development of a University-wide programme of Peer Assisted Learning/Study Support**

The overall priority here is the expansion of peer-led activities across the institution further developing the creation of student communities. This will be through both embedding centralised peer-enabled activity and supporting the development of best-practice informed activity within more localised School and College contexts.

We have now employed a new Peer Learning Facilitator, new Peer Learning Graduate Teaching Assistants, and new Peer Learning Student Interns (all based within our central Student Learning Development team). These new positions will allow us to continue our work on expanding and enhancing peer activity across the institution. Specifically, we will:

- Work with identified key pilot courses/Schools to collaborate in the expansion/implementation of peer enabled activity

- Embed centralised peer enabled activity through SLD
- Embed a variety of peer-led activity within our transitions projects (including, for example, our bespoke transitions course, T2G: Transition to Glasgow)
- Develop clear processes of evaluation of expansion of peer enabled activity
- Develop a four-year plan for the Peer Learning Facilitator and SLD with regards to peer enabled activity

2. Gap Analysis for Mathematical/Numeracy Skills

The priority for this workstream remains focussed on providing skills development opportunities for students (with varying levels of ability) to enhance their mathematics/numeracy skills in order to support student retention and, in particular, successful progression from year 1 to year 2.

Planned activity:

The conclusions from the Year 2 data analysis will be disseminated throughout the Colleges and fed into particular strands of activity including:

1. The current University Review of student support for Maths and Stats
2. Student transitions and student retention focussed working groups (involving collaboration with School/College Retention Officers
3. The Home Students working group – which is led by SRC sabbatical officers and focusses on students who remain in their family home and/or are required to commute some distance to the University

This will allow the formulation of proposals for actions to enhance Maths and numeracy skills. The Enhancement Theme Project Team will agree a set of actions and identify action owners in order for developments to be tracked and reported back.

In addition to a focus on supporting Maths and numeracy as detailed above, there will also be work to support commuting students with the aim of some specific intervention for students who have been unable to secure accommodation in Glasgow/away from their family home, due to the housing shortage in the city. Given that data insights indicate that such students could be at greater risk of dropping out of their studies, the aim is to identify them to schools to allow some early engagement and to establish means of identifying targeted support if students in this cohort appear to be dropping their engagement levels.

The following outcomes are anticipated:

1. A full report on the data insights arising from the Year 2 Data Analysis
2. An agreed set of actions, and action owners, to support the development of maths/numeracy skills across different student cohorts, particularly in year one.

An agreed approach to supporting Home/commuting students through targeted engagement activity.

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).

The following areas of activity within the current Theme are considered to be potentially relevant to provide some useful background information for our planned activity:

[Supporting new Scots (enhancementthemes.ac.uk)](http://enhancementthemes.ac.uk) (Workstream 1)

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.

Title of project/activity
Institutional programme of Peer Assisted Learning/Study Support
What change is being made? (Brief description(s) of overall activity/intervention)
Creation of new initiatives within SLD and within priority Schools/Colleges that focus on a variety of elements of peer learning. The new team within SLD will allow us to explore, develop, build and design entirely new initiatives and programmes for our students at every level. These new initiatives will range from one-off work around embedding peer activity and active learning pedagogies, to fully embedded and inbuilt programmes working in targeted Schools/Colleges.
Why are we making it? (Rationale for the change)
We noted before that the 'evaluation and investigation from year one found that central guidance and staffing resource from a dedicated team is an effective way of embedding and encouraging peer enabled activity. Beyond that, with a focus on the institutional Learning and Teaching Strategy, the Student Learning Development team will take on an expanded role in the provision of peer enabled activity to further cement this form of pedagogy and support across the institution.' This rationale continues to be our driving force, but is now further augmented by the need to equip our students with the skills and attributes to build resilient learning communities as we emerge from the pandemic.
What difference will hopefully occur as a result? (Tangible change envisaged)
Our approach will aim to make tangible differences in three key areas: student engagement, student progression and retention, and student feedback on their experience of community-building at the University.

Through our peer-led activity work, we aim to engage students with their own learning and with the development of their skills in active pedagogies. We will, for example, investigate the impact of grades and student engagement within the targeted, priority Schools. We will, moreover, seek to track student progression, retention and success rates where peer-led activity has been developed and embedded. Lastly, we will utilise a variety of measures to enhance and expand the sense of community amongst our students by targeting specific areas (e.g. specific Schools and/or specific student groups, for example mature students). |
| How will we know? (How the change is measured) |
| In collaboration with relevant Schools and Colleges, staff in SLD (primarily the Head of Student Learning Development and the new Peer Learning Facilitator) will conduct a review of the impact of the forms of peer enabled activity developed/implemented through year one of the |

new post. This review will include further analysis of literature, interview/focus groups with students, and interviews/discussions with staff.

We will utilise a three-pronged approach to evaluation of the peer-led activity. This three-pronged approach to the review of the implementation of peer learning opportunities will provide a solid evidentiary base:

- We will provide evidence of student engagement and student attainment/improvement through utilisation of peer learning opportunities.
  - This evidence will cover both accounts of student uptake, student utilisation, student self-perception of self-efficacy and confidence, and SoTL outputs to highlight Glasgow's key strengths in this area.
- We will provide evidence of impact on retention, progression and success.
  - Adopting practices and approaches from elsewhere in the institution, as well as other institutions, we will conduct analyses on target cohorts and specific courses/programmes to provide a solid, data-driven understanding of the impact of the peer learning initiatives
- Lastly, we will provide evidence of impact on students' practice and their approach to study/peer learning.
  - Through the use of an established evaluation model, we will draw out and clearly articulate the benefits/impacts felt by students by undertaking peer learning opportunities. This evidentiary base will be used to establish, highlight and promote the value of peer learning initiatives to our student body, as well as to contribute to the innovation in our pedagogical approaches and investment in the student experience.

Title of project/activity
Gap Analysis for Mathematical/Numeracy Skills
What change is being made? (Brief description(s) of overall activity/intervention)
On the basis of the data insights report, actions will be identified to offer programmes of maths/numeracy support to new entrants across a range of academic disciplines, accommodating a range of maths/numeracy ability/qualifications.
Why are we making it? (Rationale for the change)
Given the data findings of a positive relationship between mathematical attainment at school and student success in Higher Education, particularly in progression from year 1 to year 2, these actions should enhance student success and support student resilience through improved retention and progression.
What difference will hopefully occur as a result? (Tangible change envisaged)
The provision of mathematics/numeracy support for students should improve their chances of success and therefore improve progression rates which is of benefit to individual students, the University, sector and wider society.
How will we know? (How the change is measured)
- Development and delivery of provision for maths/numeracy support.   - Student uptake/engagement with support provision (enrolment numbers).   - Improved student success rates at the end of year 1. Potential to map progress rates of students who engage with support programmes v non-participants.

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

We will continue to promote the work through our main working groups and committees, and throughout Colleges via the Deans of Learning & Teaching, as well as through the SRC's communication channels.

Supporting staff and student engagement
How will you support your community to engage with planned activities?

The workstreams will report into the institutional Enhancement Theme team which will report to the Learning & Teaching Committee to give the enhancement themes work visibility and legitimacy.

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Date:	14 September 2022

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