



Leading Enhancement in challenging times: creating outcomes of value

Professor Ruth Taylor, Vice Principal Education, University of Aberdeen

Professor Clare Peddie, Vice Principal Education, University of St Andrews

Introduction: Resilient Learning Communities

- Explain the Enhancement-led approach
- Overview of the current Enhancement Theme
- Ways in which the theme will operate
- Evaluation of the theme
- Purpose and vision for the theme from the perspective of us as theme leads.
- What this means for you at the University of Aberdeen

Get involved! (We will come back to this at the end)

- What does this theme mean to you in terms of the ways in which its outcomes could enhance the experience of students in your setting?
- The theme aims to develop practically useful outputs related to its overarching aims. What kinds of outputs might you find useful?

Quality Assurance Agency Scotland

- Scotland's Quality Assurance is enhancement-led
- Collaboration and Partnership
- Framework of activities
 - Enhancement Led Institutional Review (ELIR)
 - Enhancement themes
 - Student Transitions
 - Developing and supporting the curriculum
 - Assessment
 - Employability
 - Evidence for Enhancement

Student Engagement



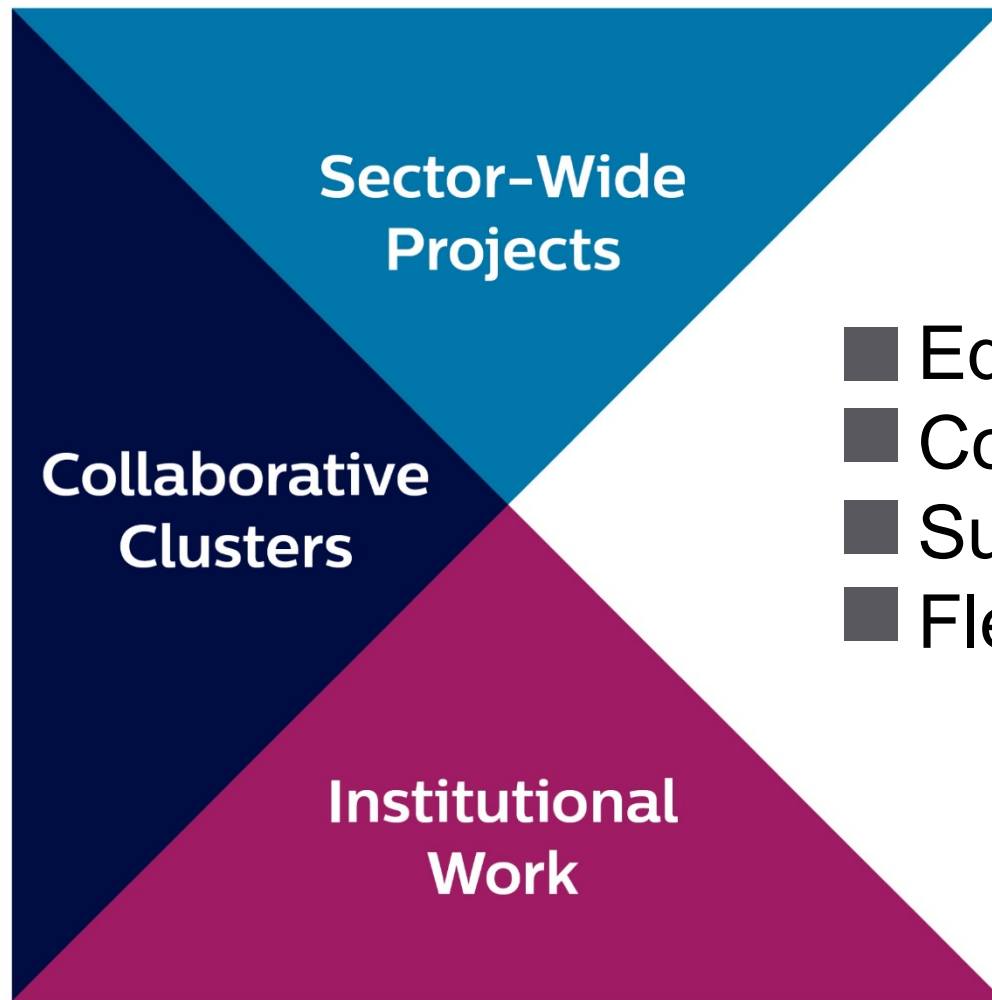
- Enhancement Themes are a student-driven, enhancement-led approach
- Student engagement at all levels drives success



Key Questions

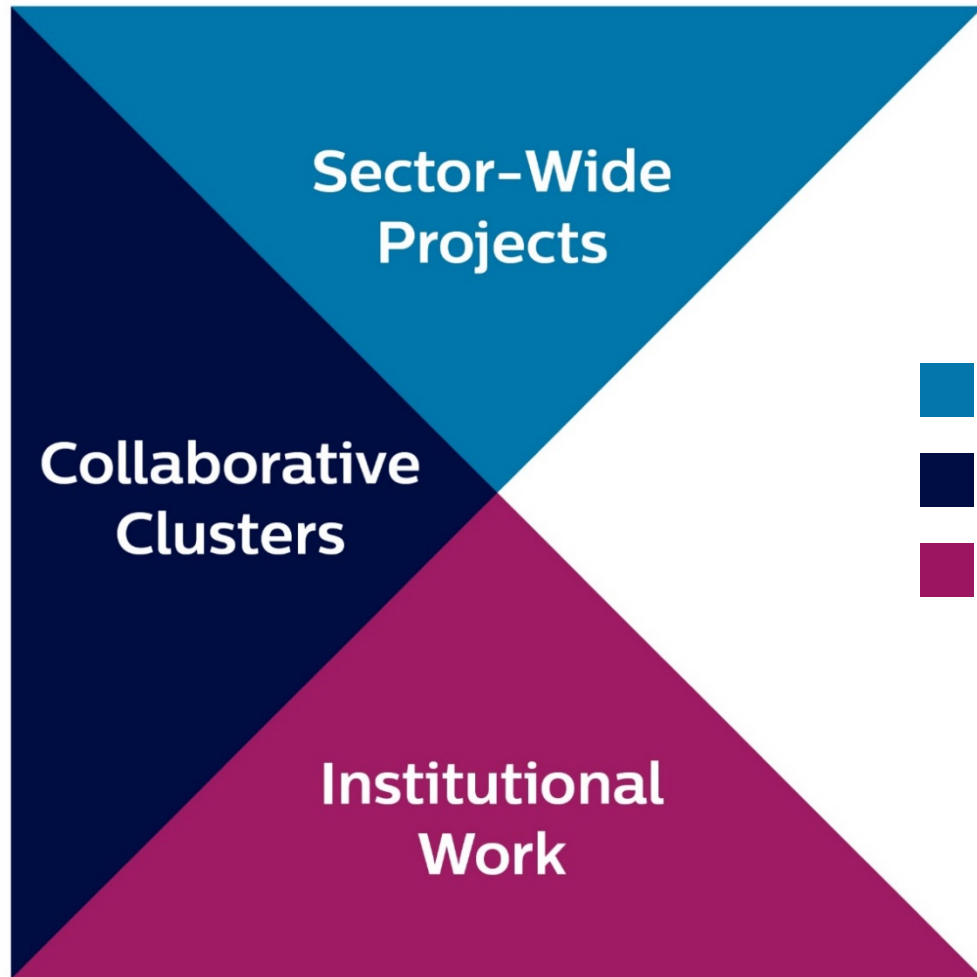
- What will our learning communities look like by 2023? What can we do now to prepare for them?
- Who are our current and future students and how will they want to learn? How can we gain a clear understanding of their needs? What information do we need to enable us to best support their learning?
- How can we capitalise as a sector on the attributes students bring?
- How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?
- How should we anticipate, influence and respond to the changing external environment? How can we engage with our stakeholders and ensure we are influencing strategy and policy both in Scotland and beyond?
- This Enhancement theme resonates with a sector in pandemic

Resilient Learning Communities - Theme priorities



- Equality and diversity
- Community and belonging
- Supporting staff and student success
- Flexible accessible learning

Resilient Learning Communities – Theme structure



3 key interlinked areas:

- Sector-wide projects
- Collaborative Clusters
- Institutional Work

All work together to contribute to the success of the Theme.

<https://www.enhancementthemes.ac.uk/resilient-learning-communities>

Resilient Learning Communities – Collaborative Clusters



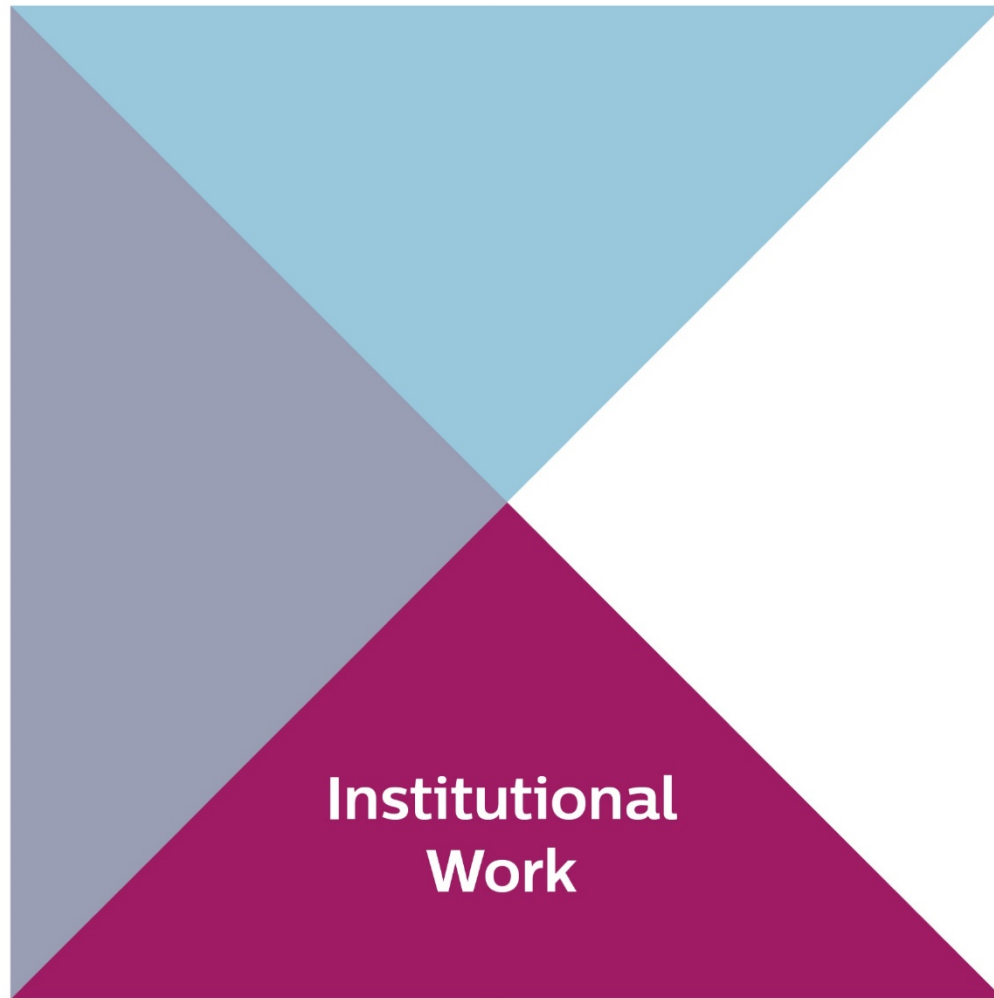
- Decolonising the Curriculum in the Time of Pandemic
- Student Mental Wellbeing within our BAME and LGBTQ+ Learner Communities
- Personalised Approaches to Resilience and Community (PARC)
- Reimagining Resilience for Taught Postgraduate Students
- Exploring the Potential of Micro-credentials and Digital Badging
- Programme Leadership: Strengthening Resilience, Supporting Learning Communities

Resilient Learning Communities (RLC)



- Higher Education: More than a Degree – QAAS and sparqs
- Anti-Racist Curriculum (Advance HE)
- Stories of Resilience
- Addressing the Digital Divide
- Scottish sector learning from the pandemic
- Recognition of Prior Learning
- QAA Back Catalogue Review

Resilient Learning Communities



- building on previous themes
- building on good practice
- partnership working
- accessible and inclusive
- evidence-based
- discipline-specific
- value

Evaluation

- Effective evaluation measures success
- Start any intervention with a plan for evaluation
- Need a baseline
- Process needs to have rigour and well designed
- Factor in time for evaluation
- Qualitative evaluation can provide rich meaning
- Quantitative evaluation can provide a compelling measure of success
- Evaluation of the success of Resilient Learning Communities already started
- Also evaluating 20 years of Enhancement Themes

University of Aberdeen:

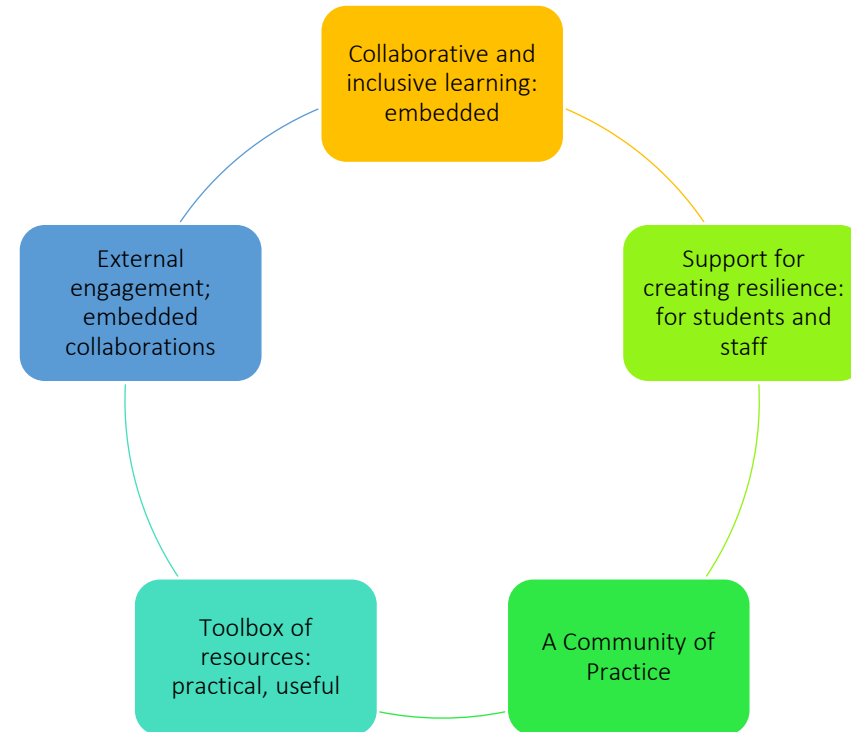
Led by Steve Tucker and Ondrej Kucerak

- Cross-University Collaborative approach
 - Joint staff and student leadership
 - UG, PGT and PGR focus
 - Professional Services and Academics
 - Entrepreneurship, employability
 - Student Support and Engagement
 - Educational Innovation
 - Graduate School
 - Access and Articulation
 - Quality Assurance and Enhancement
 - Academic Development



Key priorities: what do we want to achieve?

- We want our work to be:
 - Useful / practical
 - Evidence-based
 - Contributing to the evidence-base
 - Genuinely collaborative
 - Sustainable
 - Exciting and motivating
 - And of course.....
- Making a difference!



Key priorities: what are we doing?

- Creating a dynamic institutional Enhancement Theme Community of Practice
- Developing a collaborative learning approach based on our community of inquiry (social, cognitive, teaching presence)
- Evaluation of blended learning – focus on learning to learn and learning to teach during the pandemic and next steps for our Education
- Toolbox of practice and resources for the development of resilient learning communities
- Engaging with the sector-wide collaborative clusters
- Institutional awareness-raising and support



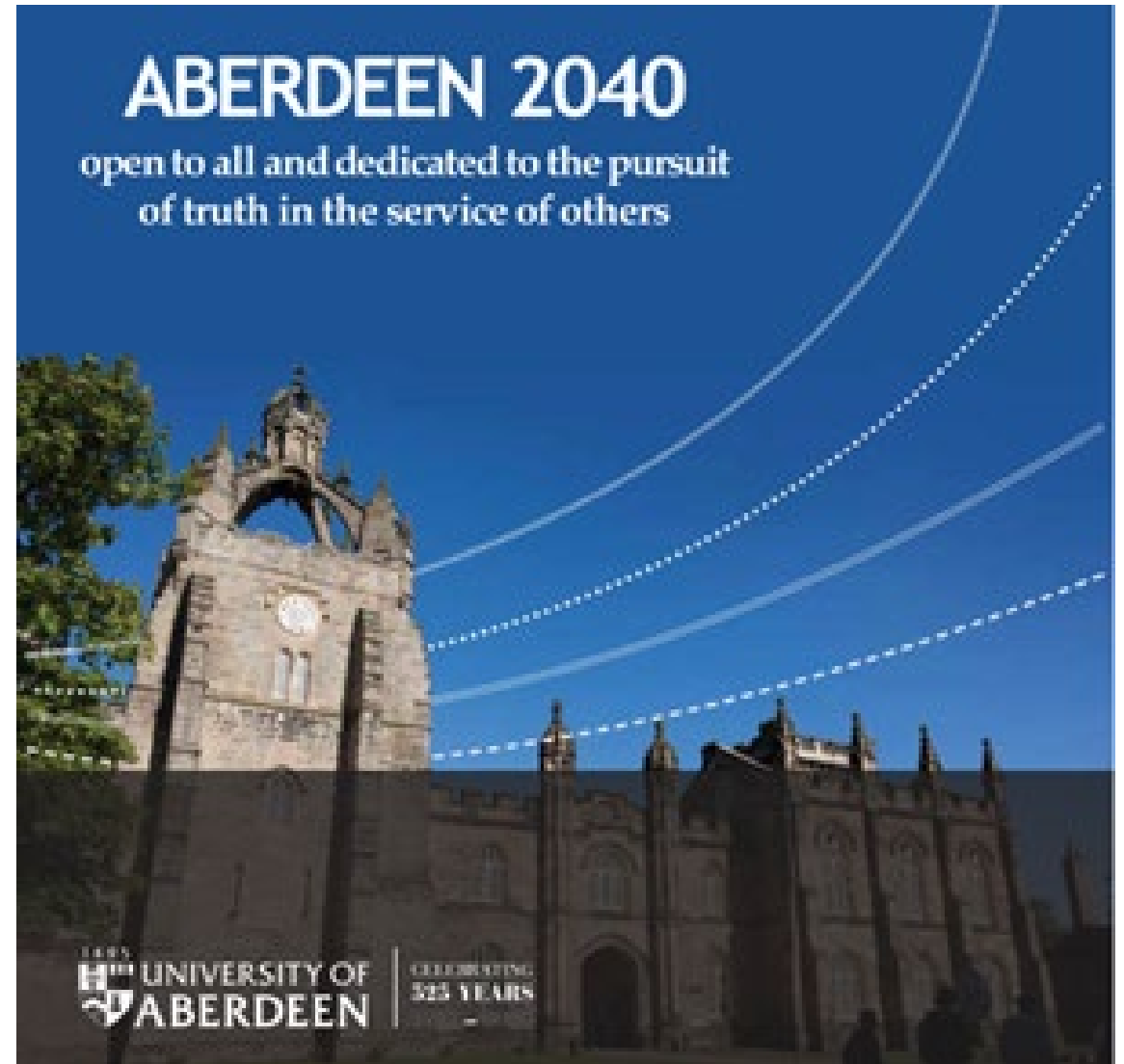


Links to the Theme

- Student-focused – their learning needs and their wider experience needs
- Understanding the diversity of our students and what they bring; enabling communities that work for all
- What will our learning communities look like post pandemic (what an opportunity!)

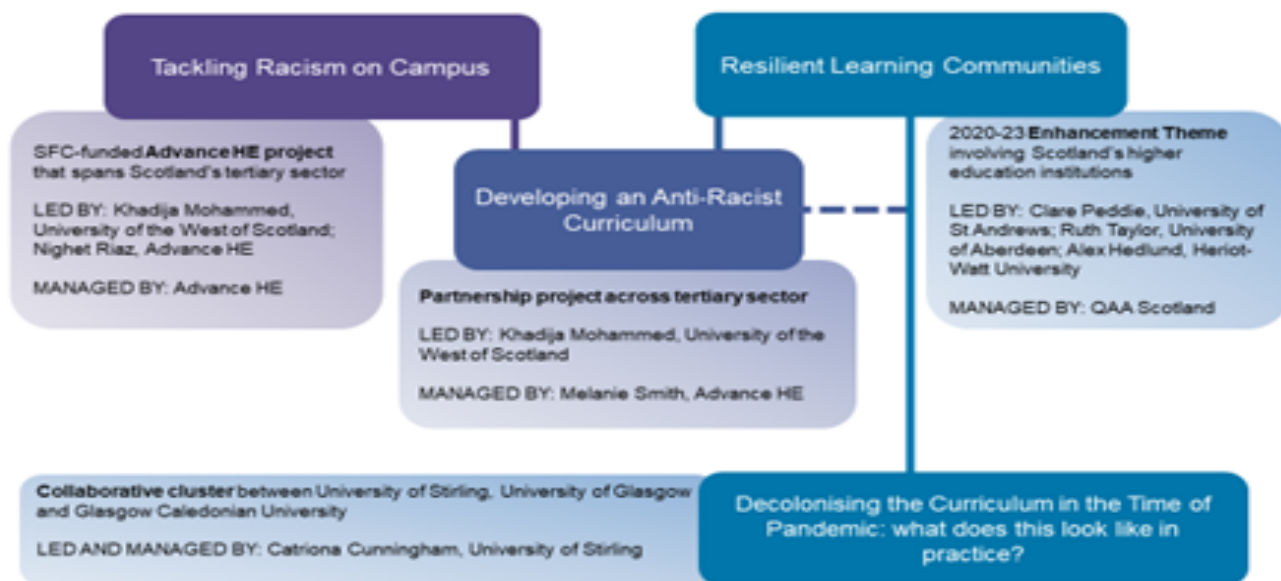
Institutional strategy

- Aberdeen 2040 Curriculum and Pedagogy
- Decolonising the Curriculum
- Enhancement and communities
- Partnerships, consultation, collaboration



The Anti-Racist Curriculum Project

Project Context



ARC Project Overview

Project Aim

To support tertiary colleagues to systematically embed race equality in curricula throughout Scottish FE and HE.

Project Output

The creation of a 'Getting Started Guide' to help institutions to start their journey towards designing and delivering Anti-Racist Curricula.

Project Methodology

Research – Defining terms & indicators – Consultation – Challenge – Practically minded

Project Timeline

Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21
Project Initiation								
	Where we are?							
	Where we want to go?							
	How we get there?							
								Final Output

The theme and your everyday practice

- What does this theme mean to you in terms of the ways in which its outcomes could enhance the experience of students in your setting?
- The theme aims to develop practically useful outputs related to its overarching aims. What kinds of outputs might you find useful?



Over to
you!

o

+

.

