End of Year 3 Report for:

Edinburgh Napier University

Table 1: Evidencing effectiveness and reporting impact

Cumulative descriptor of institutional/ cluster/Student-Led Project activity over RLC Theme period	Which overarching RLC Theme questions (1-5) were prioritised?	Evidence of effectiveness in addressing chosen RLC theme priorities	Suggested outcomes and impact measures used to assess effectiveness (refer to Theory of Change model)	Challenges	Made most difference?	Hindsight
Institutional Work (ENhance)	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?	We invested in professional development for academic staff to better cater to diverse learning needs. The ENhance framework's appreciative enhancement ethos guided these efforts, enabling us to leverage existing successes while making targeted improvements.	Outcome 1: Increased Awareness and Collaboration *Measure: Number of staff and students engaged in ENhance activities and programs, and their feedback on their understanding and adoption of the ENhance framework.* Outcome 2: Adapted Institutional Strategies, Policies, and Practices *Measure:*	Cultivating an adaptable and inclusive framework resilient to unforeseen circumstances, while gaining staff buy-in. Staff engagement was crucial for successful implementation. Therefore, ensuring the framework aligned with staff perspectives and securing their commitment was a key challenge. This involved staff development on the themes of the framework as evidence of the relevance of ENhance, within diverse disciplinary	What made the most difference in addressing the challenge was the significant effort invested in socialising the idea of ENhance amongst staff and obtaining their feedback. We approached this in a collaborative manner, fostering an environment that encouraged open dialogue and co-creation. This ensured that the initiative was not perceived as an externally imposed mandate, but as a community-owned strategy built on shared values and perspectives. Involving students	In hindsight, one approach we would not repeat is the initial lack of clear communication channels for all stakeholders involved in the ENhance project. At the beginning of the initiative, while the intention was to foster a sense of collaboration and open dialogue, the absence of defined communication paths resulted in some confusion and miscommunication. Feedback and suggestions were coming in from various sources and channels, making it difficult to effectively track,

			Documented changes in institutional strategies, policies, and practices that reflect the ENhance framework principles, including the central role of inclusion in the L&T strategy. Outcome 3: Improved Student Learning Experiences and Outcomes *Measure: Monitoring changes in student feedback etc. through our Student Success group*	contexts.	in the creation and refinement of ENhance proved extremely beneficial. Their insights and feedback were instrumental in shaping a curriculum framework that was not only theoretically robust but also effective and responsive to the students' actual learning experiences and needs.	respond to, and incorporate them. This lack of streamlined communication initially resulted in some stakeholders feeling unheard or overlooked, which could have negatively impacted their sense of buy-in and engagement with the project. It also made it harder for the project management team to ensure that all feedback was considered and addressed in a timely manner. In future projects, we would ensure clear, effective communication channels are established from the outset. This would facilitate smoother, more efficient collaboration, ensure all

					stakeholders feel heard, and enable the project team to manage feedback and suggestions more effectively.
Institutional Work (Digital Support Partnership)	How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	The Digital Support Partnership (DSP), which ran from 2019-2021 effectively addressed the theme of supporting diverse learning communities through a multifaceted approach. It established a cross-university project that focused on curriculum development, staff development, and student participation, engagement, and support. The DSP's objectives were centred around enabling effective online learning and teaching practices, which were crucial in the context of the COVID-19 pandemic. The	Outcome 1: Enhanced Awareness and Collaboration in Online Learning and Teaching Practices *Measure: The establishment of cross-university groups and forums for sharing expertise and practices under the DSP project led to increased awareness and collaboration. The number of staff and students participating in DSP activities serves as a measure of this outcome.* Outcome 2: Boosted Confidence and Support among	One significant challenge was the rapid shift to online learning due to the COVID-19 pandemic, which required substantial changes in teaching and learning practices in a brief period. Another challenge was ensuring inclusivity and support for all students, particularly those who might be more vulnerable to the unintended consequences of moving their learning online due to lack of space or equipment. The DSP also faced the risk of losing the collective and individual learning gained about teaching online as	The DSP's focus on enabling effective online learning and teaching practices was pivotal in supporting the transition to online learning during the COVID-19 pandemic. Similarly, the DSP's commitment to inclusivity ensured that all students were supported in this transition, as evidenced by improved pass rates among students from the most deprived areas. The DSP also provided comprehensive resources and training for staff, fostering confidence and a sense of community during	Feedback suggested that more active student participation could have been beneficial. In future, it might be advantageous to involve students more directly in the planning and implementation of such projects to ensure their unique perspectives and needs are fully considered (indeed this was a lesson that was implemented with ENhance). Additionally, while the DSP was successful in rapidly transitioning to online learning, more time could have been allocated to reflection and integration of the

		project also prioritised inclusivity, ensuring that no student was left behind in the transition to online learning. This was evidenced by the improvement in pass rates among students from the most deprived areas. The DSP also provided comprehensive support for staff, offering resources, training, and forums for sharing expertise. This not only empowered staff but also fostered a sense of community and collegiality. The infrastructure was adapted to support these initiatives, with resources being made available through various digital platforms.	Staff for Online Teaching *Measure: we are continuously developing our guidance and support for digital education for staff. Comprehensive resources and training provided by the DSP resulted in increased confidence among staff for online teaching. Feedback from staff and students, along with a decrease in comments on staff difficulties with technologies in student surveys, serve as measures of this outcome.* Outcome 3: Adaptation of Strategies, Policies, and Practices for Online Learning *Measure: The significant changes in the university's*	the momentum grows to return to 'normal' teaching on campus. Lastly, while the DSP was successful in engaging staff, there was feedback suggesting that more active student involvement could have been beneficial. Despite these challenges, the DSP was able to achieve its objectives and make a significant impact.	a challenging period. This approach to collaboration, involving cross-university groups and forums for sharing expertise and practices, facilitated a significant and rapid cultural change within the university.	experiences gained into longer-term curriculum and teaching enhancements. More focus could also have been placed on addressing digital inequalities to ensure that all students, particularly those more vulnerable, have equal access to online learning resources, such as our TNE International students.

			approach to teaching and learning, with a shift towards online delivery, indicate the adaptation of strategies, policies, and practices. The continuation of digital tools training and incorporation of curriculum design and pedagogy into academic development initiatives serve as measures of this outcome. Outcome 4: Improved Student Outcomes and Learning Experiences *Measure: The maintenance of student outcomes across the University throughout the transition to emergency remote teaching, and the closing of the attainment gap with improved widening*			

			access, serve as measures of improved student outcomes and learning experiences. Outcome 5: Enhanced Reputation and Influence of the Scottish Sector *Measure: The Above and Beyond award won by the DSP project team serves as a measure of the enhanced reputation and influence within ENU, whilst external publication in Open Access Journals and publications such as THE were evidence of influence across the Scottish sector and beyond. It was also the nominated Advance HE CATE award for the university in 2022.*			

| Institutional Work (Creation of Strategic Enhancement Projects) | "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?" | One key priority has been the promotion of an inclusive and equitable learning environment, reflected in our project to revise the academic induction tutorial. This project ensured that academic principles and practices were communicated to students in a diverse, engaging, and inclusive manner. Another priority was the fostering of community and enhancing students' sense of belonging. Our project, 'Building Communities and Enhancing Belonging Through Assessment and Feedback,' made significant strides towards this goal by exploring the impact of assessment and feedback strategies on students' sense | The following outcomes and measures are based on some of the individual and cumulative work of the 20 projects that have been facilitated by the Strategic Enhancement Projects.

Outcome 1: Enhancing Diversity and Inclusivity in Curricula
Measure: Assessment of curriculum changes incorporating diverse perspectives and cultures, along with student feedback regarding their understanding and appreciation of the inclusive curriculum.

Outcome 2: Reducing Attrition Rates Among MD20 and Widening | The internal coordination involved in obtaining the necessary financial and ethical approval within the required timelines presented a significant obstacle. In many cases, the approval process could not keep pace with the project schedules, resulting in delays and forcing the teams to adjust their project timelines accordingly.

High staff turnover also complicated the implementation of these projects. For many of these projects the need to continually onboard new team members and bring them up to speed with the project goals and processes meant additional time and resources were required. This | The projects demonstrated the power of collaboration in academia. The synergies of students, academics, and professional service staff working together was important community-building work. The presence of at least one student from the outset of each project ensured that student engagement is at the heart of this work.

Regular assessment of project progress and impact is helping the teams understand what was working, what was not, and where adjustments were needed. This adaptive management approach is ensuring ongoing | Acknowledging that not all involved parties, especially non-academic staff members, may be familiar with the procedures for obtaining ethical and internal approvals, pre-emptive training sessions could have been provided. These sessions would have laid out the approval process, giving clear guidelines and expectations, reducing confusion and delays.

Guidance for staff on how to recruit, train and support student interns are being developed for Autumn 2023 to ensure their partnership is as meaningful and useful for all. |

		of community and belonging. We also prioritized authentic student engagement, which was illustrated in the 'Student Voices and the ILR: Assessment and Feedback in the Tourism & Languages Subject Group' project. Here, we effectively incorporated student perspectives in the review process, underlining our commitment to student-centred learning. Finally, our commitment to continual improvement was demonstrated in the project to enhance midwifery curricula and in the student-led review of assessment and feedback practices in Sport, Exercise, and Health Sciences. These projects not only align with RLC	Participation Students *Measure: We are continuing to compare retention rates before and after implementing peer support and extended induction, with additional assessment of student feedback on these interventions.* Outcome 3: Enhancing Assessment and Feedback Practices *Measure: Evaluating changes in the practices of assessment and feedback pre- and post-intervention.* Outcome 4: Gauging Student Engagement and Understanding of Academic Integrity *Measure: We are collecting and assessing student feedback on the revised tutorial, in*	turnover also risked a loss of valuable institutional knowledge and the potential dilution of the project vision and aims.	learning and improvement throughout the project lifetimes.	

		theme priorities but also demonstrate a proactive, student-centred approach to learning and teaching enhancement, reflecting our commitment to delivering a transformative education.	*combination with measures of students' understanding of academic integrity before and after the tutorial's implementation.* Outcome 5: Inclusion of Student Voices in ILR and Enhanced Understanding of Student Experiences *Measure: Evaluation of changes in the ILR inclusions pre- and post-project, bolstered by student feedback on their experiences and an analysis of alterations in the review process.*			
Institutional Work (Student-led Activity)	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	The ENSA Buddy System and associated initiatives clearly sought to address RLC theme priorities by focusing on understanding and	Outcome 1: Increased student engagement and support through the ENSA Buddy System *Measure: The number of students participating in the*	The main challenge faced in the implementation of the ENSA Buddy System was the significant drop in uptake compared to the previous academic year.	The appointment of a Student Wellbeing Intern seems to have made the most difference, as it facilitated the research and development of	In hindsight, efforts could be improved by introducing more effective promotion of the Buddy System at the beginning of the academic year and conducting

need to enable us to best support their learning?	responding to students' learning needs, particularly in terms of wellbeing and the financial aspects of student life. The evidence of effectiveness is seen in the continuation of the Buddy System, the production of printed and online resources for student wellbeing and cost-of-living support, and the establishment of the ENSA Community Pantry. These initiatives demonstrate an active response to understanding and meeting the diverse needs of students.	*ENSA Buddy System could serve as a quantitative indicator of increased engagement. The feedback from participants regarding their experiences and the perceived impact of the system on their academic and social integration can provide qualitative insight into its effectiveness. This information could be collected through surveys or interviews.* Outcome 2: Enhanced Wellbeing and Resilience Among Students *Measure: Utilising surveys and self-reporting tools to gauge students' emotional wellbeing before and after participating in the*	From having 130 buddies in AY 2021/22, the participation dwindled down to only 31 in AY 2022/23. This reduction may be due to a variety of factors including lack of awareness about the system, change in student demographics, or alternative support mechanisms that students might be leveraging. These challenges highlight the need for consistent promotional efforts and periodic evaluation of the program to understand and address the reasons behind the decreased engagement.	necessary resources and the implementation of initiatives like the Community Pantry. The intern's role in understanding and responding to student needs appears critical to the success of these projects.	regular student feedback surveys to ensure the initiatives meet their evolving needs. It might also be beneficial to implement a system to continuously measure and assess the impact of the initiatives on student wellbeing and learning experience.

			Buddy System. Improved scores would indicate the program's effectiveness in enhancing wellbeing and resilience. Outcome 3: Fostering a Culture of Peer Support *Measure: Monitor the growth and maintenance of peer support networks originating from the Buddy System. Increased longevity and interaction within these groups could indicate successful fostering of a supportive student community.*			
Equality, Diversity, and Inclusion (Collaborative Cluster)	How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	The International Summit (June 2023), as part of our Storying ENU work and funded by QAA ET money, was a significant event designed to bring together a	Outcome 1: Improved Visibility for International Student Issues *Measure: The International Summit increased*	The most challenging issue faced in the context of the Resilient Learning Communities theme during the International Summit was	The key factor in addressing this challenge was creating an environment of open dialogue and active listening during the International	In hindsight if we were to do one thing differently it would be to have conducted a full ethics appraisal prior to the Summit, so that we could have

		diverse range of staff and students to explore and address the needs of international students. The summit involved open discussions, shared experiences, and action planning, focusing on how to better support these diverse learners. This initiative led to improved communication among ENU staff, departments, and students, enhancing the University's responsiveness to student concerns. In response to issues highlighted during the summit, such as visa challenges and induction struggles, support mechanisms are now being developed to better accommodate international students. The	*awareness and understanding of the unique challenges faced by international students among staff and students alike. Survey feedback post-summit showed an improved recognition of these issues, leading to more targeted and effective support strategies.* Outcome 2: Co-creating Action Points *Measure: The summit resulted in a list of co-created action points, formulated in collaboration with students. These actionable items, now being implemented, directly address the needs of our diverse learning communities, demonstrating a*	understanding and addressing the diverse and complex needs of international students. These students often have unique academic, social, and logistical requirements that are influenced by cultural differences, language barriers, and unfamiliarity with the local systems. The summit had to create a safe and open environment where these issues could be shared and understood, and then translate this understanding into practical and effective solutions.	Summit. By giving the students a platform to voice their concerns, experiences, and needs, we were able to gather first-hand insights into the diverse and complex challenges they face. Staff from various departments were present and actively participating in these discussions, which facilitated direct communication and understanding.	captured and shared some of these student experiences. Doing so would have really helped other staff and students who did not attend to better understand what some of these international students are experiencing.

		event also surfaced the impact of the 'hidden curriculum', leading to the creation of guidance materials to help international students navigate UK academic and employment practices. Our Storying ENU research project, which anonymously gathered student stories of their experiences of Assessment & Feedback is currently being developed into a resource that we will use for staff as part of our staff academic development. We have fictionalised these accounts, which have then been edited and critiqued by our student interns. Their responses are shaping how we will design and frame the final resource.	*concrete response to the insights gathered during the summit.* Outcome 1: Institutional understanding of student perspectives of A&F *Measure: The impact of the resource on staff approaches to A&F will be monitored and evaluated.*	It has been harder than we had anticipated to get students to engage with this project in the first phase of trying to gather their stories. The Summit mentioned above proved to be a turning point in the process.	Getting the student perspective on our fictionalised accounts of the stories gathered initially from the students has made it a richly iterative process that not only ensures authenticity of student voice but also plurality and breadth of voices.	In hindsight, we should have started the ethical approval process earlier so we could have had longer to gather the stories.

When considering information provided in Table 1:

What is the ONE most positive aspect to report over the 3-year period? (Evidence of effectiveness column and Suggested outcomes and impact column)

The single most positive aspect over the three-year period has been the development and implementation of ENU's new student-focused curriculum enhancement framework, ENhance. This innovative framework has transformed the educational landscape at Edinburgh Napier University by providing a systematic and consistent approach to inclusive curriculum design and enhancement.

The effectiveness of ENhance is evident in how it has brought the student perspective into the heart of curriculum development. By focusing on students' needs and learning experiences, the framework has enabled the creation of curricula that are more engaging, relevant, and beneficial for students' future career prospects.

ENhance has also fostered a collaborative environment, encouraging staff and students to share effective practices and ideas. It has facilitated meaningful conversations about curriculum design and enhancement, and enabled a shared vocabulary across the university, promoting interdisciplinary dialogue and collaboration.

What is the most challenging issue? (Challenges column)

One of the most challenging issues faced with all these activities was securing staff buy-in, especially in the face of existing heavy workloads. The integration of any new initiative within an institution requires the understanding, support, and active engagement of its staff. However, with existing responsibilities and duties, many staff members often see the addition of new tasks or projects as burdensome.

This challenge was further heightened by the fact that staff have differing perspectives and levels of enthusiasm for new initiatives, with some open to change and others resistant. The hurdle then was not just about adding tasks, but also about fostering an understanding of the value and importance of the various initiatives. Additionally, managing these new responsibilities in a way that did not add an unsustainable burden on staff was crucial. Initiatives needed to be designed and implemented in a manner that was mindful of the current workload of staff members, and that provided sufficient support and resources to help staff integrate their responsibilities related to the project into their existing duties.

What has made the most difference and why? (Made most difference column)

The most impactful strategies in addressing the challenges of the Resilient Learning Communities Theme were grounded in open dialogue, co-creation, and a strong emphasis on active listening. For example, the development of ENhance saw significant engagement with staff and students alike, transforming it into a community-owned strategy that effectively responded to our diverse learning needs. This collaborative approach fostered ownership and increased buy-in among staff. Similarly, our International Summit offered a platform for international students to voice their unique experiences and needs, leading to a profound understanding of their specific challenges. Actively involving all stakeholders in these conversations and co-creation processes, we were able to facilitate impactful changes and foster a resilient learning community.

What would you NOT do again, in hindsight and why? (Hindsight column)

Looking back, it is crucial to establish clear and effective communication channels right from the start of any initiative. In the initial stages of a project, this approach prevents confusion and miscommunication, even while promoting collaboration and open dialogue. Without defined communication paths, feedback from various sources can be hard to track, respond to, and incorporate, leading to some stakeholders feeling overlooked. This could affect their engagement with the project negatively. Hence, having clear communication channels in place ensures that every stakeholder feels heard, and feedback is managed timely and efficiently. It is a lesson learned that will guide the success of future initiatives.

Table 2: Ways of working/engaging in the Resilient Learning Communities Themes work					
Theme process	**Activities' description**	**Positive aspects/difference made**	**Challenges**	**Changes made during process**	**Hindsight - could be improved by:**
Supporting staff and students to engage with Theme activity	We facilitated a series of smaller interventions (mini projects) to help explore the RLC Themes work across the institution.	These interventions allowed for a more focused and targeted approach to addressing specific aspects of the RLC Themes. They provided opportunities for in-depth exploration, experimentation, and innovation within a manageable scope. The mini projects also encouraged cross-departmental collaboration and engagement, fostering a sense of shared ownership and collective responsibility for the RLC Themes. This interdisciplinary collaboration promoted a holistic and integrated approach to addressing the challenges and opportunities within the learning community.	Engaging and involving diverse stakeholders across the institution in the mini projects required careful outreach and participation strategies to overcome potential barriers such as time constraints, competing priorities, or limited awareness.	Regular progress updates and feedback mechanisms were established to maintain open lines of communication and address any emerging challenges or concerns. The purpose of this change was to improve engagement, overcome barriers, and foster a more inclusive approach.	Proactive engagement strategies, such as personal invitations and targeted outreach, should have been employed to ensure diverse representation and active involvement across the institution.
Effectiveness of organisational and management structures	Regular meetings within the Department of Learning and teaching Enhancement (DLTE) to oversee the development	These meetings have improved communication, coordination, and collaboration among team members. They have	One of the challenges faced in the regular meetings within DLTE was the potential danger of	Efforts were made to actively involve representatives from different departments and student groups,	In hindsight, we would have actively involved diverse groups of staff and students right from the beginning.

	and delivery of the Resilient Learning Communities Themes work	facilitated knowledge sharing and the adoption of innovative approaches, enhancing support for resilient learning communities. The meetings have also strengthened accountability, enabling proactive decision-making and timely adjustments. As a result, the implementation of initiatives has been focused and impactful, leading to positive outcomes for the learning community.	gatekeeping, particularly in relation to other staff and students across ENU. Gatekeeping by DLTE could result in limited access to information, resources, or decision-making processes for other stakeholders, excluding their valuable insights and contributions. It was crucial to recognise this danger and actively mitigate it by promoting inclusivity, transparency, and equal participation.	fostering a more inclusive and diverse representation. Communication channels were expanded to reach out to a wider audience, and open invitations were extended to encourage their attendance. These changes aimed to foster collaboration, capture a wider range of perspectives, and promote collective decision-making, ensuring that these meetings were truly representative of the entire learning community at ENU.	This inclusive approach would have ensured a more comprehensive representation and a broader range of insights from the outset. By involving diverse stakeholders from the start, we could have fostered a stronger sense of ownership, increased buy-in, and benefited from a wider range of expertise, leading to more robust and inclusive outcomes.
Evaluating activity and projects	We developed a series of evaluation forms to support the collection of evidence of impact of our smaller interventions (mini projects). These forms were informed by learnings from previous QAA themes and provided a semi-structured way to support respondents to provide useful information.	The primary difference made was the ability to measure the success and areas more effectively for improvement in our interventions. The forms ensured we gathered consistent, comparable, and relevant information across all projects, which significantly improved our ability to understand their impacts. Moreover, the evaluation forms functioned as a feedback mechanism, enabling us	Encouraging participation and ensuring detailed, informative responses posed difficulties, while managing and analysing the diverse quantitative and qualitative data required significant resources. Additionally, finding the optimal timing for evaluations to capture the true impact of interventions proved	Changes were made to improve the evaluation process, including enhanced communication with clear instructions, streamlined and clearer questions, improved guidance for respondents, and modified timing to capture relevant data. These changes aimed to enhance the quality and usefulness of the evaluation forms,	In hindsight, the evaluation process could have been improved by implementing proactive engagement strategies, providing training and support to respondents, and in some instances simplifying and clarifying the questions and instructions.

		to continually refine and enhance our approaches based on real-time insights. This iterative process played a crucial role in ensuring our interventions remained relevant, effective, and responsive to the needs of our learning community.	challenging.	ensuring more accurate and valuable insights into the impact of the interventions.	
Disseminating outcomes and findings internally and externally	Activities and learnings related to the RLC Themes were presented at *The Gathering*, ENU's annual learning and teaching conference. Additionally, during this time we set up a university-wide Programme Leaders Network (PLN) to share learning across Schools and programmes, building on previous enhancement themes work within the university	Inviting contributors to present their work at *The Gathering* increased the visibility of the RLC initiatives and their impact, creating awareness and generating interest among a wider audience. Highlighting the range of activities highlighted the richness and breadth of the work undertaken, celebrating the diversity of approaches and the contributions of staff and students involved. The PLN has been very successful in allowing staff to collaborate across schools and to share learnings in relation to RLC. We have had monthly meetings that have been very well attended, and which had	Some people, particularly students, felt more comfortable and confident in displaying their work in this format compared to others. This self-selection process could potentially create imbalances in representation, with certain perspectives or activities being overrepresented while others may be underrepresented. It was important to address this challenge by actively encouraging and supporting a diverse range of presenters, providing guidance and mentorship to those who may feel less confident, and ensuring that a broad	Proactive outreach and support were provided to individuals who felt less comfortable presenting, including mentoring and workshops. Likewise various presentation formats were encouraged, allowing participants to choose formats aligned with their comfort levels and communication styles. As a result of the PLN, we have overhauled the universities documentation for PLs, including new resources that indicate what do to and when across the academic year, thus	More proactive outreach efforts could have been made to ensure a wider range of individuals, especially those who may feel less comfortable presenting, were encouraged to participate. This could include targeted invitations, personal invitations from mentors or faculty, or tailored support for those who may need it. In hindsight we could have initially spread the word further about the PLN, but through snowball sampling it is grown organically into a large cohort of engaged and active

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		directly led to the development of institutional-wide resources for new (and existing Programme Leaders).	range of voices and experiences were included. The main challenge with the PLN was in making sure that it did not undermine / clash with the school-level Programme Leaders Forum. However, by discussing the Network with the Heads of Learning and Teaching and getting their input, we were able to create something that complemented rather than detracted from existing networks of support.	far colleagues have very well received these.	members.
Collaborating with other institutions/other organisations	Enhancement Themes mini project symposium to raise the profile of the mini projects and to build networks within institutions and between Heriot-Watt and ENU.	The symposium significantly raised the profile of the mini projects, providing a platform to highlight their outcomes and impact. This increased visibility helped to generate interest and awareness among stakeholders, fostering a greater understanding and appreciation of the RLC Themes work. Additionally, the symposium facilitated	Coordinating a symposium involving multiple institutions posed logistical challenges, including aligning schedules and coordinating presentations. Ensuring meaningful engagement and active participation from diverse stakeholders within and across institutions required careful	A dedicated session was introduced during the symposium to address the need for broader discussions beyond individual project outcomes. This session provided an opportunity for participants to engage in in-depth conversations, share insights, and explore cross-cutting themes and challenges within	More interactive and participatory session formats, such as workshops or panel discussions, could have been incorporated to encourage active engagement and meaningful discussions. We should also have followed up with post-symposium surveys to fully capture what

		networking opportunities between Heriot-Watt and ENU, which continue to this day, including our semi-regular Sharing Scholarship sessions.	facilitation to balance individual project outcomes with broader thematic discussions.	the RLC Themes.	worked well and what could be improved in the future.

Which ONE process from each of those listed within the Theme processes column in Table 2 worked best? (Activities description and Positive aspects columns)

Regular meetings within the Department of Learning and Teaching Enhancement (DLTE) to oversee the development and delivery of the Resilient Learning Communities Themes work.

Why was it the best? (Positive aspects/difference made column)

These meetings improved communication, coordination, and collaboration among team members, fostering knowledge sharing and the adoption of innovative approaches. They enhanced support for resilient learning communities by strengthening accountability and enabling proactive decision-making. As a result, the implementation of initiatives became focused and impactful, leading to positive outcomes for the learning community.

Which was most difficult and why? (Challenges column)

Engaging and involving diverse stakeholders across the institution in the mini projects. This process posed challenges in terms of careful outreach and participation strategies to overcome potential barriers such as time constraints, competing priorities, and limited awareness. It required extensive efforts to ensure broad engagement and involvement from diverse stakeholders, considering the diverse needs and perspectives of individuals across the institution. Coordinating and aligning these stakeholders, managing their expectations, and creating an inclusive and collaborative environment required considerable time, resources, and strategic approaches.

Why did you make any changes? (Could be reported as Positive or via Challenges column)

Changes were made in response to valuable feedback gathered from staff and students involved in the initiatives. The regular progress updates and feedback mechanisms were established to create an open and inclusive communication channel, allowing for the identification of emerging challenges and concerns. The involvement of representatives from different departments and student groups, along with expanded communication channels, was driven by the need to capture a diverse range of perspectives and promote collective decision-making. Improving the evaluation process, providing proactive support, and introducing dedicated sessions were all influenced by the feedback received, enabling a more tailored and effective approach that addressed the specific needs and comfort levels of participants. These changes reflected our commitment to ongoing enhancement and collaboration, trying to ensure that the Resilient Learning Communities Themes work was responsive to the feedback and insights of the stakeholders involved.

What would you NOT do again, in hindsight and why? (Hindsight column)

In hindsight, we acknowledge the need for better communication across the institution from the start. This includes actively involving diverse groups of staff and students, implementing proactive engagement strategies, and providing support and training to respondents. By fostering a more inclusive approach and ensuring diverse representation, we could have gained broader insights and a stronger sense of ownership. Additionally, incorporating more interactive and participatory session formats would have encouraged active engagement and meaningful discussions. Following up with post-symposium surveys would have allowed us to gather comprehensive feedback for future improvements. Overall, improving communication and inclusivity from the outset would have been a priority for future initiatives.

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