End of Year 3 Report for:
Robert Gordon University

Table 1: Evidencing effectiveness and reporting impact

Cumulative descriptor of institutional/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
RGU Future of Teaching, Learning and Assessment (FTLA): This large-scale institutional enhancement project has been the central focus of RLC Enhancement Theme activity at RGU over the last 3 years. The project is designed to support the University in defining a clear vision for the future of teaching, learning and assessment - providing an optimal and equitable learning experience for all. The project was structured into 3 parts: **Part A – Portfolio Review** A full review of current course provision in line with market	All RLC theme questions are applicable to this project, with a particular focus on: How should we anticipate, influence, and respond to the **changing external environment**? What will our **learning communities** look like by 2023? **Who** are **our current and future students** and **how** will they **want to learn**?	Engagement with both our **current and prospective future student body** through a process of consultation was significant in understanding **the current and future needs of learners and how learners want to learn.** This engagement shaped the work of **Part B and C** of the FLTA project, with a commitment to ensuring the University's educational model is futureproof. In addition, **the RGU Standards** which were	**Evidence of Difference** Impact to RGU's student body across all aspects measurable by student feedback. This has been measured from student module feedback questionnaires, student course feedback questionnaires, NSS (results pending) and student focus groups. For example, as previously mentioned course feedback questionnaires for 2022-23 show 90.1% overall student	**Implementing Change** The **RGU Standards** introduced via **Part B of the FTLA project** have required significant change in practice to adhere to the new Standards – implementing these changes has not been without challenge. Academic and administrative staff across the University have expended considerable effort to resource additional teaching hours, design modules for	**Student Experience:** The Blended Learning Standard (in particular a stipulation of required weekly contact hours) and the Digital Learning Standard have led to increased consistency to the RGU student experience drawing on the best of existing practice from across each of our academic schools. Student satisfaction data shows the contribution of this Standard to the student	**Data Collection** While the objectives of the FTLA project were clear from the outset, further planning on progress measurement and data capture could have been planned at an earlier stage. For example, records of component of assessment changes or where exceptions to Standards had been approved and why. This data is held but was stored in different locations and formats therefore work was

analysis and RGU strategy. **Part B – Curriculum Review** Focused on curriculum content and the student learning experience this aspect of the project led to defined modes of delivery along with a series of RGU Standards to guide and enhance teaching, learning and assessment activities: - RGU Assessment and Feedback Standard - RGU Blended Learning Standard - RGU Digital Learning Standard - RGU Academic Calendar Guidance **Part C – Future Portfolio Development** A collaborative exploration of the size, shape, and composition, and design of RGU's future course portfolio designed to support regional and national economic development and equip graduates to	**How** can we gain a clear **understanding of their needs**?	developed as a component of **Part B** of this project were designed to **meet the needs of our current students** and respond to student feedback about **how they want to learn**; to help the University **respond to the changing external environment**, in particular to enable RGU to articulate the post-pandemic student experience; and to enhance the University's ability to capitalise on the opportunities offered by digital learning both in-person and online. Taken together, these drivers for change and the ensuing work introduced through **Part B of the FTLA project** are designed to ensure the student experience **reflects the**	satisfaction, representing the highest level of student satisfaction in the last 5 years and a 10% increase in overall student satisfaction since 2021-2022 Streamlining staff and student assessment workload to enable students to balance study, work and personal commitments more effectively with a direction towards one component of assessment per module has been a significant catalyst for change. Student satisfaction with manageability of their course assessment workload reached 85.9% in Session 2022-23. With phased implementation	blended delivery, devise new formative activities, reimagine approaches to summative assessment at module and course level, consult with colleagues, and engage with professional bodies to seek approval for proposed changes. All of this has required the investment of time and energy producing a short-term though very significant increase to workload during a period where staff workload concerns have frequently been voiced both within the institution and across the sector. Inevitably staff reactions to the proposals and subsequent Standards varied and the implementation of such a significant	experience: 'To what extent is the proportion of in-person to online learning right for you' – 84.6%. **Assessment & Feedback:** Students **identified a need** for information about assessment requirements at an earlier point in each Semester; Assessment Briefs which were easier to understand; and consistently structured, good quality feedback across all modules. As part of the Assessment & Feedback Standard, assessment requirements are now publicised to students in Week 1 of each Semester and formative activities support students to understand and	required to collate retrospectively. **Cascading Information** The project timeline included a range of communication mechanisms and mediums throughout the project, including focus groups, short-life working groups, e-mails, online information, in-person and online School briefings, presentations to University committees, staff development workshops, and liaison with External Examiners. Staff feedback shows that communication did not always cascade effectively and often did not reach the academic and

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excel as global citizens through the development of a future focused course portfolio. Given the far-reaching impact on the experience of staff and current students, evaluation of Part B of the project to date commenced in March 2023 with the appointment of an external consultant to review the effectiveness of project implementation. The majority of commentary to follow within this section will explore the impact of **Part B of the FTLA Project.**		**changing world** and **equips students with the skills needed** to support their future success. Looking further ahead**, Part C of the FLTA project** has focused on evolving the future course portfolio of the University by seeking to understand the **likely composition of our future learning communities**; **their interests and needs**; and the future regional, national, and international **knowledge and skill requirements** across a range of sectors in order to ensure both a future focused student experience and a course portfolio which **reflects the changing external**	across two academic sessions, the impact of this will remain under evaluation as further reduction of assessment workload takes effect in Session 2023-24. It is anticipated that further reduction in the number of assessments per course will support both staff and students to achieve a more manageable workload and ensure greater parity of assessment demands across modules, courses, and Schools. **Evidence of Scale** As an institutional project, the roll out has impacted the vast majority of the RGU student and staff population. Creating an equitable and	level of change is complex. The appointment of an external consultant to lead an evaluation of the implementation of Part B of the FLTA has allowed the University to identify a range of areas for consideration in future institutional enhancement projects which include: **Communications** Staff feedback has highlighted that despite a range of both engagement and communication methods (working groups, committee presentations, Moodle site, etc.) there is opportunity to further enhance communications. These feedback insights have allowed RGU to enhance infrastructure to enable a hub and spoke method of	prepare for assessment requirements are offered regularly. In addition, there are now Assessment Brief and Feedback Grid templates resulting in a consistent approach to assessment information, marking and feedback. Assessment briefs make clear how assessment requirements relate to module learning outcomes and articulate the knowledge and skills students develop by undertaking the assessment. Feedback templates ensure students receive explicit and focused comments on the strengths of their work, areas for improvement along with signposting to sources of support	administrative staff who would be responsible for implementing the changes in a timely manner. With hindsight, role specific communications would have been identified at the outset of the project. The project has highlighted the need for an effective hub and spoke model to assist with staff communication and engagement throughout the project. As a result, an unanticipated but welcome outcome of the project has been a change to organisational infrastructure to enhance communications with Schools and the development of a Course Leader Network. This will

		environment. For Session 2022-23, the changes implemented through **Part B of the FTLA Project** have led to: • defined modes of learning and a shared language to articulate the RGU student experience • a blend of learning which is designed to build the confidence of students affected by the extended disruption of the pandemic and make effective and appropriate use of online learning opportunities and technologies • increased in-person time with staff and peers providing	consistent RGU student experience, drawing on the best of existing practice from across each of our academic schools, setting Standards and providing guidance across all key aspects of the student experience has contributed to increased student satisfaction levels. **Evidence of Engagement** This institutional enhancement project has required input from all Schools and departments to be effective. Without this vital collaboration and engagement, the intended and achieved outcomes would not be realised in a project of this scale and nature. Focus groups and short-life working	communication and introduce a new Course Leader Network to further ensure engagement of key stakeholders in future projects. **Pace of Change** Staff feedback highlights that despite the collaborative work which identified a number of priority areas for enhancement and the use of a phased approach to implementation approach across two academic sessions, the impact of change fatigue should not be underestimated. Staff had dealt with significant change across sessions 19/20 and 20/21 as they rapidly innovated online delivery and assessment in response to the pandemic. This	and guidance as to how to achieve this for future submissions. Both staff and student feedback regarding the new templates and their impact is positive; for example, student satisfaction data shows the contribution of the Assessment & Feedback Standard and associated templates: 'How clear are assessment requirements and grading criteria?' – 82.3% 'How well have assessment requirements allowed you to do your best work and further extend your learning?' – 82.2%. It is anticipated the reduction in the number of summative	ensure connect between institutional and school level activity and allow for enhanced knowledge and practice sharing between key role holders in the student experience.

		enhanced support for students • a delivery approach whereby students regularly engage with formative learning activities throughout their studies • an assessment approach designed to provide a balanced and reasonable assessment load for staff and students and whereby students are supported to be better prepared for summative assessments and have opportunities to develop their skills and knowledge through innovative and authentic assessments.	groups with representation from over 160 staff and students were involved in exploring the student experience and identifying the priority areas for enhancement, as well as developing the associated RGU Standards. This approach was designed to ensure the needs of a wide range of learners, disciplines and PSRBs were represented.	was followed by further change in 21/22 via a phased return to campus as Government restrictions began to ease. Ahead of 22/23 it was imperative to provide clarity for staff and students on the post-pandemic RGU student experience and to address the staff and student feedback which early phases of the project (launched in October 2021) had collated. the FTLA project However, the launch of the new RGU Standards meant staff were faced with further significant changes in ways of working. Therefore, there is opportunity to manage the pace of change within future large-scale institutional	assessments will reduce the workload for both staff and students. Given the phased implementation of this change, further evaluation will be necessary at the end of Session 2023-24 to understand the return on investment of staff time in assessment reduction and redesign.	

| | | Through the **Digital Learning Environment Project** (detailed below) these changes to the student experience are coupled with expanded opportunities for the use of learning technologies and enhancements to RGU digital infrastructure to deliver a consistent high-quality in-person and online learning experience.

While influenced by a range of factors not solely related to these recent changes, the 2022-23 RGU Course Feedback Questionnaire evidences the positive contribution of **Part B of the FLTA project.** Student satisfaction data shows significant | | enhancement projects. In particular, staff would appreciate longer lead-in times to understand requirements, develop their responses, and consult with PSRBs and other stakeholders.

This change fatigue is further amplified when considering staff feedback in response to academic calendar changes (another aspect of **Part B of the FTLA Project**), specifically the introduction of a **Pause & Reflect week** in each Semester. While student satisfaction data shows students to be largely positive about this week (78.1% student satisfaction), staff feedback highlights opportunities remain to communicate the | | |

		positive institutional results across all areas. This includes 90.1% overall student satisfaction representing the highest level of student satisfaction in the last 5 years and a 10% increase in overall student satisfaction since 2021-2022. Further areas of note include: student satisfaction above 80% in all categories; 84.3% satisfaction with assessment and feedback; 95.8% satisfaction with the University's VLE and associated learning technologies; and a 12% increase in students feeling part of their learning communities (81%).		purpose of Pause and Reflect Week; support staff to better plan course and module activities in keeping with the intended purpose; and to have confidence in its overall value to course delivery.	

Digital Learning Environment	RLC theme questions applicable to this project include:	**What information do we need to enable us to best support their learning?**	Evidence of Partnership:	Digital Infrastructure	Knowledge Exchange and Practice Sharing	Technical Decision Making
This work included a series of project strands designed to improve the online learning and teaching experience for both staff and students and support the Future of Teaching and Learning and Assessment implementation: • External hosting of our Virtual Learning Environment (VLE) during 2022 with commitment to annual upgrades and enhancement. • Investment into additional learning technologies such as Padlet and Mentimeter to support the RGU Blended Learning Standard and in-class engagement. • Digital Skills for Teaching and Learning Project to assess and support development of academic staff with	Flexible, Accessible Learning: 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 do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our	**What might this mean for our staff and our infrastructure?** **How do we ensure we are able to support our diverse learning communities?** External hosting has brought additional expertise and resource to our VLE, decreasing reliance on a small number of internal staff and providing a more resilient & secure online learning environment for our diverse community of staff and students. Measurable data will be collected in due course.	Inclusion of School-based online learning staff in decision making and testing processes has improved collaboration and supported a sense of shared ownership of the VLE and associated learning technologies. Consultation with a range of staff from across the University led to selection of the new learning technologies for pilot in 22/23. **Corroborative Evidence:** During project evaluation, academic staff involved in pilots have commented on the increasing feedback and positive response	Previous local customisation of our VLE introduced considerable complexity to the external hosting and upgrade process introducing delays to both migration and upgrade; detracting from the stability and security of the VLE and overall reducing the quality of experience for staff and students. These issues have now been addressed via the extensive work undertaken to migrate and upgrade the VLE. **Resource to Support Expansion of Learning Technologies** Demand exceeded availability of pilot licences for the new learning technologies, so	Working with a sector leading Moodle hosting company meant that we gained from their experience in working with many other institutions who are facing similar challenges. **Alignment with RGU Standards** Adoption of Padlet and Mentimeter was aligned with the RGU Blended Learning Standard to guide adoption by academic colleagues. Embedding accessibility guidelines into new institutional standards for the future of teaching and learning, including the RGU Blended Learning Standard and RGU	Although the migration was a success better analysis of technical decisions on user authentication would have lessened the impact on a small number of students who were affected by the migration. **Pace of Change** Procurement of new tools during the semester made training rushed and impacted the number of staff who could properly plan implementation during the academic year. **Competing Priorities** The start of the Accessibility for Online Teaching and Learning

the adoption of the Jisc Discovery Tool and access to LinkedIn Learning for all.

• Digital Skills Preparation for Students to assist with a successful start to University studies with the development of a self-assessment tool to help students understand and acquire essential skills from enrolment to submission of first submission.

• Introduction of online accessibility training, tools and resources to improve the online learning and teaching experience of both staff and students. | infrastructure? | **How can we gain a clear understanding of their needs?**

Staff are empowered to gather just-in-time feedback from students and colleagues on their learning experience using both Padlet and Mentimeter. Feedback from our staff is that these learning technologies encourage responses from a wider range of students compared to traditional face-to-face classes, for example encouraging quieter students to engage more frequently.

Quantitative data on uptake and student engagement in learning activities supported by the | from students.

A showcase of the new learning technologies was provided to senior and academic staff within Schools to highlight benefits and encourage further uptake.

Evidence of Accessibility:
PowerBI reports showing accessibility data insights are now routinely shared with academic schools to support review, planning and implementation of accessibility enhancement.

Participation in online accessibility training events organised in collaboration with each academic school has contributed to improved | considerable effort was required to manage expectations. Arrangements are now in place to support financing and procurement of increased licences to meet demand and enhance the student experience.

Staff Confidence with Digital Technologies
Supporting staff to use new technologies and reassuring staff that this is a beneficial approach for students can be challenging with less technologically confident staff. Extensive staff development opportunities have been provisioned to help address this.

Institutional and Specialist Software
Finding solutions to school specific | Digital Learning Standard increased the priority of developing inclusive learning experiences.

Making it easy for academic staff to embed accessibility – incorporating accessibility guidelines into online course templates and enabling accessibility settings as default within our technologies.

Collaborative Working
Early collaboration with key stakeholders in Schools to introduce new learning technologies increased uptake.

Involving senior academic staff in | Project was delayed due to COVID. The switch to wholly online teaching and the later introduction of accessibility requirements caused significant stress for academic colleagues. In hindsight we should have pushed on at the earliest opportunity. |

		new tools was shared with senior colleagues. **How do we ensure we are able to support our diverse learning communities?** Working in partnership with The Inclusion Centre and School based Online Learning Developers to implement change and ensure accessibility of learning opportunities. This partnership approach has led to an increase in overall online accessibility scores in our VLE as measured and evidenced through Blackboard Ally scores.	accessibility scores as measured via Blackboard Ally. Blackboard Ally data also shows the increased download and use of alternative versions by students demonstrating the provision of a more inclusive online learning experience.	obstacles such as use of proprietary software was complex. This has been addressed in part by expanding institutional learning technologies, clearly articulating which technologies are available and supported and differentiating between institutional and School-specific technologies.	planning, training, and sharing of impact devolved accountability across the University.	

		The partnership approach has also enabled an increase in accessible course and content design which is evidenced by the use of standard templates with embedded accessibility. These templates were developed in collaboration with our online learning developer community across academic schools. And importantly, this work has increased awareness of accessible and inclusive design and compliance requirements amongst academic and professional staff.				

Supporting RGU's Course Leader Community: Throughout and following the COVID-19 pandemic, RGU Course Leaders reported significantly higher student demand for pastoral care in increasingly complex student situations. Course Leaders reported feeling overwhelmed and concerned about not providing sufficient support or giving the wrong type of support. It was therefore clear that staff development and support was required to upskill, reassure, and assist RGU Course Leaders. This led to collaboration between a range of Professional Services departments including the Department for Enhancement of Learning, Teaching, and Assessment (DELTA) and Student Life (which includes the University's Inclusion & Counselling	RLC theme questions applicable to this project include: Supporting Staff and Student Success How can we gain a clear understanding of their needs? How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	**How can we gain a clear understanding of their needs?** Following extensive consultation with Course Leaders about the challenges they faced, specific workshops designed to support Course Leaders are now embedded into the CPD programme as well as bespoke development sessions for staff delivered in partnership with Schools. Course Leaders reported that with enhanced understanding of central support processes and the support students will receive, they are more confident to refer students to central support services and this	**Evidence of partnership** Joint development between the Project Lead, Inclusion and Counselling Manager and Lecturer in Student Transitions **Evidence of Experience** A significant part of this work focused on enabling colleagues to share experience of supporting students in order to consider and share lessons learned. **Corroborative evidence** Course Leaders report adopting the recommended strategies and	**Financial Resource** The limited duration of additional funding to retain the increased number of Student Counsellors needed to support the nationally reported growing mental health crisis could lead to reduced capability to support our students. **Workload Concerns** Course Leaders report reduced stress associated with the burden of complex pastoral care but note ongoing workload concerns, similar to Sector reports.	**Practice Sharing** Providing an opportunity for Course Leaders to come together and discuss their experiences and concerns in a "safe environment". **Enhanced Collaborative Working** Further strengthening of connections between Course Leaders and central support services; improved understanding of the referral and post referral process; and development of Course Leaders' individual coping strategies & professional support networks when dealing with complex student situations.	**Opportunities for Communication** The benefits of creating a support network have been evident through this work and as a result the RGU Course Leader Network will be launched for 2023-24. With hindsight earlier establishment of this Network could have supported Course Leaders in key aspects of their role as well as diffusing some of the communication challenges reported within the FTLA project.

teams) to develop and deliver workshops for RGU Course Leaders. Workshops were designed to enable RGU Course Leaders to understand how student-facing service teams could support students and reduce the burden on Course Leaders. Workshops were also designed to equip Course Leaders with a clearer understanding of boundaries and signposting to ensure a more consistent approach to pastoral care across the University.		has reduced a previous worry of 'passing the buck' when referring students. In line with this feedback the latest RGU Course Feedback Questionnaire reports an overall satisfaction rate of 89.8% for support and wellbeing, a 13.1% increase from 2021-22. **How do we ensure we are able to support our diverse learning communities?** **What might this mean for our staff and our infrastructure?** The increased volume of referrals from Course Leaders to Student Life along with a general trend of more help-seeking behaviours from students, has	measures and feedback an increased confidence to refer students to the appropriate central support department. Support departments have provided anecdotal data regarding increased student demand which has informed the recruitment of additional counselling staff.		

		resulted in the recruitment of 6 additional counsellors to support students. It is important to note this has been enabled by additional external funding via the Scottish Government.				
Enhancement Awards – To encourage staff and students across RGU to become more familiar and engaged with QAA Enhancement Themes, two award schemes were launched during the RLC Theme where staff could apply for funding and support to undertake relevant short-term projects: Year 2 Emerging Stronger Awards: resulted in 6 enhancement projects addressing: • Collaborative Online International Learning - COIL • Digital Community	The range of projects addressed a number of the RLC theme questions within the 4 priority areas: Equality and Diversity Community and Belonging Supporting Staff and Student Success Flexible, accessible learning.	During the theme 21 applications for funding were submitted with 10 awards made to support the successful applications. Several of the award projects have enhanced collaborative practice across the University bringing academic, professional services staff and students together to work on projects with shared interest and outcomes communicated to	**Evidence of Recognition** 6 of the projects have presented their findings at a number of external conferences over the last 2 years and have been invited to work with others in the Sector to develop further outputs leading to professional satisfaction and recognition. **Evidence of Quality** Increased awareness of Enhancement Themes and	**Time to Engage** Some of the award winners have struggled to find sufficient time to engage in the necessary project activity due to other priorities. **Support for Enhancement** Staff turnover impacted critical friend support and access to relevant data.	**Collaborative Working** Aligning the project teams to key internal stakeholders or other colleagues involved in similar work has assisted to increase speed of project impact on several projects that otherwise may have struggled to connect with appropriate stakeholders. **Connecting to Institutional Priorities** Going forward future projects will be selected by the Student Enhancement	**Maximising Funding Impact** In future we will undertake analysis to determine the best use of the funding to ensure that all relevant opportunities are explored.

• Education for Sustainability • Student Digital Competence • Supporting Mature Undergraduate Students • Virtual Labs Year 3 Enhancing for Impact Awards: resulted in 4 projects addressing: • Re-imaging staff and student charter • Student collaborations to support volunteer patient populations • Named Trust Person Scheme • Co-creating Compassionate classrooms Leading on from the Year 2 projects, in Year 3 to encourage cross institutional collaboration, interprofessional teams were developed to enable broader participation and ensure sharing of experiences. As a further form of support these project teams were assigned internal critical friends to		the wider RGU community. The importance of developing networks to share information and gather data has been a consistent message from the award recipients. To support them in this, recipients were supported with access to institutional committees and working groups to ensure effective engagement with colleagues, to publicise the focus of projects and outcomes, and consider wider applicability.	quality assurance by dissemination at internal teaching and learning conference. Presentation of award winners' work in the Student Experience Sub-Committee, RGU publications and specific workshops has inspired others to get involved. Award recipients have developed skills in project management, enhancement and evaluation for future enhancement work.		Activity Leads (SEALS) who will ensure that each project is appropriate to the priorities of the University at that time and provide sufficient access to support.	

| provide an additional perspective and connect the team to key sources of support across the institution.

Regular progress reports and support meetings occurred throughout each of the projects.					

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)

Impact of the overall FTLA project roll-out on the student experience at RGU evidenced by latest student feedback metrics.

What is the most challenging issue? (Challenges column)

Communications and buy-in from staff to the FTLA project due to the pace of change required set against a backdrop of change fatigue stemming from the rapid change, innovation and adaptive working required from staff throughout the pandemic.

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

A clearly articulated and more consistent student experience, particularly across the key areas of Assessment & Feedback, Blended Learning and Digital Learning which has contributed to the highest level of student satisfaction at RGU in the last five years.

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

Not assume that communications have been disseminated but ensure responsibility and accountability is clearly identified from the project outset and that organisational infrastructure supports and enables this.

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	To support the implementation of the FTLA Standards a set of templates and guidance resources were developed by the Department for Enhancement Learning Teaching and Assessment (DELTA) to assist Staff and ensure consistency across the University. All Schools were invited to host contextualised staff development workshops to assist with understanding and implementation of the RGU Standards and to support development of appropriate learning, assessment, and digital skills resources. To support staff to engage with the wider QAA Enhancement Theme a range of activities were undertaken across the theme years including: sharing QAA updates; Enhancement Theme agenda items within	The templates and guidance have been positively received by Staff as highlighted in the interim evaluation report. Where Schools elected to hold Staff Development workshops it invoked discussion about the changes but more importantly an opportunity to share best practice and solve any underlying issues pertinent to each School/discipline. Some Schools held a series of workshops with a significant number of staff in attendance and this helped to alleviate anxiety about the changes. The most effective workshops included representation from the School leadership teams so that	Where Schools did not take up the offer of Staff Development workshops their staff often stated they were unclear about the requirements and in some instances expressed feelings of exclusion. There were obvious tensions and frustrations about what was expected of them and so conversations within open forums could have supported them more effectively.	The workshop content was then developed into general CPD sessions that could be offered to all Staff to ensure opportunities were there for everyone.	The changes to organisational infrastructure now provides an important avenue to ensure that School briefings from relevant VPs and Directors/Heads are attended by both academic and administrative staff within each School. With hindsight, the variation in the type and number of School staff attending such sessions contributed to the perception of some staff that communication and engagement needs to be improved in any such future projects. The newly created Course Leader Network will also provide another important avenue of communication and consultation.

	University committee meetings; promotion of internal Enhancement Award opportunities and updates on the successful projects; presentation within the annual RGU Learning and Teaching Conference.	Staff could see their "buy-in" to the project and understand some of the School specific decisions.			
Effectiveness of organisational and management structures	The significance of ensuring a consultative process was embedded throughout the FTLA project was identified at the outset with a decision that every aspect of the project would be co-created. The mechanism for this connection was via focus and short-life working group members drawn from each School and relevant Professional Services teams together with regular briefings given at various University committees and to each School individually. However, these members did not always have a place and time within their School/Department in which they could share updates and consult on draft documents therefore communication did not	Where there was engagement and feedback in the process this led to feedback shaping the draft Standards and associated resources to support both staff and students. This also led to staff reporting they felt more aware of changes and therefore better prepared to plan implementation of the FTLA Standards within their Schools.	Although extensive consultation and communication was a feature of the FLTA project, one point of nominated contact for ownership and accountability of communication channels in addition to briefings for specific key role holders would have been more effective.	Changes to organisational infrastructure and development of Course Leader Network. A quarterly Student Experience Newsletter for Staff has also been developed to enhance key communications across RGU.	Each School could have nominated a FTLA Project Lead briefed on what key messages to communicate to ensure more effective engagement and communication of key project information.

	consistently cascade as intended. Consequently, colleagues not part of the representative group did not always have an opportunity to hear updates or contribute their views. The effect of this is that while every School and relevant Professional Services Department was represented throughout the project, communication and feedback did not flow as intended. This is illustrated via the staff feedback offered during the interim evaluation of Part B of the FLTA Project where staff highlight there was opportunity for improved communication particularly with those responsible for implementation of the Standards at course and module level.				
Evaluating activity and projects	Appointment of an external consultant to evaluate implementation of Part B the Future of Teaching Learning and Assessment (FTLA) project.	Provided an independent and objective evaluation of the project. An interim report with findings was produced in June 2023 and findings shared at an RGU Townhall event. A further report is due for October 2023.	Ensuring access to consult with all relevant staff and students in a timely manner.	The external consultant has presented interim findings allowing for any relevant changes to be considered and implemented accordingly.	Staff have valued the involvement of an external consultant in leading the project evaluation and have been enthusiastic about the opportunity to contribute to the review.

	In addition, a review was conducted of the implementation of the Digital Learning Standard at the end of the 22/23 academic year in partnership with academic schools.	Online Learning Developers within the Schools have engaged with the results of the DLS checks and working with relevant staff to adhere to the Standards.	Ensuring the momentum to adhere to the Standards is maintained.	Final report due in October 2023.	
Disseminating outcomes and findings internally and externally	An interim report with findings was produced in June 2023 and findings shared at an RGU Townhall event. A further report is due for October 2023. Online Learning Developers within the Schools have engaged with the results of the DLS checks. Areas of excellent and areas for further development have been identified for each School and a report provided to enable Schools to plan future enhancements. Future enhancements will be supported via the Online and Digital Learning Staff Network and staff development workshops.	Staff have appreciated the opportunity to input to the external review. The DLS School reports will help to inform enhancement plans and collaborative working of Online and Digital Learning Staff across Session 2023-24.	Ensuring findings are widely shared in such a way as to overcome previously identified communication and engagement challenges.	The external consultant has presented interim findings allowing for any relevant changes to be considered and implemented accordingly. Final report due in October 2023.	Still in progress so lessons learned will be explored following further internal dissemination of findings.

Collaborating with other institutions/other organisations	RGU has actively engaged with the QAA Collaborative Cluster and met with a range of other Universities during the data gathering phase of the Programme Leader project. RGU has liaised with the University of Edinburgh and NESCOL on the implementation and support for digital skills. Also, active engagement with Jisc Accessibility community to learn from others and share our practice.	Engagement with the QAA Collaborative Cluster work, attendance at the Programme Leader Conference. Discussions with a number of universities who run course leader networks assisted in shaping the future RGU Course Leader Network through invaluable knowledge sharing of lessons learned.	Sourcing key experts within organisations through network connections.	Structured the RGU Course Leader Network to avoid a "top down" approach to enable buy in and engagement. Reassurance about our approach to supporting staff digital skills. Inviting staff in Schools to engage in the Jisc community, and not just central support staff.	With hindsight would encourage even more external connection and relationship building to support enhancement opportunities. Should have volunteered to take a more active role in the Collaborative cluster for Course Leaders.

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

Co-design and delivery of staff development workshops to support implementation of all FTLA Standards be it with academics, online learning developers, or professional support staff.

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

Workshop content was designed to support the specific needs of individual Schools and staff were given opportunities to share practice, discuss and solve any issues at a School/discipline level with their leadership team present.

Which was most difficult and why? (Challenges column)

Ensuring internal engagement with the consultation process due to the identified staff workload and no delegation arrangements in place.

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

To encourage wider engagement and more effective communication of enhancement activity. The recent changes to institutional infrastructure will provide a means of engaging a much greater proportion of staff across the institution as these provide a means to effectively cascade information and taking feedback from staff to inform institutional enhancement activities.

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

Allow the provision and scheduling of School workshops on key institutional enhancement activities to be optional.

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