



# **End of Year 3 Report for: University of the West of Scotland**

Table 1: Evidencing effectiveness and reporting impact						
Cumulative descriptor of institutional /cluster/Student-Led Project activity over RLC Theme period	<a href="#">Which overarching RLC Theme questions (1-5) were prioritised?</a>	Evidence of effectiveness in addressing chosen RLC theme priorities	Suggested outcomes and impact measures used to assess effectiveness (refer to <a href="#">Theory of Change model</a> )	Challenges	Made most difference?	Hindsight
<p>Development and launch of UWS Curriculum Framework</p> <p>The UWS Curriculum Framework has been developed and launched during the Enhancement Theme with key aspects of its implementation supported by the steering group activities.</p>	<p>2. 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?</p> <p>4. How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?</p>	<p>The UWS Curriculum Framework, and its associated core principles, has been embedded at UWS as evidenced through a variety of institutional approaches including our quality assurance and enhancement processes (e.g., approval, institution-led review and enhancement and annual monitoring).</p> <p>The associated Curriculum Framework Alignment Document produced in early 2022, provides a reflective framework for programme teams and module leaders to consider key design principles in their curriculum or proposed curriculum.</p>	<p>Engagement, as evidenced through Curriculum Framework Launch in autumn 2021 and Programme Leader Briefings in early 2022.</p> <p>Shared university-wide principles are utilised to map and critically consider existing practice and planned enhancement. The academic community at UWS is therefore familiar with, refers and maps practice to the principles and key objectives within Curriculum Framework.</p> <p>Evidence of impact could be seen at the Learning and Teaching</p>	<p>Complexities of introducing an institutional framework that fits all programmes and disciplines.</p> <p>Supporting translation of high-level principles into local contexts and teaching teams.</p> <p>Implementation of a Curriculum Framework as the institution has emerged from the Covid-19 pandemic.</p>	<p>Engagement in this framework at Vice Chancellor's Executive level supported the implementation of this Framework, and subsequent engagement at relevant committee and sub-committee structures within the institution.</p> <p>Being able to utilise an overarching Framework to drive enhancement and objectives aligned with the institutional Learning and Teaching Thematic Plan and UWS Strategy 2025.</p> <p>Launch and engagement events, including with programme leaders, and incorporating the</p>	<p>Recognition of: the importance of effective project management in driving forward progress of implementation; continuing to build on consultation throughout the process of implementation; and the resourcing required to share good practice in the implementation of the Framework.</p> <p>Maintaining the live institutional conversation on the Framework is seen as important to maintaining the relevance of the Framework as the institution has evolved into a post-pandemic steady state. Commitment to</p>

Within processes such as approvals or institution-led review, teams map their practice to the Framework principles with critical consideration of how these design decisions best support student success for our diverse student body.

Conference in June 2023, which focused on Curriculum Framework 'From Principles to Practice'. Contributions focused on approaches people have taken to embed the Curriculum Framework in their practice and with what impact/ plans for enhancement. Attended by 117 delegates with 48 contributions from across academic and professional services colleagues.

The ambitions of the Curriculum Framework has shaped forums for learning and teaching conversations in the Academic Schools e.g. one of the Schools has formed learning and teaching groups aligned with the Curriculum Framework.

Curriculum Framework as a mechanism for reflection on practice and enhancement e.g., briefings for institution-led review and as part of workshops in Institutional Enhancement and Annual Monitoring has supported institutional embedding of the Framework.

Development workshops supporting key objectives have supported the broader institutional engagement with specific Curriculum Framework objectives (e.g. Masters in Professional Practice, personal tutoring and student success) particularly where these have involved external speakers (e.g. Dr Emily McIntosh's personal tutoring keynote in November 2021 and Dr Michelle Morgan in March 2023 on student

undertake consultation and refresh of the Curriculum Framework by end of 2023.

					success and start of year).	
<p>A Curriculum Incubator project for the development of the Masters in Professional Development</p> <p>An objective of the UWS Curriculum Framework, the Masters in Professional Development has been developed as a Masters in Professional Practice – an award supporting flexible routes into and through postgraduate study.</p>	<p>1. What will our learning communities look like by 2023? And what can we do now to prepare for them?</p>	<p>The MProf Professional Practice was successfully validated. This programme builds on and strengthens existing institutional approaches to Accreditation of Prior Experiential Learning (APEL) and Recognition of Prior Learning (RPL) and enables highly flexible pathways of study drawing on modules from across the UWS PGT portfolio.</p>	<p>During 2022-23, strong engagement of colleagues from across the four academic Schools in the design and development of the MProf through briefings, curriculum development sessions and programme drafting sessions. Additionally, building on Enhancement Theme sector activities, a colleague involved in the QAA project on developing the RPL National Toolkit was directly involved in the drafting team supporting a new PGT module for RPL claims (see below).</p> <p>Additionally, strong multi-functional expertise has been involved in the design and the processes supporting student journeys in this programme e.g. Registry, Timetabling, Admissions, Finance,</p>	<p>Complexity of engaging with programme teams across institution.</p> <p>Supporting staff from across varied contexts with the vision and potential for student journeys through this programme.</p> <p>Practical and process challenges due to the uniqueness of this programme and anticipated student journeys.</p>	<p>The creation of a project-funded post to lead the project and programme development in 2022-23 supported further development through to successful validation.</p> <p>Critical to the programme's successful validation, and the identified potential in sector-oriented pathways were workshops and development sessions with varied groups of internal and external stakeholders.</p>	<p>Whilst there has been strong engagement with colleagues from across the four Schools there could be wider engagement across the institution in the development of the MProf, particularly with some of the underlying principles regarding experiential learning (see below) and building on institutional expertise on APEL/ RPL and flexible learning.</p> <p>Senior colleague buy-in across all Schools could have been a stronger focus earlier in the development work to support the process of creating a model of cross-disciplinary programme design that draws from across our PGT portfolio.</p>

Academic Skills.

Such stakeholder engagement has meant that additional to the planned open title for this programme, development work in 2022-23 has resulted in specific 'sector-focused' pathways designed and validated in collaboration with each of the four academic Schools.

There has been positive feedback through the development and approval process including employers and industry engagement.

Similarly, positive external panel member feedback pointing to the robustness of the programme design for flexible study pathways into and through higher education – recognising the foundations of this programme in

			supporting diverse learner journeys.			
<p><b>Experiential learning</b></p> <p>Developing our institutional approaches building on existing expertise, has been shaped by our leadership of cross-sector projects (RPL National Toolkit and the Micro-credentials network).</p>	<p>3. How can we capitalise as a sector on the attributes students bring?</p>	<p>Successful approval of a new module to support RPL claims at PGT level.</p> <p>UWS is sector-leading in this area having built up years of good practice and robust processes and procedures to support APEL and RPL.</p> <p>Through the broader Enhancement Theme activities, our colleagues are now sharing this positive practice with the sector through their leadership and contribution to the publication of the <a href="#">“Recognition of Prior Learning: Framework for Scotland”</a> and <a href="#">“Good Practice Guide for Micro-credentials and Small Qualifications in Scotland”</a> .</p>	<p>Positive feedback has been received on the new RPL focused module throughout the development and approval process including employers and industry engagement. This includes positive external panel member feedback recognising the benefit in supporting flexible study pathways into and through higher education.</p>	<p>Co-ordinating university departments with involvement in various parts of the learner journey and RPL process (Admissions, Registry, academic Schools) including navigating potential challenges for student journeys.</p>	<p>Being able to harness institutional expertise and knowledge on RPL to shape institutional development of new programme that can be used to elevate and showcase practice. Also, in the contribution and production of guidance at sector level.</p>	<p>There may have been further opportunities to use this process to engage a wider range of colleagues with the benefits of RPL to extend the impact of this work, but this work will be elevated through the launch of the new module, and indeed MProf, and associated sharing of practice. Additionally, learning from the Theme work will enhance other planned portfolio/programme developments anticipated in 2023/24 focused on enhancing work-related learning.</p>
<p><b>Strengthening student representation and developing partnership working</b></p>	<p>2. Who are our current and future students and how will they want to learn? How can we gain a</p>	<p>Building on recommendations from review of student representation undertaken by</p>	<p>Whilst scope on which to build, there was positive staff and student and student representative</p>	<p>The pandemic was a challenge experienced in this project - some mitigations ultimately supported enhanced</p>	<p>Early in the Theme work, enhanced record keeping through database of student representatives, and</p>	<p>Continued investment in student representative recruitment, training, and development. Ensuring completion</p>

<p>Undertaking a review and enhancement of student representation and strengthening partnership working through the development of the Student Partnership Agreement (SPA) and the Student Partnership Forum (SPF)</p>	<p>clear understanding of their needs? What information do we need to enable us to best support their learning?</p> <p>3. How can we capitalise as a sector on the attributes students bring?</p>	<p>Students' Union in 2019 to make improvements e.g. to training and introduction of online approaches for support and election in 2020/21.</p> <p>Year 1 report, concluded that staff reported student representatives as being more competent and confident following enhancements in the training process.</p> <p>Initial increased level of engagement of student elected representatives.</p> <p>During this Theme, the Student Partnership Agreement (SPA) has been implemented and is reviewed and agreed annually between the University and the Students' Union outlining how the Union and the University will work together to enhance the student learning experience at UWS.</p>	<p>feedback following initial enhancement to activities in in 2020/21 and on which we seek to build.</p> <p>The SPA and SPF have continued to be embedded during 2022/23 and as we enter 2023/24.</p> <p>The SPF has an established an annual cycle of business which enables it to align work with the University's strategic priorities whilst placing partnership at the centre of enhancement activities of the University.</p> <p>There is positive staff and student feedback.</p> <p>The SPF was shortlisted for a <a href="#">sparqs' Student Engagement Award</a>.</p>	<p>outcomes and greater use of technology given our position as a multi-campus institution. However, the pandemic has interrupted training for student representation.</p> <p>There are specific challenges the institution is addressing as the SPA is embedded including parity and equity of representation across campuses and recognition of the additional engagement of student leaders. These are recognised areas to be addressed through partnership working.</p>	<p>implementation of an annual survey to ensure continued achievement of competent and confident student representatives.</p> <p>Joint commitment of both senior committee staff, Student Union, and representatives to implement and drive forward changes and ensure commitment to partnership working.</p>	<p>of training by all student representatives and addressing barriers in engagement comprises an area of focus in our Quality Enhancement and Standards Review Action Plan.</p> <p>This includes strengthening awareness of student representation and enhanced support for existing SPF members.</p>
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		The Student Partnership Forum (SPF) replaced the Student Experience Committee and has an active agenda for items related to the student experience supported by short life working groups on specific areas for enhancement.				
<p><b>UWS Model of Supporting Student Success</b></p> <p>A new model of student success introduced to streamline and best support student journeys based on understanding the individual needs of their students, early intervention and proactive support.</p>	<p>4. How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?</p>	<p>Implementation of a tripartite model of supporting student success premised on Professional Service Support (through the Student Success Hub), Academic Support (through ASPIRE modules and review of personal tutoring), and Peer Support.</p> <p>Focus has been on Professional Service Support and Academic Support.</p> <p>With the launch of the Student Success Team in August 2022, Phase 2 of the Student Success Team development has seen the recruitment of Early Intervention</p>	<p>The model provides a fundamental shift from directing resources to a deficit model of targeting failing students, to proactively creating an environment in which all students can succeed. It is premised on bringing together varied stakeholders and groups of expertise to provide coherent and proactive support for student journeys.</p> <p>The successful launch and embedding of the Student Success Team, and the formation of Retention Task forces are evidence of the coherence and</p>	<p>Challenge as a change process - both implementing a new Student Success Team and the ASPIRE curriculum (including engagement and approaches to integrating this within existing curriculum).</p>	<p>As a change process, introducing this model of student success has necessitated investment in varied engagement events, briefings, road shows and design workshops including staff and students. This has included drawing on external expertise. These engagement activities have aimed to engage stakeholders with the aims of the project, provide forums for feedback and dialogue, and importantly to support collaborative work across academic and professional services teams.</p>	<p>Project management approaches have been adopted to support this work - there is recognition the scale of change in supporting the implementation of the Student Success Team and the ASPIRE curriculum is ambitious. Reflection on approach has meant more space for early engagement on specific developments prior to implementation, consideration of phasing and timelines, greater exploration of relationship between planned enhancements and existing activity/ curriculum, and enhancement to</p>



		<p>Specialists and the formation of School aligned Retention Task Forces for the start of academic year 2023/24. The Task Forces are utilising evidence informed strategies to provide early intervention and proactive support.</p> <p>To support academic advising within the curriculum, the design and implementation of ASPIRE modules saw these launched from the start of Academic Year 2022/23 in selected Level 7 programmes.</p> <p>ASPIRE Advisors are a new personal tutoring role within the ASPIRE curriculum. Introduced in 2022/23 these roles are further developing in 2023/24 as members of the Retention Task Forces focused on strengthening the ASPIRE curriculum within the model of Student Success.</p>	<p>integrated combination of expertise.</p> <p>Early influence in sector thinking through sharing practice at QAA Enhancement Themes conference 2023 and European First Year Experience conference 2023.</p>			<p>support and development for staff directly involved in advising within the ASPIRE curriculum. Development of the University approach to the management of strategic change is directly addressed within our Quality Enhancement and Standards Review Action Plan and is therefore an area the institution continues its focus.</p>
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<p><b>Professional Learning Community</b></p> <p>Pilot of professional learning community supporting learning and teaching leadership</p>	<p>4. How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?</p> <p>5. 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?</p>	<p>Pilot support formed and with external led workshop and coaching support, designed to support leadership of learning and teaching, both existing, and aspiring leaders, and implementation of an institutional Principal Fellowship peer network.</p> <p>This is designed to provide the space, and both expert-led and peer support to reflection on professional practice and learning and teaching leadership.</p> <p>A focus in capturing this process, was colleagues with learning and teaching leadership experience developing applications for Principal Fellowship of Advance HE (PFHEA).</p>	<p>Engagement of pilot group with support workshops and development of claims for Fellowship.</p> <p>Positive feedback from participants.</p>	<p>Participants were busy and found it difficult to create time and space to engage fully in all of the opportunities available.</p> <p>There is merit in drawing on varied internal and external expertise and hearing from sector leaders and peers to support professional reflection and development.</p>	<p>Introducing institutional support for development and pipelining of strategic leadership of learning and teaching in the context of change. Much institutional support for professional development in learning and teaching focuses on early career/ new to teaching support or specific areas such as curriculum design. This pilot marked a change in focus, in the context of supporting learning and teaching leadership in the context of change, as well as the adoption of supported network and peer formats for professional reflection and development.</p>	<p>While participants benefited from opportunities to network, share practice, and engage in peer learning, key learning was that a more structured agenda for this development, with clear milestones to focus outputs and identification of impact for the group is more beneficial and will encourage prioritisation supporting engagement (given demands on time).</p>
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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 implementation of the Curriculum Framework in the first year of the Enhancement Theme has been effective in shaping institutional enhancement around a core set of principles and encouraging reflection on the ways in which diverse student journeys, and diverse groups of students, are supported to succeed at UWS. Embedding this across quality assurance and enhancement approaches at UWS has been part of our commitment to supporting an overall culture of enhancement, and has shaped academic and professional services staff engagement as evidenced in this year's Learning and Teaching Conference focused on the Curriculum Framework and sharing of practice. Going further, objectives within the Curriculum Framework supporting varied student groups and communities to succeed in higher education consisted of the development of a highly flexible postgraduate qualification and the introduction of a common set of core ASPIRE modules supporting academic, professional, and personal development and premised on academic advising. The implementation of both objectives was supported through Enhancement Theme work under the umbrella of the Curriculum Framework. Utilising the Curriculum Framework to focus institutional ambitions, dialogue and coherence for the Enhancement Theme work, including providing a shared institutional language for change, has been positive. It has shaped our commitment to retaining the relevance and currency of the Curriculum Framework through a refresh in late 2023.

**What is the most challenging issue? (Challenges column)**

The most challenging issues highlighted above related to the complexity of change management, and the effectiveness of approaches to projects, drawing on multiple stakeholders across academic Schools, subject areas, and campuses. With cognisance of this challenge, over the course of the three years, Enhancement Theme funding has been utilised to provide the support for such change – e.g. through engagement sessions, development workshops, roadshows, specific development and support initiatives – and whilst engagement has been positive, there continue to be challenges. This surrounds extending the reach and impact of enhancement activity, strengthening staff engagement prior to implementation of initiatives, continuing ongoing consultation as project work develops, and ensuring manageable implementation timelines and phasing. Management of such change has also been compounded by the impact of the pandemic in terms of staff engagement with change. The institution adopts an established change management approach which has been refined over the course of the Enhancement Theme and this will continue to be refined as part of our Quality Enhancement and Standards Review action planning.

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

Linked to the discussion of challenges, where there has been effective multi-stakeholder engagement at an early stage of the project's lifecycle - particularly around rationale, vision and need therefore supporting people to see potential benefits - and this is built into the project timeline through continued investment in opportunities for stakeholder engagement throughout, this made the greatest difference to the effectiveness of the process and indicators of success of that project. This has supported the engagement of the UWS community with a broader culture of learning and teaching change and enhancement, but has also resulted in unanticipated opportunities and navigating barriers through collaborative problem-solving through drawing together cross-functional expertise.

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

The learning from the Enhancement Theme work over the past three years is that consultation, engagement and communication, established early and built into the ongoing project development are central to success and linked to this, in future there should be more scope for projects led by broader members of the UWS community and encouragement of cross-functional expertise built into the organisation of the Theme work. There was an intentional focus during the Enhancement Theme of Resilient Learning Communities on supporting ambitious strategically-aligned Enhancement Theme activities that were identified as central to the implementation of the Curriculum Framework. This has meant a strong focus and key objectives achieved supported by the Theme work. However, in hindsight, balancing institutional-level activities with projects initiated by the wider university community may have brought additional benefits regarding learning, included unanticipated learning, from Theme work. This will inform the approach to future Enhancement Theme activity.

<b>Table 2: Ways of working/engaging in the Resilient Learning Communities Themes work</b>					
<b>Theme process</b>	<b>Activities' description</b>	<b>Positive aspects/difference made</b>	<b>Challenges</b>	<b>Changes made during process</b>	<b>Hindsight - could be improved by:</b>
<b>Supporting staff and students to engage with Theme activity</b>	<p>Support for staff and student engagement with the process centred on events including workshops and design sessions for projects e.g. curriculum development sessions for the ASPIRE implementation from academic year 2021/22, development of the UWS Model of Student Success, and the Personal Tutoring Workshop in November 2021.</p> <p>Additionally, existing Learning and Teaching events were developed to support Theme work e.g. the focus of UWS's annual Learning &amp; Teaching Conference 2023 including a workshop within on start of year and early intervention used as a means to support engagement with Theme objectives and the incorporation of workshop activities within Institutional Enhancement and Annual Monitoring in January 2022 and January 2023 reflecting the Theme plan of work.</p>	<p>Design sessions played a key role in staff engagement and shaping the development of enhancement activities. For example, for ASPIRE staff engagement in these workshops was key because the modules are located within programmes and are taught in part by programme teams (in the role of ASPIRE Advisors). Feedback in curriculum development sessions during late 2022 drew attention to the need for greater contextualisation of the curriculum for each discipline to further support engagement.</p> <p>Similarly, between November 2022 and March 2023 workshops supporting the development of the MProf, directly led to and supported the development of sector-oriented pathways in support of anticipated learner journeys and professional development interests.</p>	<p>Challenges of staff time for engagement and co-ordination of sessions to maximise attendance given working across multiple campuses and that as we have moved out of the Covid-19 pandemic there have been varied approaches to in-person and online meetings.</p>	<p>The ways in which we engaged with staff and students has developed. As everyone became more comfortable with online approaches to collaborative working, this became a new way of working that supported our work across multiple campuses but this has developed as we have entered a post-pandemic period. Multiple approaches have been adopted ranging between online only sessions (eg. Curriculum Framework briefings with Programme Leaders), through to prioritised on-campus activities and development sessions in which we have sought to maximise attendance through co-ordinating with School leadership. Additionally, some projects utilised MS Teams spaces for stakeholder</p>	<p>Staff and student engagement could potentially be improved through a wider range of formats for engagement – for example, more asynchronous resources and use of online spaces for Enhancement Theme updates and presence for example via MS Teams or Sharepoint. The on-going implementation of a new internal staff website should assist with communication and our ability to share resources.</p>

				engagement, but with small groupings of key stakeholders.	
<b>Effectiveness of organisational and management structures</b>	The membership of the institutional team/ steering group leading the Theme work has tended to be drawn from a similar grouping of staff, in terms of roles, over the three years of the Theme, from the office of the Pro-Vice Chancellor Learning, Teaching and Students. Student engagement has been through sabbatical officers, primarily the Student Union VP Education. The institutional team has been subject to significant change over the three-year period, reflective of staff movement within the University/ changes in roles.	Involving a range of colleagues in the institutional team has been a positive aspect. At points this has included academic colleagues seconded from School roles, which helped to strengthen links with academic Schools and bring different perspectives to the delivery of Theme work.	Staffing changes have posed a challenge to the continuity of the Enhancement Theme work over the three years.	Changes were made to the institutional team as the Enhancement Theme progressed, partly due to staffing or role changes. There is no doubt that this presented some obvious challenges in incrementally building the effectiveness of the team, but the addition of staff new to their roles injected renewed enthusiasm and fresh ideas. The overarching focus of the Theme activity, particularly in supporting the realisation of Curriculum Framework objectives has supported continuity and coherence.	The effectiveness of organisational structures could be improved by broadening the institutional Theme group and developing structures to encompass a wider range of staff and build the space for enhancement activities and projects in the broader institutional community aligned with Theme work. This would help mitigate the risk of staff changes but should also help build engagement across the institution as part of our commitment to an institutional culture of enhancement.
<b>Evaluating activity and projects</b>	The alignment of the Enhancement Theme work, supporting objectives that are managed within a project methodology has supported ongoing evaluation of impact and also learning from evidence to effect further enhancement. Evidence of impact (including consideration of success and challenge) has drawn from range of stakeholders including staff across the institution, students,	Identifying clear objectives and milestones has been important within this Enhancement Theme and monitoring of delivery of these within project management approaches. Feedback from Stella Devitt-Jones, and sessions with Stella and Liz Austen were supportive and helpful in shaping the approach to evaluation.	Staff turnover has had some impact in the institutional team relative to indicators of success and building in longitudinal evaluation over the course of the Theme. Also, that some of the anticipated impact of developments during the Theme, particularly relative to Student Success, will not necessarily be realised	There has been ongoing focus on achievement of objectives and their effectiveness but during the course of the Theme, learning gained through the feedback from and sessions with Stella and Liz were incorporated into our approach to evaluation of impact and consideration of enhancement to this	Whilst there has been monitoring and recognition of evidence of effectiveness throughout the Theme, as per the feedback on the year two Enhancement Theme report, identifying clear starting points in year one, would have helped create a baseline for evaluation and indicators of success. Furthermore, given the

	employers.		in the immediate.	approach.	complexity of managing change, building in stakeholder feedback throughout is key for future enhancement activities.
<b>Disseminating outcomes and findings internally and externally</b>	<p>Colleagues engaged in Theme-related work have presented and led workshops at UWS's annual Learning and Teaching Conference and at external conferences on areas related to the Theme including at the QAA's Enhancement Theme Conference and the European First Year Experience Conference (2023).</p> <p>Additionally, direct leadership of Enhancement Theme related projects on Recognition of Prior Learning and Micro-credentials has shaped sector guidance dissemination events (e.g. publication, "<a href="#">Recognition of Prior Learning: Framework for Scotland</a>" and "<a href="#">Good Practice Guide for Micro-credentials and Small Qualifications in Scotland</a>").</p>	Both internal and external events have provided an opportunity to provide coherence and raise awareness of institutional enhancement work, for colleagues engaged with Theme work to share and also receive feedback, and for showcasing what themes for enhancement (e.g. Curriculum Framework principles) look like in practice. Opportunities for engagement with cross-sector projects, provided an opportunity to engage with sector discussions and navigation of challenges -in relation to experiential learning in particular - as well as share practice from UWS.	There were no specific challenges beyond ensuring staff time to prepare and engage with these activities.	During the final year of the Enhancement Theme there was a focus on sharing UWS's Enhancement Theme engagement on the Learning, Teaching and Student Success refreshed website. Related to internal engagement, there was use of MS Teams but typically with smaller groups of staff engaging with specific enhancement activities or projects. There have recently been some changes that will shape internal approaches to disseminating outcomes from institutional initiatives such as the Enhancement Theme building on Sharepoint and a staff facing intranet.	As with the staff engagement, the developing use of Sharepoint and development of internal staff intranet should help support the dissemination of findings through other media, such as videos or resources.
<b>Collaborating with other institutions/other organisations</b>	We have sought to draw on external expertise at various points in the Enhancement Theme work to support the	Drawing on specific and recognised sector expertise has been important in stimulating institutional	As noted with in relation to staff engagement, organising events with external speakers has	Decisions about collaboration have been made to reflect the focus on specific objectives,	The benefits to the Theme work arising from the collaborations that took place suggest

	<p>development of the UWS Model of Student Success, approaches to personal tutoring and advising, and supporting a professional learning pilot for learning and teaching leadership.</p> <p>For example, in year 2, UWS benefited from drawing on external expertise, specifically the work of Dr Emily McIntosh (at that point the Director of Learning and Teaching Experience at Middlesex University). Enhancement Theme funding was used to support a Personal Tutoring workshop in November 2021 attended by c.70 staff at which Emily McIntosh provided a keynote followed by workshop activities with cross-functional teams including academics, student support staff and learning and teaching-focused staff.</p> <p>More broadly than specific workshops and support, input of colleagues from other institutions in the role of external panel members, external examiners, and through engagement with employers and industry links has been fundamental in shaping the development of the MProf and ASPIRE.</p>	<p>activity and aspirations for enhancement activities and approaches at UWS. For example, the contribution of Dr Emily McIntosh through providing a Personal Tutoring keynote directly informed the tripartite model of student success and implementation of academic advising within ASPIRE. Similarly, the contribution of workshops by Dr Michelle Morgan on supporting start of year and proactive intervention has directly informed the formation of the Retention Task Forces. The contribution of Professor Fiona Smart in supporting professional learning communities for learning and teaching leadership is being utilised to develop enhanced learning and teaching leadership support, particularly in the context of change, including a focus on developing the Principal Fellowship community at UWS.</p> <p>Engagement with employers and industry links has shaped the MProf development in relation to understanding anticipated professional development needs and interests relative to this postgraduate taught portfolio as well as the support needs in</p>	<p>some challenges in relation to engagement across multiple campuses and also in time to prioritise participation.</p>	<p>and key deliverables, at various points during the Theme. Collaborative input has been invaluable in shaping key aspects of the Theme work, with learning from this collaboration at times shaping changes in development. For example, the move from a Masters in Professional Development to a Masters in Professional Practice, and the development of sector-oriented pathways were both changes informed by both internal and external collaboration. Furthermore, the Personal Tutoring keynote by Dr Emily McIntosh, framed a specific emphasis and development of the Curriculum Framework focused on academic, professional and personal development within the context of an advising curriculum and an integrated model of student success.</p>	<p>that building in more collaboration to future Theme work would be of great value and particularly in introducing this early, after the establishment of starting point as a mechanism to engage staff and students in the aspirations for the Theme work.</p>
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	As mentioned above, UWS colleagues engaged in sector work on areas related to the Theme. This included significant contribution to the QAA publication, <a href="#">“Recognition of Prior Learning: Framework for Scotland”</a> and Professor Jonathan Powles, former Vice-Principal, Learning and Students chairing a Scottish Tertiary Education Network for Micro-credentials.	<p>transitioning in postgraduate study.</p> <p>Colleagues’ work on QAA projects was an excellent opportunity for UWS to influence key conversations in the sector and to bring to bear our knowledge and experience as a widening participation university.</p>			
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**Which ONE process from each of those listed within the Theme processes column in Table 2 worked best? (Activities description and Positive aspects columns) Why was it the best? (Positive aspects/difference made column)**

Collaboration and engagement with the sector, in the form of input from colleagues at other institutions and in terms of UWS colleagues’ contributions to QAA work, has been a highlight of the Enhancement Theme work. The table above highlights the opportunity to develop our institutional work, utilising external expertise as an impetus for our own institutional conversations and aspirations for enhancement as well as directly shaping key decisions and direction of travel within our established strategic objectives and overarching ambitions for the Enhancement Theme activity. Additionally, UWS colleagues contributing to cross-sector QAA projects enabled UWS to influence key conversations in the sector and to bring to bear our knowledge and experience as a widening participation university. It is our intention to build further on these contributions within the institution, particularly in broader institutional engagement with forms of experiential learning to support flexible pathways for different groups of students, and therefore continuing the ongoing approach to enhancement beyond the current Theme.

**Which was most difficult and why? (Challenges column)**

As noted in the table, whilst the institution has retained a high level of coherence and continuity on Theme work aligned with institutional objectives, staff turnover and changing roles has been a significant challenge to the Enhancement Theme work. Each year of the Enhancement Theme has seen changes to the institutional team which has presented some challenges. In the future, the effectiveness of organisational structures will be improved by broadening the institutional Enhancement Theme Steering Group to encompass a wider range of staff and students, including all representation of all Schools on the steering group, as well as structures and approaches that extend the group functions. It is hoped this will support the suggested development above on affording greater opportunity for engagement of wider groups in determining projects aligned with the plan of work and key themes for Enhancement. Extending the steering group will help mitigate the risk of staff changes and should also help encourage even further engagement across the institution.



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

Changes were made generally in response to developments to the context in which the Enhancement Theme activities were based – for instance, as measures related to the pandemic changed there were developments in the approach to engagement and events (including online only, hybrid and in-person only). Significantly, the introduction of external expertise was also a critical dimension shaping change and refinement to planned objectives and deliverables within – as highlighted above in reference to the positive impact of collaboration in shaping Theme work. Finally, changes were incorporated as part of reflecting critically in terms of the process of managing change. For example, the development and implementation of the ASPIRE curriculum has been shaped directly by staff and student feedback during academic year 2022/23 shaping enhancement to the delivery and pacing, support for ASPIRE Advisors and incorporation of greater programme contextualisation. Recognising the challenges of learning and teaching leadership in a change environment led to the pilot activity on a professional learning community, acting as a stimulus for the development for a wider approach during 2023/24.

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

Taking into account advice provided throughout this Enhancement Theme cycle and learning from approaches to evaluation, the approach to the Theme work is recognised as best supported when the Year 1 activities have a clear and established baseline for evaluation and also as a means to engage both staff and student stakeholders on the benefits and potential impact of enhancement activities. With the benefit of hindsight, greater investment in producing a stronger baseline and shared understanding of this amongst stakeholders will support evaluation, demonstration of impact and dissemination of future Theme work.

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