End of Year 3 Report for:
Heriot-Watt University

A   Overview

Heriot-Watt University engaged with the Resilient Learning Communities Theme as a vehicle to connect and amplify the impact of key strategic work in train across the institution. The Theme offered opportunities:

- to extend engagement with enhancement efforts linked to the university's Learning and Teaching Strategy
- to respond to – and learn from – student and staff experiences during the pandemic and
- to introduce new spaces for collaboration and the development of evidence-based practice in learning, teaching and student support.

Strengthening our Global Learning Community

The high-level thematic objective was to deepen the sense of belonging to a global Heriot-Watt community for our staff and students, particularly in the context of the pandemic and the focus that brought to strategic change initiatives and everyday interactions. We sought to achieve this through developing the practical tools, support and collaborative spaces to help people connect and work together to enhance their practice. Over the course of the Theme, attention focused on key areas including: digital pedagogies beyond pandemic emergency models, educational leadership & teaching team cultures; student community and peer-support; strengthening our culture of evidence-based practice and enhancement.

Activity was split between:

- Institutionally commissioned work
- Developing special interest clusters to support collaboration and connection in key thematic areas and
- Enhancement Mini-projects to support broad-based engagement with the Theme.

This multi-layered approach was key to delivering specific changes of direct benefit to student and staff communities and to introducing and embedding new approaches to enhancement, scholarship and evaluation activity across the university.

Reflections and Review

As we reflect on the impact of the Theme, we consider two aspects in turn:

a.   The institutional changes achieved and amplified as a result of Theme activity ['what' has been achieved and set in train].
b.   The enhancement mechanisms and methodologies that effectively supported change ['how' this enhancement culture is being supported, embedded and championed].

This report draws on evaluation of the specific activities and projects and a more holistic reflective review of impact and methodology undertaken during Year 3 of the Theme.

- Each mini-project team was supported to embed evaluation into their work plan, colleagues new to enhancement project working were offered templates, workshops and 1-2-1 guidance to support appropriate collection and review of evidence;

- Our evaluation approach to the main theme activities included semi-structured interviews with the identified leads of the main areas of activity along with desk

research using the various data and outputs created under each area. The analysis was informed by Theory of Change.

- A separate overview evaluation of the mini-projects was conducted. This included a survey of the project leads (22 responses) and follow-up interviews with 8 of the mini-project leads.

B Evidencing Impact: Practical Steps to Strengthen our Global Learning Community

Across the three-year period, our Theme work delivered practical support to step forward strategically aligned change in priority areas including:

- **Resilient Pedagogies:** Stepping forward our approach to digital pedagogies, assessment and curriculum design beyond the pandemic emergency models.

- **Resilient Teaching Teams and Educational Leadership:** Extending learning from the pandemic global working and appreciation of the critical role of programme leadership.

- **Student Action for Resilience**: Deepening global connection across our student representative structures.

- **Global Challenges and Local Change:** In line with the introduction of our Global Changemaker Curriculum framework, sharing practice and experience in connecting our university to the local and global communities we are part of.

All of these areas of activity have resulted in the development of practical resources, communities of practice, and direct and far-reaching impact that will continue to reverberate and change practice in the years ahead. For example:

- The work of our Global Digital Pedagogies Hub supported staff to enhance their understanding of, and capability with digital teaching, and highlighted areas of good practice across the university. It was also pivotal in helping us respond at pace to the challenges posed this year by the rapid developments in Artificial Intelligence, offering a platform for connecting and shaping ideas and action in this challenging space.

- Our Assessment and Feedback Special Interest Group (SIG) developed and championed new Assessment for Learning Principles, which have now been adopted and embedded as part of our institutional curriculum and assessment transformation programme.

- Building on our priority focus on programme leadership, we launched a new Global Hub for Scholarship and Educational Leadership in December 2022. This is a key development that is facilitating a move beyond Theme-linked enhancement mini-projects to a sustainable institutional space for championing evidence-based enhancement, a culture of scholarship, and support for those in key educational leadership positions.

The table over the page highlights a selection of the projects delivered under this Theme, the outputs delivered and the sustained institutional impact of this work.

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
Resilient Pedagogies	How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	The rapid switch to online learning in Spring 2020 was facilitated by the timely rollout of high-quality training and guidance material (the Supporting Student Learning Online (SSLO) toolkit). The subsequent roll-out of the more comprehensive Responsive Blended Learning (RBL) model was similarly successful. This was achieved through an institution-wide rapid cascade of development support over the	Anticipated outcomes included: • The continuation of teaching and student learning through a challenging period. • Enhanced digital literacy and digital capability amongst staff and students. • Enhanced use of the VLE by staff across the University; enhanced training and support for staff relating to VLE usage;	The pressure on a small number of expert staff to deliver support across the institution in a pressured and time-sensitive context. The challenge of working remotely and for participants to find the time to commit to their own development, whilst dealing with a wide range of unique Covid-related challenges.	The success of this work was due to the effective delivery of practical support in a timely way. • Resources (the SSLO Toolkit) were distributed to staff in advance of lockdowns being announced, ensuring key guidance was accessible to all when needed. • Initial work to ensure staff and students had good guidance on use of MS Teams and	The increased focus on supporting staff and students to use digital communication tools effectively and the support for enhancing digital teaching practices resulted in more rapid advance in this area than our initial strategic plans had expected. While this period was a difficult one for all, it has resulted in a more mature approach to the use of technology in learning and enhanced digital pedagogies across

summer of 2020, with c.800 staff upskilled at pace. A three-week training package was developed at pace and rolled out with the help of c. 38 colleagues who volunteered as digital education champions.			Collaborate to keep communications open during the early stages of lockdown. • Making guidance documents open to the sector (open education resources). This provided other institutions with the opportunity to adopt HWU resources rather than build their own from scratch. This was highly appreciated by colleagues across the UK sector, and beyond.	the University and a strong baseline for further development.
The setting up of a digital pedagogies hub, was a key step in supporting the longer-term development of digital capabilities for teaching and	Further enhanced digital literacy and digital capability amongst staff. Enhanced use of the VLE and other	Key challenge: Sustaining staff interest beyond 'emergency' response, to ensure continued drive forward with digital pedagogies	The balance of support and events for digital pedagogy enthusiasts and champions with guidance and engagement	This work is still in its early stages. The key indicators of its success will be a growth in the number of staff engaging with the hub activities and

		learning. • This adopts a community of practice approach to enhancing digital pedagogy across the university. • The hub provides online support for enhancing digital capabilities, a monthly Digital Pedagogies Reading Group, regular workshops and events and shares information on external events that are of interest to its membership. (e.g. [Future Teacher Webinars](#), conferences etc.) • Investment from university central funds has supported the	digital applications by staff across the University; Enhanced training and support for staff relating to use of digital applications in teaching and enhanced engagement by staff with this support.	as campus spaces e-opened.	points for those who are less confident or who need specific practical support to deal with specific challenges. Balance achieved through breadth of activity and resources, including focused core guidance notes, Reading Group events, and special interest sessions and sharing practice opportunities on emerging themes (e.g. Artificial Intelligence). Sustaining sector-wide collaboration and sharing of practice remains a key priority and driver of enhancement.	a positive shift in the quality of digital learning experiences of our students.

			development of this activity through an additional dedicated digital pedagogy post.			
		Co-development of an institutional level set of Principles of Assessment for Learning.	To support the strategic Transforming Assessment workstream, a collaborative project was undertaken to co-create institutional principles on Assessment for Learning. • These were collaboratively developed by a special interest group drawn from across our Schools and campuses. • They are practically expressed, to guide teaching teams as they review their assessment approaches.	An interesting enhancement challenge in this area was striking the practical balance between time for staff co-creation and discussion and the Committee approvals timelines that frame strategic action.	Brought a group of colleagues with special interests and enthusiasms together to support framing of enhancement activity. This group will be key to the wider roll out, championing and embedding of changes in assessment culture.	Consider further alignment of co-creation activity at institutional level with stronger School and campus level action to embed change culture locally.

			The principles were approved by University Committee for Learning and Teaching and now guide strategic action.			
Resilient Teaching Teams Programme Directors' Forum	How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	Diverse participation in the Forum from across all campuses and Schools. Action Learning Sets up and running. New resources well received and used.	Established a pan-university Programme Directors' forum to: a) allow PDs to connect with each other and to reflect on their roles, and b) drive enhancement in learning and teaching at HWU.	Shifting to a programme-focused approach to enhancement requires a reframing of institutional and local systems, practices, and culture. • Practical challenges tackled through this work included identifying up-to-date lists of Programme Directors, establishing local connections as well as institution-wide support, legitimating time for PD development activity, and	Regular forum meetings for PDs to share concerns and practice. Development of an online PD toolkit (a set of online resources to support PDs in their role)	Programme leadership is key to strategic change. There is significant interest and demand for support from those in programme leadership roles. Facilitation is key to ensuring that action learning sets get off to a good start. Having developed guidance for PDs, we are now developing guidance for Course Leaders and other educational leadership roles.

				raising the profile of programme leadership as key to educational enhancement.		Establishing School-based programme leadership and operational groups is vital to further enhance the impact of this work.
Welcome Project	How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	This project set out to identify the key social and psychological components required for successful teaching teams. The findings indicate that the key ingredients for the development of a welcoming team are good communication, sharing of the load and respect for others.	The identification of the main social and psychological components required for successful teaching teams.		Work is presently underway to identify how the findings of this project can be used to support teaching teams across the University.	

Student Action for Resilience	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?	A new approach to supporting student officers was adopted over this period. • All of the student officers from across the 5 HWU campuses were brought together in Edinburgh for a week-long induction. programme. • This allowed the officers to get to know each other and to understand the context of student-life on the other campuses. • Post-event evaluation data indicates that there was a 93% satisfaction regarding the effectiveness of the event, and 100% satisfaction with the training team.	Student representatives feel supported in their work, have access to the training and resources they require. Student reps feel they can act to enhance the student experience across the global community. Student reps feel they belong to a globally connected rep community.	Annual turnover of SU officers means that there can be a lag phase when new officers are getting up to speed with the role and the relationship with enhancement themes. It may also be a challenge if the ET work is not an immediate priority of the incoming SU officer.	Support from engaged SU officers who have quickly and enthusiastically picked up the baton has helped to move this work on, supported by Registry staff.	Working globally and taking time to establish strong professional connections across the Student Representative Bodies (full-time officers and wider community) is critically to further deepening our partnership ethos and activity.

		The MATES project was a student union initiative to combat student isolation and loneliness. Starting in AY2020-21, it set out to match new students with other new students with shared interests. 265 students participated in this initiative with 122 being PGT students.	Reduce Student Isolation during Covid.	While the engagement with this initiative was good amongst PG students, it did attract as many UG students as may have been expected.	Supporting the participants to overcome their sense of isolation and loneliness.	As the level of on-campus activity returns to a level similar to that of pre-covid, this initiative needs to evolve to best meet the needs of new students.
Enabling Resilience, Creating Connection Dubai learning spaces project: This project was a study of space utilization across the Dubai campus. It was designed to gauge how teachers and students were utilising new campus spaces.	How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	This project offered qualitative insight into how a new learning space was actually engaged with, perceived and used by staff and students. It identified areas of disconnect between plan and practice and highlighted areas for enhancement. It highlighted practical issues –	Specifically, • To identify space utilisation. • To identify space that could be used better to support student learning. • Consider how to enhance the use of these spaces. The evaluation was conducted via	New campus opened during Covid when most teaching was online. The return to campus phase offered an ideal point for engagement and review. Student numbers were higher than initially expected, which put pressure on certain teaching spaces. This	Integrated technical and pedagogic guidance on using learning spaces is valued by staff and students.	Further consideration of use of teaching spaces is required to ensure that appropriate space is available for the varying class sizes that exist. Appropriate training and guidance should be provided to ensure that staff have the knowledge and skills to make

		e.g. students like the open plan ideal but many felt the spaces are too noisy for useful study. It was also identified that more support/training would help both staff and students to make the most of the spaces and equipment available to them. This work fed into a full space utilization survey across the campus in AY22/23.	focus groups with staff and students and using Padlet to survey students and staff.	highlighted the need for practical support to help staff understand what could be achieved in these spaces with large numbers of students.		optimum use of the learning spaces available. Roll out of guidance across all global campus contexts is vital.
Mini Projects	How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	Across the 30 funded mini-projects, there is much evidence of direct impact to strengthen communities, connections and collaboration.	The mini-projects aimed, as a collective endeavour, to bring the Theme activity to life in ways directly meaningful to colleagues and students across the university. It offered a route for direct action and	Negotiating institutional systems, including finance, to enable small-scale projects to take place in a timely and efficient way. The effects of the pandemic were also cited as a	For many project leaders, the mini-project experience was transformational. Leading a project, having their ideas and activity recognised and championed, gave them a sense of value and a sense of belonging to	Continued enhancement of support for project leads is needed to deepen culture of evidence-based enhancement and the pro-active sharing of learning. Separating out the support for

		These include: • Graduating students supported into the world of work by alumni in Heriot-Watt Dubai campus. • New colleagues welcomed into global teaching teams. • Students supported in literacy skills through development embedded into their programme. Lockdown isolation tackled through online projects. • Exploration of construction sites through campus visits and virtual reality. • Outreach to schools with printing workshop kits and online support videos.	change in a timely and targeted way. The expected outcomes for each specific project were articulated at the outset. All projects are expected to undertake an internal dissemination activity to share their findings with staff across the University.	challenge – lockdown, moving online, feelings of isolation. However, the mini-projects were also clearly part of the antidote to the pandemic, supporting connections and helping motivate and inspire students and staff to push fresh activity and action.	Heriot-Watt University. This project acted as a vehicle for connection and collaboration, within and across the mini-project teams. Dissemination was impactful, with every project sharing practice across the institution and many also exploring external connections. This allowed colleagues to showcase their work to local, national and international audiences. This has had a positive impact on the reputation of individuals and on HWU in terms of teaching and learning.	projects by campus may enhance the speed of problem solving and enhance the local peer-support between project leaders.

When considering information provided in Table 1:

Each area of activity has had significant impact and contributed to the transformation of practice and the enhancement of the staff and student experience.

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 most positive, cross-cutting change is the emergence of new peer networks and collaborative spaces, backed by core support and resources. This is evident for example, in:

- The success and continued growth of the Programme Directors Forum and use of the resources and support that underpins this. Since its inception, the forum has seen:
  - the development of an online toolbox providing advice, guidance and signposting on the main aspects of the role
  - the creation of a number of action learning sets to provide ongoing peer-support for PDs
  - the development of an annual programme of CPD activity for PDs and scheduled points for connection and collaboration with key people and support teams from across the university.

- The sustained commitment to curriculum, assessment and teaching transformation across our Schools and communities.
  - Extending conversation and action across a broad community to sustain discussion of pedagogic development from 'emergency' actions to sustained strategic change.
  - This has been backed by the development of practical toolkit of support for curriculum and assessment design, alongside creating new spaces for sharing and developing practice.

- The practical changes in how our student representative groups interact and work globally, shaping a truly interconnected partnership across the Student Representative Bodies and with the university.

What is the most challenging issue?

Across the work-areas, sustaining staff engagement in enhancement activity in the context of busy workloads and multiple competing priorities remains a key challenge. Throughout our activities across the Theme, the focus has been on balancing practical support that addresses immediate challenge with connections to longer term strategic enhancement. So, for example, the programme leadership work focused on immediate connection and resolution of concerns alongside wider strategic changes in support for colleagues in these roles. Pedagogic change focused on immediate support alongside planning for broader programmatic review and development. Mini-projects offered space for immediate engagement with scholarly activity, alongside a wider institutional development in championing the scholarship of teaching and learning.

What has made the most difference and why?

Delivering practical support and resources in a timely way, whilst creating space for longer-term innovation and collaborative learning has proved particularly impactful. This is evident, for example, in:

- the growth of engagement with digital pedagogies and understanding of student and staff digital capabilities.
- Supporting the use of learning spaces on our Dubai campus, whilst considering strategic change across our other locations.
- Focusing on specific student-led activity whilst continuing to support transformation in global student representation and partnership working.

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

Our initial plan was ambitious and multi-stranded. In hindsight, we may have benefited from a more targeted thematic focus. However, the broad 'strengthening our global learning community' farming generated diverse and innovative initiatives, which a more tailored approach may have over-looked. Our learning also highlights the need to clearly define an institutional Theory of Change from the outset to establish expectations and ownership of actions across the university community.

C   Effective Ways of Working to Drive Enhancement

Over the course of the three years of the Theme we trialled distinctive ways of working to extend student and staff engagement with enhancement activity. This encompassed:

- **Institutional projects:** Directly linked to strategy implementation across the university.
- **Special Interest Groups:** Offering opportunities for focused engagement and collaborative development of practice.
- **Mini-projects:** This approach empowers colleagues to interpret the Enhancement Theme and institutional strategy in ways to relevant to their own practice within their teaching and learning context and progress projects that are meaningful and impactful for a specific group.
- We also continued to engage with, lead and **champion sector-wide collaboration** across Theme activity.

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	A wide range of approaches were used to support staff to engage in the Theme activity. Information on different projects and activities was targeted towards those staff who were the expected beneficiaries of the activities. A mix of communication through staff newsletters and institutional wide communication mechanisms, targeted information via School teaching champions, messaging through a variety of School and	The wide range and number of staff who engaged with Theme activities is a significant indicator of success. As the theme progressed, more and more staff signed-up for the various forums and Teams sites relevant to the different projects/activities.	One of the main challenges encountered was trying to effectively support staff across all of our campuses to engage in the appropriate Theme activities for them. This was particularly difficult in the early stages of the Theme when projects were still in their early stages and specific communication processes had yet to be established for each area of activity.	Across the period of the Theme, we have significantly increased our use of Microsoft Teams to manage projects and to support communication and discussion.	With hindsight, investing more staff time in developing communication strategies for each project and putting in place a balance of central and project specific communications early in the process might have helped enhance engagement over the course of the Theme. It may also have been better to run information support sessions for each campus location (Scotland, Dubai and

	project Teams sites, and specific information sessions all helped to ensure that staff were aware of what activities were happening and their relevance to their role. Ensuring that most activities were planned and advertised well ahead of time helped to ensure that staff could plan their time to maximise the likelihood of their engagement.				Malaysia) rather than try to bring staff from the three zones together during "golden hour". The development of high-quality update videos (like a news piece) with very focussed messages may also have had greater impact than regular newsletter and website pieces.
Effectiveness of organisational and management structures	At the start of the Theme period, we drew together a steering group from across the campuses to inform and direct the work. This was composed of academics, professional services and student association presidents and vice presidents.	The steering group was initially very useful in disseminating information locally, informing the various projects and ensuring that the student voice was included.	As the Theme progressed, a significant challenge was competing pressures of work on the members of the steering group, who often had competing calls on their time and were unable to attend steering group meetings.	We reduced the frequency of steering group meetings and ensured that each member of the group had an identified second who could attend in their place. We also regularly polled the membership to identify the most suitable time and date for meetings. However, these measures did not fully solve the problem.	A smaller steering group with identified sup-groups for different areas of work might be a better model. Communication between the sub-groups and the main steering group would need to be carefully managed for this to succeed.

Evaluating activity and projects	A wide range of evaluation approaches were used across the wide range of work undertaken. The evaluation approach differed across projects/work streams. The approaches used included: • Evaluation of attendance data • Feedback questionnaires • Surveys • Interviews • and Document analysis.	All project leads engaged positively with the evaluation process. A significant amount of information was collected and further analysis will be carried out after this report is submitted. Much evidence of significant engagement of staff with the Theme activities was collected. For example, in the case of mini-projects, project leaders described the transformatory effect it had on them, in terms of confidence, identity and increased sense of belonging to the institution.	As with all enhancement activity, framing evaluation in a bounded way is challenging – the impact and change in learning and teaching does not always fit a neat time-bounded box. Development of impact will continue beyond the Theme period and we will continue to track change.	The Theory of Change approach was not part of our initial planning. When it came to evaluation, not all projects could easily provide the information expected to complete a full theory of change mapping.	Adopting a Theory of Change approach from the beginning and ensuring all project leads understood this approach.
Disseminating outcomes and findings internally and externally	Across the Theme period, we supported a wide range of dissemination approaches to ensure that the learning from this work could be shared internally and wit the wider sector. We organised specific Sharing Scholarship sessions for staff to share their work in progress as	The wide range of dissemination activity resulting from Theme work is a very positive outcome. It is also positive that staff across the university are engaging with these dissemination activities, through attending online presentations and	The main challenges that impacted on dissemination activities, as on other aspects of Theme work, were the issue of different time zones and staff workloads. Competing work priorities have also been reported by staff	One way we tried to address the time zone challenge was to ensure that all relevant presentations were recorded and shared with staff who could then engage with them at a time that suited them. Over the period of the	The challenge of global working and engaging colleagues across the different campuses is a significant one. We continue to explore ways to improve our present approaches. Improved understanding and

	well as their completed projects. We organised an annual University wide on-line teaching and learning conference with dedicated sessions for engaging staff with institutional wide projects as well as opportunities for the sharing of learning from small-projects via live presentations, posters and video blogs. Outcomes form various projects shared via university web sites, reports and specific documentation. A significant number of staff have shared findings of projects they were involved in at regional, national and international conferences. (e.g. 6 of the mini-projects have presented at academic or practitioner focussed conferences, while 4 of the projects have published a peer -review journal article and 1 has published a book chapter).	discussions, reading publications and contributing to the wider discussions that result from the sharing of project outcomes.	as a barrier to engagement.	Theme, we have centrally supported a number of staff to present their work at the Improving University Teaching Conference. bringing the outcomes of our Theme work to an international audience.	use of digital applications will certainly help with this, but we also need to work towards a better shared understanding of the local practices and culture that exist on our different campuses.

| Collaborating with other institutions/other organisations | HWU staff also contributed to a number of the collaborative clusters. These included:
• Building Inclusivity And Promoting Student Mental Wellbeing;
• Re-Imagining Resilience For PGT Students;
• Exploring The Potential Of Micro-Credentials And Digital Badging;
• Programme Leadership-Strengthening Resilience, Supporting Learning Communities;
• Decolonising The Curriculum In The Time Of Pandemic. | The collaborative cluster activities allowed HWU staff to learn from other institutions and to enhance our considerations and working practices.

This also allowed HWU staff to contribute to, and have an impact on, sector level approaches. | The main challenges faced regarding collaborations are those that are already highlighted above, time zones and competing work pressures.
• It is especially difficult for staff based in Malaysia or Dubai to engage in collaborative clusters or similar sector level projects due to time zone issues. | The continued focus on online events by QAA Scotland has been appreciated as this allows broad participation from across the HWU global community. | Learning from these activities has fed into HWU work over the period of the Theme and will continue to do so in the near future. |
| | We also collaborated with Edinburgh Napier University to organise two online Sharing Scholarship sessions focused on sharing the findings of projects being carried out under the Theme. | The sessions with Edinburgh Napier, offered further dissemination opportunities to HWU staff and offered HWU staff an opportunity to see what work is underway at Edinburgh Napier and vice-versa. | | The Edinburgh Napier collaboration was not envisaged at the start of the Theme. | This was a successful venture, which we are likely to build on going forward. |

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

This Theme saw significant investment and support to develop enhancement mini-projects as a vehicle for driving evidence-based enhancement and commitment to scholarly projects across the university. Over the three years we have continued to evolve and enhance the support for this approach, with key learning now embedded in the sustained support offered through our Global Hub for Scholarship and Educational Leadership.

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

The mini-project methodology proved particularly successful and impactful due to the multiple ways they enhanced staff and student experience. For example, this approach leads to:

- Direct impact on staff and student experience, through the delivery of a change initiative that is designed, delivered and championed locally.
- Benefits are immediate and sense of personal engagement and connection to the positive change are clearly defined.
- Skills and capabilities in evidence-based practice are developed through practical support from the enhancement and scholarship team.
- Connections between local action and strategic institutional change are mapped.
- Space for collaboration and sharing is created – internally and in terms of external dissemination opportunities.
- Students are supported to see clear links to the capabilities and skills that frame our graduate attributes, Staff see clear benefits in relation to educational leadership development and career pathways and progression.

Which was most difficult and why? (Challenges column)

Balancing a focus on immediate change and establishing action for longer term enhancement requires continual negotiation and conversation.

- We have achieved this to a significant extent through this Theme, making use of the mini-project methodology alongside the connection to strategically aligned change programmes.
- This has created a coherence that we have not seen so clearly in previous Themes.
- However, this may mean that the visibility of the 'Theme' as a distinct entity is less evident internally as the work is more diffuse and interconnected.

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

Throughout the Theme period we continued to evolve the support available to project leads, identifying opportunities for internal and external collaboration, dissemination and skills development.

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

We will continue to evolve our approach to key enhancement methodologies, notably special interest groups and 'mini-projects' as these shift into our mainstream operating practice.

Report
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