End of Year 1 Report for: The Open University in Scotland

The key purposes of this report are to:-

- provide a framework for HEIs to report on their Theme activity that has taken place over the year
- help share information across the sector on the benefits and challenges around Theme engagement.

Please report under the headings below. The report should be about 6 to 8 sides of A4 in length.

Institutional team

Identify any changes in Theme leadership, TLG and institutional team membership since details were reported in the institutional plan developed at the start of the academic year.

Institutional Lead: Shona Littlejohn: Depute Director (Student Experience & Widening Access) (interim cover until Access, Participation & Success Manager is in post)

TLG Staff Rep: Viki Soper: Access, Participation & Success Officer (previously Shadia El Mokdad)

TLG Student Rep: TBC (previously Elyse Hocking)

Additional Enhancement Theme Institutional Group (ETIG) members include:

Lorraine Malcom: Project Development Manger
Kitty Chilcott: Staff Tutor
Andy Berry: Manager, Student Support (Operations)
Patty Watters: Manager, Student Support (Operations)

Evaluation of activities/outcomes

To make evaluation processes more accessible and user friendly, we have attempted to simplify (not minimise) the evaluation reporting process into 7 key questions (see below). Prior to completing these, it would be useful to refer to the QAAS website resource: A Guide to Basic Evaluation in HE (specifically, Section 8, Summary overview on page 23, and the Evaluation Checklist – Appendix A, on pages 28-29).

Please report each activity/intervention against the following questions in the Evaluation part of the template.

N. B. You may have already realised some of your objectives and/or these might be ongoing, so please delineate each question according to whether activities or interventions have been completed already in this reporting year or are in process.

(Easiest way is to delete either/or options highlighted in red in questions below):

Evaluation

Please complete the following 7 questions for each activity or intervention (N.B. Just cut and paste the table below as many times as necessary)

Title of project/activity
Forced Migration project development (Lead: Gill Ryan)
1. What change is being made? (Brief description(s) of overall activity/intervention)
We are currently scoping three projects with the aim of piloting them in the next academic year (Aug 2021-July 2022). **Skills for employability** Provide supported access to existing OU resources on employability and digital skills, with wraparound ESOL support and career mentoring to an initial cohort of 20 participants. This strand of the project would focus on upskilling or reskilling people who may be currently unemployed or underemployed. **Skills for study** Provide study support from an OU tutor to develop readiness for higher education, alongside guidance on course choice and funding options; including entry level Access Courses and micro-credentials, or OU modules. This strand would be targeted at people who have language fluency but may need to develop English for academic purposes and skills for online learning, with an initial cohort of 20 participants. **Community-based ESOL resources** This scoping is linked to a community languages project and is seeking to build links with minority communities in Glasgow specifically. This project will take place over a longer term and we aim to produce free online resources on our OpenLearn platform co-produced with communities.
2. Why are we making it? (Rationale for the change)
In January 2021, we invited third sector and community groups that support forced migrants in Scotland to a virtual roundtable event called Open to People. We invited them to contribute ideas for how the OU in Scotland could support their work and partner with them to improve learning opportunities for these communities. The projects build on the ideas and contributions of participants, who identified three key gaps in provision that the OU's expertise in online learning could help address. We will work with the Scottish Refugee Council and Bridges Programmes to identify participants and support them to build their study skills and enhance their employability, contributing to the outcomes of the New Scots Refugee Integration Strategy 2018-22. This activity also contributes to the OU's bid to become a University of Sanctuary. Engaging with forced migrant communities also aligns with priorities in our Access, Participation & Success Scotland Plan and Outcome Agreement to make learning accessible to the widest range of learners, with specific targets for BAME and SIMD20 communities and for disabled people. Forced migrants are disproportionately represented in all three groups and experience intersectional disadvantage as a result.
3. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
The learning from the pilots will inform how we respond and scale up in Years 2 and 3 but we anticipate that at least 250 New Scots will be supported through programmes to build skills for employment or study, to integrate into Scottish society and to help lift them out of poverty. It will also help us identify what works and how the model can be adapted to meet the challenges that impact the most disadvantaged groups from accessing education or employment in Scotland. The pathways piloted in 21/22 will form part of an online toolkit to be hosted on our free OpenLearn platform, along with learning, case studies, co-created resources and other outputs from the project. This will remain accessible to organisations and individuals beyond the lifetime of this project to extend its impact. Our goal is to provide tools and learning pathways for forced migrant communities to access education and employment.
4. How will we know? (How is the change measured)
Evaluation will be key to the project, and we will build in capacity for the OU and partner organisations to track participant journeys, numbers and outcomes, create case studies and provide analysis to ensure the

learning from each strand of the project is captured and responded to. The evaluation will ultimately be used to inform the content of the toolkit, ensuring it is fit for purpose.

5. Who is involved in making any judgements? (Who decides on effectiveness)
We will work with the Scottish Refugee Council and Bridges Programmes to assess the project's effectiveness.
6. Any lessons learned to apply already? (Applied ongoing learning)
To involve those with lived experience, and the organisations who work with them, in determining what and how support is provided.
7. Any things you need to stop doing? (Any unsuccessful elements)
Not yet but we are only in the scoping stage. We will review this at the end of the pilots.

Title of project/activity
Sense of belonging Toolkit (Lead: Gill Ryan)
8. What change is being made? (Brief description(s) of overall activity/intervention)
The Sense of belonging toolkit is output from a collaborative cluster from the previous theme, but the work fits in with current theme. The toolkit is focussed on creating a sense of belonging in online communities. It is an existing resource but needs updating with learning from COVID and we need to promote it more effectively to ensure that the learning from it can be embedded in practice across the sector.
9. Why are we making it? (Rationale for the change)
The changes to the resource are being made as a response to COVID-19 which has highlighted issues of isolation and loneliness within our student body and to tie-in with the current Theme activity within OUiS.
10. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
We hope that the resource will become widely used across the sector and this will lead to a better sense of belonging for students in online learning communities.
11. How will we know? (How is the change measured)
Measuring the impact of the resource has been challenging so far as there is no requirement to enrol before using the toolkit so we are not able to obtain data as to how many people have accessed it or ask users for feedback. Part of the work being done under this current Theme will be to incorporate a feedback loop into the toolkit to provide us with clear data as to how it is being used and its impact.
12. Who is involved in making any judgements? (Who decides on effectiveness)
Incorporating a feedback loop will mean that we have insight into the effectiveness of the toolkit from users and then OUiS staff will determine any actions that needs to be taken based on this.
13. Any lessons learned to apply already? (Applied ongoing learning)
As the toolkit has been live for over a year there are lots of lessons that we can apply to this next stage of development.
14. Any things you need to stop doing? (Any unsuccessful elements)

Whilst there are no unsuccessful elements of the toolkit that we are aware of, we intend to be more proactive in promotion of the resource and incorporating a feedback loop into it will offer insight into whether there are elements that need to be amended.

Title of project/activity
Students in Secure Environments – Open Learn Materials (Lead: Viki Soper)
15. What change is being made? (Brief description(s) of overall activity/intervention)
The Open University in Scotland is collaborating with Fife College who are the learning providers in prisons in Scotland to make our free Open Learn resources available in an offline context on computers in the Learning Centres in prisons.
16. Why are we making it? (Rationale for the change)
There are always more applications to the Higher Education Access Board to study in a secure environment with the Open University than can be accepted in each academic year. This evidences the need for additional learning resources within prisons. Provision of Open Learn materials within the prison environment helps to address this need and encourage more learners to consider higher education as a possibility whilst learning study skills. We also want to develop specific pathways of OpenLearn resources to support specific student groups, such as developing a suite of resources tailored for women following the reconfiguration of the women's estate.
17. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
We hope that the resources will provide a new method of learning for students in secure environments; developing study skills and getting an understanding of what studying with the Open University is like through tasters of module materials. We envisage the resources providing opportunity for those who are unsuccessful in their application to study at degree level to maintain an interest in learning and build a portfolio of completed courses to support future applications to study.
18. How will we know? (How is the change measured)
We will gather feedback from learners about the resources, including how their learning was impacted by the offline environment and the effectiveness of translating the resources to an offline context. In addition we will seek input from Fife College staff regarding how learners are responding to the materials and how they can be used to support the Fife College curriculum as well as access to Higher Education through the Higher Education Access Board.
19. Who is involved in making any judgements? (Who decides on effectiveness)
Effectiveness will be decided on by learners, Fife College staff and members of the Access, Participation & Success team at the Open University based on both qualitative and quantitative feedback.
20. Any lessons learned to apply already? (Applied ongoing learning)
Translating the materials into an offline context is resource heavy and so we are working with Fife College to get feedback from students about which courses they most want to study and prioritising these as we are not resourced to make every Open Learn course available offline in the first instance.
21. Any things you need to stop doing? (Any unsuccessful elements)
None at this time however we will ensure that we adapt the provision of the resources, where possible, based on feedback from learners, Fife College Staff and the Scottish Prison Service.

Title of project/activity
SIMD20 project (Lead: Viki Soper)
22. What change is being made? (Brief description(s) of overall activity/intervention)
As part of our 2017-20 Enhancement Theme activity, we researched and produced a report to better understand the extent of the SIMD20 attainment gap and to gather evidence to inform targeted interventions to support student success. This project was formed in three phases; research activity, collation and analysis of data and designing potential interventions based on work completed in phases 1 & 2 to reduce isolation and facilitate a sense of belonging.
23. Why are we making it? (Rationale for the change)
We have now completed phases 1 & 2 of the project and need to move onto phase 3 – disseminating the report outcomes and designing interventions based on the collated data and analysis.
24. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
The key findings from phases 1 & 2 of the project underscore the importance of well-signposted, proactive student and academic support services that reduce isolation and facilitate a sense of belonging. We hope that design and implementation of targeted interventions will support this activity to support student success.
25. How will we know? (How is the change measured)
The most recurrent services recommended by the research participants included the formation of a peer-to-peer/student buddy system and an AL named contact/mentoring support system to provide consistency through the learner journey along with other co-curricular support mechanisms, all mainstreamed to avoid stigma as part of every student's tailored learning and support plan. Inclusive curriculum design and early promotion of IT training/module website navigation & study skill sessions were also recurrent themes. Design and implementation of one or more of these services will allow us to evaluate impact.
26. Who is involved in making any judgements? (Who decides on effectiveness)
The Access, Participation & Success team will lead on dissemination of the report findings and project management of initiatives. The findings from Phase 1 & 2 also highlighted the interdependent link between the motivation, knowledge and understanding of Open University Associate Lecturers and the Student Support Teams therefore both groups will need to be involved in evaluation of effectiveness. The student voice will also be key to understanding the success of the initiative(s) along with tracking of data surrounding attainment gaps for students involved.
27. Any lessons learned to apply already? (Applied ongoing learning)
As initiatives are not yet developed, there is no applied ongoing learning yet however it will be key that all projects are developed and delivered in line with the findings from phases 1 & 2 of the project.
28. Any things you need to stop doing? (Any unsuccessful elements)
As above.

Title of project/activity

EmployAbility programme (Lead: Eddie Tunnah)

29. What change is being made? (Brief description(s) of overall activity/intervention)

EmployAbility are a not for profit organisation that offers and charges employers for their consultancy services, so that they can provide free support to further the rights of disabled people. They are offering a collaboration with 10 universities in Scotland for a reduced charge to support disabled students and alumni. Three activities will be delivered as part of this collaboration:

1. Three dedicated and tailored one-hour webinar sessions for Scottish university students will be delivered. These sessions will be run twice to maximise attendance.
2. Student 1:1 sessions will be offered to provide individualised support and advice.
3. A two-part Empowering your students webinar will be run for staff.

A key feature of EmployAbility's offer is an advocacy role around issues of disclosure and reasonable adjustments. We will be implementing the service as an enhanced offering to our students.

30. Why are we making it? (Rationale for the change)

The service will provide additional support to enable disabled students and alumni to achieve positive career and personal development outcomes.

Positive employability outcomes for disabled qualifiers are significantly lower than those for their non-disabled peers.

- 59% of disabled OUiS respondents to the Employability of Qualifiers (EQS)* surveys of 2017, 2018 and 2019 (combined) were in employment and 36% of these were employed in professional occupations.
- 78% of non-disabled OUiS respondents to the EQS surveys of 2017, 2018 and 2019 (combined) were in employment and 50% were employed in professional occupations

* The OU's Employability of Qualifiers Survey (EQS) is a survey of OU leavers that takes place approximately 3.5 years after qualification. It is run to collect additional information that is not collected through the Graduate Outcomes (GO) survey, such as career change and career progression, and to get a picture of performance further out from time of qualification.

31. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)

We hope that offering this service will improve career and personal development outcomes for disabled students. EmployAbility are offering a webinar on Mental Health which we are offering widely, not just to students who have disclosed to encourage students to disclose who might need to.

32. How will we know? (How is the change measured)

We will monitor the numbers of students that register to attend the webinar sessions offered. Some of these students may go on to receive follow up with 1-2-1 support from EmployAbility. We are working out how to collect feedback from these students and this will likely involve use of a short questionnaire.

Change will also need to be measured by looking at the longer-term impact of the programme though surveys such as Graduate Outcomes (GO) and the OU's EQS; students will be able to determine the effectiveness/impact if they meet their career goals (job/promotion/career change etc.)

33. Who is involved in making any judgements? (Who decides on effectiveness)

EmployAbility will collect information for us, and we are currently in the process of working out GDPR issues with data sharing as without this we might not know which of our students have used the service. The decisions on effectiveness may be linked in with EmployAbility evaluation methods as other universities have students that have been involved.

34. Any lessons learned to apply already? (Applied ongoing learning)

Nine Open University staff members went through training with EmployAbility, we have already noticed an unintended outcome/benefit of the project is increasing staff resilience and training.
35. Any things you need to stop doing? (Any unsuccessful elements)
Not yet however evaluation may identify these to us.

Title of project/activity
Student Community & Computing Club (Lead: Janet Hughes)
36. What change is being made? (Brief description(s) of overall activity/intervention)
Discussions have been held with OUSA and computing students to begin an online student community and computing club.
37. Why are we making it? (Rationale for the change)
A previous computing club stalled when the student chair graduated. BCS student chapter as a way forward was discussed extensively in 20/21 but OUSA eventually advised that it would be better to begin a new student-led computing club, with support from staff. This initiative is particularly important for OUiS students who are geographically distant from any other BCS meetings and in a pandemic situation where meeting with fellow students (e.g. at tutorials or even exams) is prevented. A cybersecurity group for students is being established this year but it is primarily aimed at postgraduate level and is inappropriate for students of computing who seek a less narrow community.
38. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)
We envisage this to develop into monthly student-led events that allow a community to develop across year groups, across nations and regions within nations. We hope this will encourage interactions and networking with under-represented groups (such as women in computing, BAME in computing).
39. How will we know? (How is the change measured)
We will measure the impact through analysis of frequency of meetings, participation from different nations, participation by students from different groups including under-represented groups and feedback comments.
40. Who is involved in making any judgements? (Who decides on effectiveness)
A group of five students plus one or two OUiS staff tutors will evaluate the effectiveness of the initiative early in 2022.
41. Any lessons learned to apply already? (Applied ongoing learning)
Not as yet however the evaluation planned for early 2022 may highlight learning to take the project forward.
42. Any things you need to stop doing? (Any unsuccessful elements)
As above.

Title of project/activity
Big Blether Series (Lead: Viki Soper)
43. What change has been made? (Brief description(s) of overall activity/intervention)
The concept of a 'blether' event, where students can get together in an informal environment to discuss issues of interest and concern was conceived by an OU Students Association (OUSA) student representative,

who had run similar events successfully over Facebook. In November 2020, the Access, Participation and Success team, with input and collaboration from colleagues across the OUiS worked with our OUSA student reps to organise a 'Big Blether' event as part of Student Voice week.

44. Why have we made it? (Rationale for the change)

The success of this event, and the development and publication of our Student Mental Health Agreement, lead to a further series of 'blethers' with a focus on mental health and wellbeing to be hosted through 2021. The Big Blether series will bring OU in Scotland students together to create community, a sense of belonging and to combat loneliness. It also aims to address challenges associated with mental health, breaking down barriers and removing stigmas.

45. What difference will hopefully occur as a result? (Tangible change made successfully or envisaged)

The aim of the blether series for 2021 is to engage students meaningfully in the development of healthy cultures and communities, promoting good mental health and wellbeing through the sharing of knowledge and expertise. One of the long-term aims of the project is to empower students to take these conversations forward and, as informed by evaluation and measurement metrics, could become a continuing series of events post 2021.

46. How will we know? (How is the change measured)

Evaluation for each event in the series is key to measure their success by gauging uptake and gathering feedback from students. After the spring Blether, we sent a survey to all attendees to gather feedback on the event. The questionnaire received 21 responses. Overall, 90% of respondents considered the session to have been helpful in some way. More than half of the respondents stated they liked the information they received through the presentation and discussion and its relevance to their lives and health. About 61% of the responses stated that they found the connection with fellow students, participation, and communication with staff to be very valuable to them. We also asked the survey participants what their 'most wanted' topics would be for future blethers in the series and this, along with the information gathered from this evaluation has been used to inform the planning and development of our Summer Blether, planned for June 2021.

47. Who is involved in making any judgements? (Who decides on effectiveness)

Decisions about planning for future events and understanding the effectiveness and impact of the Blethers will be a collaboration between the APS team and the OUSA representatives involved with planning. The idea of the Big Blether series it that it is 'by students, for students' and so OUSA involvement in analysis of survey data is key to determine effectiveness.

48. Any lessons learned to apply already? (Applied ongoing learning)

In the feedback survey from the Spring event we asked participants to select their least favourite parts of the session from the same list and to explain why they chose these. The session included a presentation on health and wellbeing, including a demonstration of some exercises that attendees could do at their desks and encouraged interactivity by asking attendees to do the exercises along with the presented. One survey respondent stated that they disliked the presentation and tips offered because due to disability, this was less relevant to them. Therefore we have ensured accessibility is considered for future planning by adding a disclaimer on the registration form for the event asking the students to get in touch with us directly with details of any particular needs and we will try and find ways to support engagement.

49. Any things you need to stop doing? (Any unsuccessful elements)

No unsuccessful elements identified to date however we will continue to gather feedback from attendees and adapt the offering based on this, as appropriate.

Dissemination of work

Which mechanisms have been most effective in disseminating outcomes and resources internally, and to the sector? Please provide examples.

If there are materials and resources you can share with the sector, please provide details below.

To share outcomes and resources internally, we have used our FIKA sessions which were an output of the last Enhancement Theme and have continued into this period. These are informal staff events where all staff can come together and learn about a project or initiative that other teams are working on to foster cross-institutional collaboration and engagement in an informal setting. These sessions used to be held as face-to-face events in our office however we have successfully moved them online since the pandemic. We have held FIKA sessions on our work with SiSE and the forced migration projects so far.

In December this year, the Open University will be delivering a 2-day mental health and wellbeing conference focusing on inclusivity. The conference will support the objectives of the Student and Staff Mental Health and Wellbeing Strategy and the holistic approach taken. This will also include an overview and of details of work taking place in this space across the university. It will provide an opportunity for staff and student representatives to come together to celebrate the work taking place to develop our understanding of and support our staff and students with their mental health and wellbeing. We intend to share the work we are doing to support the current Theme at this conference.

We were involved with the Student Led project where we presented on the Big Blether Series and Shona LittleJohn (Institutional Lead) represented us in the panel discussion. We also contributed to the 'Exploring the Potential of Micro-credentials and Digital Badges' cluster where our Head of OpenLearn gave an overview of OpenLearn and our work with digital badges since 2015, plus an overview of the landscape more generally. We intend to submit a proposal to lead on a collaborative cluster for Year 2 relating to supporting forced migrants. As Year 1 has been primarily focussed on planning of projects and initiatives, we have not shared much sector-wide however there is work to be done in Year 2 for us to proactively share outcomes and results as projects begin and we start to evaluate impact and effectiveness.

Collaboration outwith your institution

How have you collaborated with other institutions? This could be informally by growing networks or contacts, or more formally for example, through collaborative clusters or sector work. If you have been collaborating with others, briefly explain what this has involved and what have been the benefits and challenges.

We have had Open University in Scotland representation on the steering group for the Student Led Project, and this will continue into Year 2. We have used this opportunity to not only contribute to the planning and delivery of the 'Innovations in Digital Student Communities' practice sharing event but also to grow networks and contacts; especially in relation to student engagement with sparqs. This has had significant benefits, not only relating to the success of the event in May but also to engage more proactively with sparqs in relation to how we can work with them to support and induct our student association reps given the differences in our structure and processes from other universities. We will be collaborating with spaqs to co-deliver an induction session for new OUSA reps due to this.

We have not been involved in any collaborative cluster work in Year 1 however have now recruited a new Student Mental Health Coordinator post due to start in August and we feel that this role could contribute to the Student Wellbeing within BAME and LGBTQ+ Learner Communities cluster. At the Theme Leaders Group on 24th June, the cluster leaders mentioned that their work will be continuing into Year 2 so we will be reaching out to get involved with this.

There is work to be done for us in Year 2 for sector-wide collaboration. Institutional output from the Theme leaders Group on 24th June included sector-wide focus from a few institutions on transitioning back to face

to face events in a post-COVID landscape. Whilst our teaching offering is predominantly online, we are keen to work with our student's association to consider how we might begin to transition some of our extra-curricular activities back to live events, when appropriate. This will need to be managed carefully as it is challenging for us as a national university to deliver live physical events that are inclusive; both in relation to geographical issues and accessibility so therefore rigorous assessment will be needed to establish whether face to face events will be truly inclusive. There are opportunities for sector-wide collaboration here; especially relating to supporting student wellbeing through this transition and we intend to be proactive in making networks across the sector to support this.

Supporting staff and student engagement

How have staff and students been supported to engage in Theme activities? Please provide examples.

We have developed clear Terms of Reference for our Enhancement Theme Institutional Group to ensure that members are clear in the purpose of the group and support them to engage with conversations around initiatives that support our enhancement activity.

To ensure that the enhancement activity we are undertaking as an institution can be clearly linked to the Theme, our Enhancement Theme Institutional Group developed a narrative that highlights what 'resilient learning communities' means to us. This means that we can clearly link project initiatives to this definition to encourage staff to engage with the Theme. Our definition is below:

Resilience is the ability to positively adapt to change and challenging circumstances. At the Open University in Scotland we understand that everybody may have the need to develop resilience and adapt to challenges that they may face through their study journey with us. We consider learning communities to mean any group of students, Open University Student's Association members, alumni, support staff and teaching staff who are collaborating in any context. We are looking to support our students and staff, to provide them with tools to adapt when confronted with challenging circumstances and difficult conditions.

We have been considering the projects and initiatives that we are undertaking in relation to supporting our students to develop resilience and how we can facilitate resilient learning communities within our student body. Evaluation will be embedded into all projects from the start to ensure reporting on their impact will be comprehensive. We intend to deliver against the resilient learning communities' theme through:

- *Projects that work to improve progression outcomes for learning communities (EmployAbility)*
- *Responding to demand to build community and social opportunities for learning communities (Student community and computing club, Big Blether)*
- *Providing opportunity for learning communities to overcome specific challenges (SiSE Open Learn resources, SIMD20 project, Forced Migration projects)*
- *Raising awareness within our staff community of the challenges our students may be facing to allow them to support resilience of their students (Sense of Belonging Toolkit)*

The Access, Participation and Success team provides bi-monthly updates to the Senior Staff Group within the Open University in Scotland to ensure colleagues are aware of our enhancement activity.

We have found student engagement to be a challenge this year as we currently do not have a Scotland representative within our Student's Association. This means we currently do not have a student rep. as part of the Institutional Group. We have reached out to OUSA and there have been a few student volunteers that have been involved with individual projects however there is a lack of student representation at an institutional level in relation to our overall enhancement activity. We hope to have a new Scotland representative in post within the next couple of months and will collaborate with sparqs to support them in their training and induction.

Processes

What are you learning from the processes, approaches and structures you are using to support this Theme?

How will this report be used/distributed within your institution?

The Enhancement Theme Institutional Group (ETIG) is facilitating conversations about different initiatives that are happening within the University that support enhancement activity but that we might not have been aware of if it wasn't for these cross-institutional conversations within the group. This has been a lesson learned that there is already a wealth of work happening across the university to support resilience within our student body and the importance of having structures in place to make explicit the work that is happening within the organisation.

This report will be shared with all members of the Enhancement Theme institutional group to then be disseminated by them to their respective teams. In addition, we will present this report at our Senior Staff Group meeting and share with OUSA to ensure they have sight of our enhancement activity. The report will be used by the Access, Participation and Success team to deliver against our Year 2 plan for the Theme as well as share internally to raise the profile of the work being done and encourage engagement.

Report Author:	Viki Soper
Date:	25th June 2021