



End of Year 3 Report for: University of Glasgow

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
Peer-enabled activity	Who are our current and future students and how will they want to learn? How can we gain a clear understanding of their needs? What information do we need to enable us to best support their learning?	Creation of new, centralised team of staff with responsibility for developing/enhancing peer-enabled activity across the institution. This team provides a focus for the institution in engaging with our current/future students, and how they want to learn, by gathering detailed evaluation of, and feedback on, the initiatives to provide information on how to best embed peer-enabled activity.	<ul style="list-style-type: none"> • Increased, standardised, and improved opportunity for students at all levels to engage in a variety of peer-enabled activity. • Development of a new model of peer-enabled activity for staff/students across the institution to adopt/adapt. • Increased student confidence, 	Pressures on staff and student time, staff resource, student willingness to engage, and providing an evidentiary base can pose challenges for expanding peer-enabled activity.	Specific, dedicated resource in terms of peer-enabled activity team. The location of this team in a central service, with contacts across the institution, provided for flexibility of approach and standardisation of provision. The specific team tasked with expanding peer-enabled activity provided for consistency in attention, detail,	More detailed and specific planning with colleagues across the institution in the implementation of peer-enabled activity in advance of the creation of the centralised team. This would have allowed for quicker uptake of peer-enabled activity within subject areas.

			capacity and sense of community through peer-enabled activity and evaluation thereof.		motivation, and institution-wide drivers.	
Maths and Stats provision	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?	Institution-wide staff recognition of, and engagement with, maths and stats provision for non-maths degree subject students. Awareness of maths skills gap(s) in particular subject areas/student cohorts as evidence base for new initiatives to support students' learning in maths/stats.	<ul style="list-style-type: none"> Increased reach and range of embedded maths & stats provision for all subjects Increased uptake of asynchronous maths / stats resources, materials and practice tests made available to all students via the VLE Improved career-readiness through deployment of Graduate Numeracy resources 	<ul style="list-style-type: none"> Staff wish to help their students, but are not all as aware of, and conversant with, the types of numerical skills that their students would benefit from; Theme-related activity requires careful thought about strategies to engage staff who themselves 	Investigations to provide solid, robust evidence-base for maths skills gap(s) across the institution, and the impact such skills gaps have on student retention, progression, continuation and success. This crucial work provided a bedrock of information on which to expand/enhance maths and stats provision in targeted, specific cohorts.	<ul style="list-style-type: none"> Ensure clarity about the ways in which data will be applied and turned into practice changes; specifically, which audiences will be able to receive information and turn it into useful enhancements within their networks

				lack confidence		
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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)

Creation of a new peer-enabled activity team, and significantly increased take-up of peer-enabled learning opportunities across disciplinary areas.

What is the most challenging issue? (Challenges column)

Identifying effective ways to engage staff who have many other commitments.

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

Creation of a dedicated team (for peer-enabled activity) embedded into existing and effective central service.

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

Begin a project without establishing a clear plan for data usage.

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:
<p>Supporting staff and students to engage with Theme activity</p>	<p>PEA: sector-wide investigation into best practice in peer-enabled activity; creation of new peer learning team within Student Learning Development; design, development and delivery of a variety of new peer learning, peer mentoring and peer assessment opportunity across the institution.</p>	<p>PEA: Significant growth in availability of peer-enabled activity for students at undergraduate, postgraduate taught and postgraduate research level. This expansion of opportunity is through collaboration with staff in the delivery of a variety of PEA and engagement with students to engage in peer activity.</p>	<p>PEA: Staff time, resource and dedication can be a challenge. Staff often have a variety of responsibilities and time pressures, and providing space in staff calendars to embed new innovations in practice can be a challenge.</p>	<p>PEA: Creation of the new central peer learning team within Student Learning Development, and the implementation of new models of PEA that allow for flexibility and local, subject-level adaptation where necessary.</p>	<p>PEA: Securing funding for the central peer learning team earlier in the Enhancement Theme would have allowed for initiatives to be started earlier.</p>
	<p>M&S: Multi-year historical investigation of student outcomes vs. incoming maths attainment, with output analytics and recommendations with cognate committee ownership M&S: Surveys sent via Deans L&T to seek</p>	<p>M&S: Engagement & endorsement of Senior Management brought high response rate from staff engaging with the offer of more M&S provision within their programmes</p>	<p>M&S: Again, staff are not necessarily themselves confident in describing the maths and stats needs of their students</p>	<p>M&S: Survey language revised to be more specific to help lead those who did not entirely know what was on offer, and therefore what they wanted</p>	<p>M&S: Further piloting of such surveys / offers of provision</p>

	staff opinions on the added provision that would most benefit their cohorts				
Effectiveness of organisational and management structures	Institutional Enhancement Theme work managed with the oversight of a working group including workstream leads, Deans of L&T and members of Academic Policy and Governance.	Working group enabled joined-up oversight of both main project strands (PEA and M&S), facilitating discussion of areas of mutual concern.	Changeover of staff in roles over the course of the three years posed some continuity challenges, though these were appropriately managed.	n/a - working group remained active throughout the Theme.	Will consider more regular reporting to institutional Learning & Teaching Committee in future Themes.
Evaluating activity and projects	PEA: A review process has been established. The review process has three focuses: student engagement; student progression/retention; and staff/student feedback. To date, student engagement and student feedback has been sought. More will follow in academic year 23-24.	PEA: the creation of a structured, focused, and clear evaluation framework has allowed for a clarity of measurable impact.	PEA: the ongoing challenge of gathering student comments/feedback, and measuring the impact of one initiative, remains.	N/A - newly established.	N/A
	M&S: Project to enhance resources is ongoing, and outputs are anticipated this coming academic year; evaluation of impact	M&S: Using experience learnt from the PEA evaluation framework, we will adopt a similar model to provide measurable,	M&S: as above, the challenge of identifying specific interventions as the source of change/enhancement	N/A - to be established.	N/A

	will follow.	identifiable impact. This will begin in academic year 23-24.	is a challenge.		
Disseminating outcomes and findings internally and externally	The nature of the projects is ongoing therefore there is no end point at which at outcomes would be disseminated. The projects involve the wider internal University community and routine dissemination continues via internal/external networks and presentations at conferences.	The projects are fully embedded and will continue without the support of the enhancement theme. The data-driven approach taken to M&S has demonstrated good practice and benefits and is an approach we are embedding more broadly.	Maintaining momentum in the face of other demands and workload pressures (as described above).		
Collaborating with other institutions/other organisations	N/A	N/A	N/A	N/A	N/A

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

Multi-year historical investigation of student outcomes vs. prior maths attainment worked particularly well, enabling a deeper understanding of data.

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

Activity aligned well with a recognised existing need to understand relationship between student success and prior maths attainment, and variation across Colleges.

Which was most difficult and why? (Challenges column)

Engaging staff to establish innovations in practice and maintaining momentum have been challenging, in a context of other workload pressures. A personalised approach, made possible by the establishment of a central team, has enabled us to demonstrate the benefits to staff.

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

The potential benefits (of both expanding peer-enhanced activity and better understanding the relationship between prior maths attainment and student success) were compelling.

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

We would seek to accelerate the process of acquiring funding for projects, to enable projects to reach a suitable level of maturity within the relatively short timeframe of the Enhancement Theme.

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