



End of Year 1 Report for: University of Glasgow

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.

Theme leadership as reported in the Year 1 Plan.

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
Peer-Enabled Activity Evaluation
1. What change has been/is being made? (Brief description(s) of overall activity/intervention)
<p>The priority for year 1 was to undertake an evaluation of the potential for more peer-enabled activity that strengthens student community and builds skills. We have a number of initiatives already from some peer assisted study support to peer mentoring and peer support for student wellbeing. We have developed a proposal for testing/piloting in year 2 that would extend our peer-enabled activities more extensively.</p> <p>The main outcome is a comprehensive evaluation of the full potential of peer-enabled activities and their relative merits for particular cohorts of students, particularly those at greatest risk of withdrawing from study. This evaluation will produce a range of staff- and student-facing guides in the implementation, development and running of peer-enabled activity.</p> <p>Drawing on the principles of the previous theme – using evidence to enhance the student experience – we anticipate that others can learn from our review both in terms of the approach to the review and in terms of the insights it provides. The guides will be made freely available and accessible, and will be designed to incorporate best practice in terms of scholarship, practice and pedagogy to underpin peer-enabled activity.</p> <p>The guides will allow staff across the sector access to resources to enable them to implement a range of new, or expanded, peer-enabled activity. In addition to ‘hints and tips’, ‘good practice’ and ‘how to guidance’, the resource will have a range of extended pieces of information linking together scholarship and practice in peer-enabled activity.</p>
2. Why have we made/are we making it? (Rationale for the change)
<p>Evaluation across the sector has revealed that staff face challenges in establishing and developing peer-enabled activity. This can result from lack of time and resource, limited networks of good practice, lack of knowledge regarding options for peer-enabled activity, and a worry about setting up a high-stakes activities. Meanwhile, students often face difficulty in engaging with peer-enabled activity or find working with peers can present a range of challenges.</p> <p>The resources created from the year 1 evaluation will allow both staff and students access to guidance, information and resources to capitalise on the use of peer-enabled activity. When done well, it is clear that peer-enabled activity is a source of significant strength in promoting student engagement, student wellbeing and student success. The resource will provide access to best practice to encourage successful deployment/successful engagement.</p>

3. What difference **has occurred/will hopefully occur** as a result? (Tangible change made successfully or envisaged)

The evaluation's outputs, alongside other developments in the enhancement of peer-enabled activity across the institution, will further embed peer-enabled activity at the University of Glasgow. In particular, the work across the institution will look to target specific 'at risk' or disengaged cohorts to implement new peer-enabled activity. For example, there will be new initiatives to target students articulating from Glasgow International College (GIC) and mature students. These initiatives will utilise the evaluation and the project outputs, alongside established work in Student Learning Development (SLD, a part of Academic Services), in the promotion of peer study and peer work.

The work from the evaluation will be further used to guide the implementation of new, centralised resource for peer-enabled activity within SLD. This new resource will provide for greater focus on, and direction of, peer-enabled activity across the four Colleges. The evaluation's work will therefore be a central guiding component of the establishment of new initiatives.

4. How **do we/will we** know? (How is the change measured)

The project's outputs will be evaluated by staff and by students. Staff and students have been intricately involved in the process of creating and developing the resources, but there will be further rounds of review, feedback gathering, and iterative updates. These feedback and review stages will allow the project's outputs to be kept relevant, up to date, and accurate in terms of guiding both students and staff.

The project's success will further be visible through the expansion of successful programmes of peer-enabled activity. This work will involve collaboration between staff at various levels across the institution and their students. Students engaging successfully in peer-enabled activity, and students and staff reporting positive experiences, will be the ultimate test of the project's success.

5. Who **has been/is** involved in making any judgements? (Who decides on effectiveness)

The year one project team will continue to evaluate and update the resource(s). The resources will be embedded within central University of Glasgow teams (the staff-facing resources will sit within a wider remit of Good Academic Practice guidance, while the student-facing resources will be placed within Student Learning Development's wide ranging learning development materials).

The Vice-Principal Learning and Teaching, the college Deans of Learning and Teaching, programme/course leaders, and the Student Representative Council will further be involved in implementing, assessing and reviewing the deployment of peer-enabled activity.

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

The project evaluation has gathered a large volume of evidence regarding challenges, difficulties, successes and good practice in the deployment of peer-enabled activity.

Some challenges mentioned by staff include: the various definitions and theories underlying peer-enabled activities; the segregation of peer-enabled activity across various levels, staff, Colleges, etc.; timing and securing space in students' timetables (and justifying the use of that time for peer-enabled activity); and inconsistency in approaches that can/have been adopted by various staff members. Staff members reported a range of feelings on requirements for more guidance, support, information and resource in the deployment of peer-enabled activity.

These lessons will all be embedded in the project's resources.

7. Any things you **have stopped/need to stop** doing? (Any unsuccessful elements)

A standardised, institution-wide approach to guidance, information and resources on the successful deployment of peer-enabled activity is required. This will allow for more successful implementation of programmes/initiatives to engage students.

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.

The year one theme plan was shared with the Deans of Learning & Teaching and the University's central Learning & Teaching Committee. Progress with the activity detailed in the plan was reported to the University's Enhancement Theme Project Team. Once the guidance resources have been completed (by the end of July) these will be disseminated widely through various internal networks including the Transitions Working Group through co-ordination by the Good Practice manager in SLD. A half day staff event on the development of Peer Enabled Activity will be held over the summer and will promote these resources.

The web resources will be provided for the sector once they are published.

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.

The year one project team have consulted widely across the Scottish and rUK Higher Education sector. In particular, institutions with successful peer-enabled activity initiatives have been invaluable in providing guidance, support and documentation regarding their initiatives.

Supporting staff and student engagement

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

Four student interns have been heavily involved in the project team. The interns have carried out wide-ranging research and investigation regarding peer-enabled activity. Staff and students have been interviewed and have been part of focus groups to share their experiences – positive and negative – of peer-enabled activity.

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 use of interns is considered to be highly successful. It provides an excellent opportunity for students to gain experience – enhancing their future graduate attributes and employability, and also brings a fresh approach and energy to our project work.

Our existing Learning & Teaching structures are used to support the theme, and this report will be used to raise awareness of the new guidance that will be published in July.

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