



**Student Transitions Enhancement Theme:
End of Year 3/End of Theme Synopsis**



Institution
The Open University in Scotland
Theme Leaders' Group institutional representative(s)
Alison Gilmour (Learning and Teaching Co-ordinator, Learning Enhancement)
Institutional team membership
The core institutional team at The Open University comprises: Alison Gilmour (Learning and Teaching Co-ordinator, Learning Enhancement); William Hasty (Learning Enhancement Officer); Elaine Moohan (Staff Tutor, Faculty of Arts and Social Sciences); Wendy Berndt (Staff Tutor, Faculty of Science, Technology, Engineering and Maths); Sara Ebbett (Manager, Course and Qualifications Planning); Laura Riddall (Student Member); Ebony Carberry (Learning Development Team Co-ordinator).
Outline what was achieved in relation to your Year 3 plan of work, at the time of submitting this report.
Identify what future outcomes are anticipated to be delivered by the end of the Theme.
Have there been any unintended outcomes/unexpected findings?
The Enhancement Theme of Student Transitions (2014-17) issued a challenge to think about the ways that students transition into, through and out of higher education. As outlined in our

[previous plans](#) for this Theme, in engaging with the current Enhancement Theme our overarching aim for the three years has been: *to enhance our understanding of key transition points in the Open University learner journey and the support students require to navigate these junctures.*

The thematic framing of our Enhancement Theme activity has continued throughout the third and final year of work to focus on:

- conceptual understandings of transition;
- recognising multiple entrance and exit points in higher education;
- the diversity of learners (particularly focusing on the needs of distance education students);
- the transition from informal to formal learning; and,
- supporting staff to support students.

Our work this year continued largely in line with our plan, with a number of outcomes achieved, including:

- a new framework and resources for student induction at The Open University in Scotland have been created with teaching staff, support staff, and students involved in shaping all aspects of design and delivery;
- the development of new learning pathways such as, the development of a new learning pathway with the Scottish Childminding Association (SCMA) to support transitions into informal study and onto to formal OU study;
- the Open Learning Champions model has been evaluated and extended to include more organisations and new resources;
- a targeted retention intervention informed by learning analytics was undertaken in the autumn of 2016;
- numerous Enhancement Theme activities informed workshops delivered at the Annual Cross-Faculty Staff Development Conference in November 2016 and the Online Cross-Faculty Staff Development Conference in March 2017;
- the establishment of a popular staff engagement seminar series, focusing on transition issues related to the Theme; and
- an end of Theme event addressing support for transitions as they relate to widening access policy and practice. The [seminar](#), titled 'The place of adult learning in widening access to Higher Education: exploring current policy and practice in Scotland', took place in Glasgow on Thursday 25 May 2017.

We will see the continuation of some aspects of the Theme work throughout 2017, with a focus on continuing evaluation, development of outputs, and dissemination activities including:

- the development and publication of a staff-facing toolkit on student resilience;
- an action-research focused project with teaching staff to evaluate the staff-facing toolkit on student resilience;
- the evaluation of the autumn 2016 retention intervention;
- the publication of a literature review addressing the subject of student transitions from a part-time, distance and mature student perspective; and,
- the design and delivery of staff development workshops informed by Enhancement Theme work at our internal Cross-Faculty Staff Development Conference in November 2017.

An unexpected outcome is that with the anticipated announcement of the next Theme we envisage being able to build on some of the Student Transitions work through the lens of evidence and data, developing and extending some key projects into the next Theme.

In what ways have institutional team members (including students) engaged in Theme activities during this session?

It would be helpful to reflect on the following aspects: developing the institution's plan of work, contributions to institutional team meetings, participation in the Theme Student Network and TLG meetings, participation in the International Enhancement Conference, participation in the institutional team event held in November 2016, institutional work undertaken as part of the year 3 plan etc.

Our approach has been collaborative throughout and across all of the different strands of our Theme work over the last three years, with our work encompassing individuals and teams from across the institution. The role of the institutional team has been to shape how Theme work is understood and invested in by colleagues across the University, and to act as champions for the approach to student transitions developed through our early Theme work to ensure continued interest, and broader dissemination of learning and useful practice, as the Theme comes to a close.

Our institutional team included broad ranging staff members and our student member has been a full member of our Theme institutional team throughout, as well as an active member of the Theme's Student Network. This role involves formally feeding back on Student Network activities

and providing input into different strands of project and evaluation work, such as our student facing multimedia resource. Our Theme Leadership Group (TLG) member has chaired the institutional team and both participated in and supported colleagues to participate in TLG meetings and QAA Scotland organised activities and events where relevant.

The content and focus of our final year plan of work reflected the priorities of a wide range of staff and students, whose views and input were included not only through formal mechanisms like the institutional team, but also through the ongoing consultation and engagement built into all of the project and evaluation work we undertake. In this way, the Theme work has engaged an extended group of staff beyond the core institutional team including colleagues from across The Open University. Notably, a number of Theme projects pursued in Years Two and Three of the Theme, were shaped by direct student engagement; for example, our work on [Student Community Hubs](#) and [Open Learning Champions](#) represent emergent models centring on the building and development of active 'learning communities' therefore student engagement and participation has actively shaped the format and content of the project work.

The Open University in Scotland offered a range of contributions to the Enhancement Theme conference in 2017. Drawing on projects from different parts of the University, the breadth of our Theme work is represented, including by members of the institutional team. The papers presented are as follows:

- [Re-framing early exit from university: is dropping-out a positive transition?](#) | Kitty Chilcott (Project Officer) and David Johnstone (Educational Advisor)
- [Distributed Resilience: A networked approach to fostering student resilience](#) | William Hasty (Learning Enhancement Officer)
- [Open Learning Champions: an effective model for widening access to higher education](#) | Gill Ryan (Learning Partnerships Officer)
- [Supporting student transitions within a strategic partnership](#) | Sally Crighton (Staff Tutor) and Wendy Berndt (Staff Tutor)
- [Learning in practice: making sense of the learner journey at Rolls-Royce](#) | Ebony Carberry (Learning Development Team Coordinator), Khadija Patel (Learning Partnerships Officer) and Brian Ronald (Student)
- [Is open and online reconfiguring learner journeys?](#) | Pete Cannell (Project Co-Director, Opening Educational Practices in Scotland)

In addition a poster was presented at the Conference:

- [Predictive modelling and student retention](#) | Alison Gilmour (Learning and Teaching Co-ordinator) and Avinash Boroowa (Senior Product Development Manager)

Reflecting our full support of the Enhancement Theme Conference, Open University in Scotland institutional team members and additional colleagues contributed as paper reviewers and session chairs, and our TLG member sat on the Conference Steering Group.

The plan of work we submitted, our reporting outputs, and our contributions to QAA Scotland organised events all illustrate how collaboration is at the heart of our institutional Theme work.

Identify good practice in supporting the TLG representative/alternate both in their TLG role and in their institution.

The Open University in Scotland has fully supported the TLG member and colleagues to engage with the Enhancement Theme. The role of the TLG member involves not only co-ordinating the work of the institutional team and ensuring sustained commitment to the plan of work and reporting schedule, but they need to be supported as an effective champion for teaching and learning enhancement across their institution. Good practice includes enabling the time and space for full engagement with varied groups of staff and students across the university, and support for both the TLG member and broader groups of staff to engage with each other but also with sector colleagues at meetings and QAA organised events related to Theme work. It is support for the development of a broader culture of learning and teaching enhancement that will effect change from the Theme work.

In developing this culture of enhancement, good practice should be underpinned by a close working relationship between the TLG and SHEEC member in an institution. This ensures Enhancement Theme work is fully aligned with institutional learning and teaching strategic priorities, but also allows TLG members to be aware of broader developments in the sector.

Which mechanisms has your institution employed to disseminate outcomes and resources internally, and to the sector?

Which approaches have been most effective?

Illustrative examples would be valuable.

Developing staff awareness of, and engagement with, the Theme has been central to our work. We have purposely developed approaches to staff engagement across the institution in order to develop the Theme work, share insights, and shape practice. As the current Theme draws to a close, our focus is on how we collate the insights of our work and share these with our students, our colleagues within The Open University, and the wider sector. We are working on a multi-strand dissemination plan for sharing the outcomes of our work and the resources generated in the process of pursuing our plan of work. Specific initiatives during the current Theme include:

- embedding our 'Packed Lunch' staff development seminars in the institutional calendar;
- offering presentations, workshops and resources at internal staff development conferences and events across The Open University including the Cross-Faculty Staff Development Conferences, cross-University Community of Practice and Learn About events, and discipline-focused events such as the 2017 [eSTeEM Conference](#) on STEM pedagogy and scholarship;
- making use of internal communications such as newsletters to provide communication on particular Theme projects, preparing Enhancement Theme updates such as an Enhancement Theme Conference Summary, and the collation of our evaluation work into an comprehensive end of Theme report for internal partners;
- delivering individual project reports, case studies and evaluations to project partners and other stakeholders;
- publishing our written outputs and sharing our multimedia resources through our partner-facing Open University in Scotland webpages;
- delivering conference papers on our Enhancement Theme work at external academic conferences such as the *Student Transitions, Navigating the Student Journey* Conference organised by Robert Gordon University and the *Success for All* Conference organised by Nottingham Trent University; and,
- hosting a public seminar on key aspects of The Open University in Scotland work on the current Theme as it sits within a broader landscape of widening access and adult education.

While each of these mechanisms has its merits, and together they work in covering a range of audiences and interests, one of the most effective initiatives for encouraging engagement with the issues raised by the Theme, fostering dialogue between different groups of staff involved in student transitions, and sharing knowledge and experience about what works, are the internal staff development seminars. Building on and modifying the Learning and Teaching Seminar Series introduced during the Developing and Supporting the Curriculum Enhancement Theme, the

'Packed Lunch' sessions have been crucial in helping to promote and encourage a culture of dialogue and engagement around the Theme work with our institution. This year so far, more than 20 short seminars have been held, open to all staff. Informal and running over lunchtime, these sessions have attracted a relatively large and diverse audience to engage in discussion around a wide range of Theme-related topics. These sessions allow staff normally at arms-length from learning and teaching development and enhancement to see how they fit in to that landscape, to see how they (can) make meaningful contributions to enhancement work, and to make sense of different developments within their own contexts.

Another example is that during the period of the current Theme we have worked to use the learning from the Theme to inform staff development at the University. This is evidenced in the programmes of the Cross-Faculty Staff Development Conference in November 2016 and the Online Cross-Faculty Staff Development Conference in March 2017. For example, workshops such as 'Learning Resilience in the Open University context', 'Using Open Educational Resources to Support Students', and 'Learning Skills for Open University Study – exploring support for academic transitions', and plenary sessions such as 'Communicating with our learners: language, learning and emotions'.

Outline your approach to collaborative working with other Higher Education institutions and what you perceive as the benefits and challenges.

Examples of activities and outcomes through inter-institutional collaboration would be helpful.

At The Open University in Scotland we are committed to the collegiate and collaborative working within the Enhancement Themes. During the current Theme we have supported a strengthening of this approach, identified as a key component of the Theme work particularly in Years 2 and 3. During the Theme we have taken advantage of Theme Leadership Group meetings and sector events, such as the Enhancement Themes conference, to hold formal and informal discussions. While specific initiatives arising from these discussions are important, we have found that fostering relationships with critical and collaborative friends to be hugely beneficial in and of itself. We value the space afforded by sector events and meetings as vital for maintaining these relationships.

As detailed in previous reporting, specifically we have engaged in productive discussions around transitions issues affecting Open University students that resonated with experienced in other higher education institutions. For example, throughout Years Two and Three of the Theme we developed a critical friend with colleagues in the SRUC, through sharing perspectives around the

process of 'becoming an online learner' looking particularly at the specific transition issues faced by those new to online and distance learning.

Similarly, we have benefitted from a critical friend relationship with a small number of institutions in an email group focused on sharing perspectives and resources on resilience. This was a supportive collaboration, albeit light touch, but one which generated offline support between Theme Leadership Group members and which led to The Open University in Scotland presenting a paper at another institution's Student Transitions end of theme conference.

We had hoped to undertake a scoping project in the final year of the Theme building on the relationship with the SRUC, but it wasn't possible in the timeframe to undertake this piece of work alongside the Theme work as outlined in our Year 3 Plan of Work. This reflects a challenge in developing collaborative work in addition to work that was already underway in Year 1 and Year 2, as well as finding the opportunity to meet with people from different institutions. We do however, recognise the significant opportunity in working collaboratively and building on the critical friend relationships to gain different insights and perspectives. There is the potential that if in future Themes funding is made available for cross-sector projects, these should be collaborative projects with a multi-institution project team.

To help facilitate the sharing of practice please provide:

- **a list of the case studies further developed during Year 3 to include student reflective commentary on successful transitions practice (5 examples)**
- **details of your student-facing multimedia resource.**

You might also wish to report on any aspect of work that you are particularly proud of and want to promote.

We worked with students and partners to produce five **learner commentaries** on key aspects of our Theme work. These are:

- *Open University in Scotland Community Hubs: forming learning communities and fostering peer support*
- *New learning in familiar spaces: reflecting on The Open University in Scotland campus-based model*
- *Opening doors with open learning: Reflecting on the Open Learning Champion model*
- *Learning at Work: Reflecting on an enhanced support model for work-based learning*
- *Bridging the gap with the Young Applicants in Schools Scheme: reflections on studying an*

Open University module at school

The **multimedia resource** we have developed as part of our Theme work draws upon some of the key insights gained from successful projects developed through our engagement with the Theme. We have produced an engaging animated video which prompts students to think about five simple things they can do between registration and starting their module, all of which we know will assist them in their transition into Open University study. This resource, which will be augmented with further multimedia and textual resources in the coming months, builds on our work to conceptualise student resilience in part-time learning contexts, to develop student orientation and induction support, and targeted retention project organised a part of our Theme work.

Developing a student facing multimedia resource, the student commentaries and examples of practice have been extremely valuable Theme outputs, used in a range of circumstances internally and externally that the institutional team would support as part of future Theme reporting.

Identify the ways in which your institution has contributed to Theme evaluation and other commissioned work.

Over the course of the three years of the Theme The Open University in Scotland has fully engaged with Theme evaluation and commissioned work, which has continued during this final year of the current Theme. As part of the Theme evaluation, the Theme Leadership Group member for The Open University in Scotland participated in the evaluation interviews. Commissioned work during the final period of the Theme has also seen the team at The Open University in Scotland engage with the Transition Skills and Strategies Phase Two development event and discussions at Theme Leadership Group meetings.

As a result of engaging with the current Enhancement Theme, what has changed/is done differently within your institution and across the sector?

It may be helpful to reflect on changes in strategy, policy, practice and how these changes have affected the student learning experience.

At The Open University we have found the Theme of Student Transitions to be both timely and relevant and the impact of the Theme is already evident. The short-term impact of the Theme can be seen in:

- a) an improved understanding of the diverse aspirations and support needs of Open University students at critical points in their study experience;
- b) an enhanced ability to articulate and evidence the specific needs of part-time and distance learners and the 'everyday' transitions that such a mode of study involves;
- c) developed innovative practice that supports our students to shape and enhance their learning experience and the process of transition in varied learning journeys; and
- d) enhanced connections between staff working in different parts of the University supporting students.

There are many ways in which the Theme work has resulted in change within The Open University, with some specific examples are outlined below.

The Theme of Student Transitions strongly complimented our strategic focus. Improving our understanding of the nature of transitions, the student experience and of appropriate support for students is particularly relevant within the context of the University Strategy of [Students First](#) and the continued strategic focus on supporting the needs of mature and distance learners with a widening access focus, reflected in our [Outcome Agreement](#) with the Scottish Funding Council. The Theme work has aligned with these key strategic priorities, allowing us to further sharpen our focus, and benefit from cross-sector perspectives, support and exchange of learning and good practice.

Projects and initiatives developed during the Enhancement Theme have provided a source of evidence and examples of practice that have been useful in informing our engagement with various policy agendas. Within sector-wide policy discussions, for example related to supporting more women into STEM, support for care-experienced learners, and the sector response to the Commission on Widening Access, the Theme work has better enabled us to frame and articulate our work, and support cross-sector attention to these areas. In particular, evidence from Theme projects and Theme outputs, such as examples of practice and student commentaries have been very useful in this context.

Staff engagement with the Theme and supporting the development of staff knowledge around the Theme work has been a key strand of our Theme work. As evidenced above, during the current Theme we have developed our staff engagement 'Packed Lunch' calendar and have also strengthened the connections between the learning and teaching enhancement work driven by

the Theme and the content of the staff development programme for our teaching staff. This work will continue beyond the current Theme as we have a plans for a specific staff development initiative focused on an emerging need to support disabled students as they transition into and through their studies, and as we disseminate the learning from Theme projects recently completed through designing associated staff development for the next annual calendar of events.

Internally, engagement with the current Theme has resulted in a change of approach to planning and evaluating impact. During the second year of the Theme we adopted a logic model approach, advocated within SHEEC and TLG, which incorporated the different strategic priorities, and policy drivers, along with the Enhancement Theme. This indicates our continued commitment to evidence-informed practice but also the impact of engagement with Theme processes as resulting in changes to our approach to enhancement project planning. The implementation of a shared logic model approach continues to underpin our efforts across different workstreams at The Open University in Scotland.

During the first year of the Theme, the scoping of current institutional practice and literature mapping was invaluable in identifying transitions as ‘multiple and concurrent’ for our learners. We then shifted to project working, evaluation and dissemination of good practice that has dominated in Years Two and Three of the Theme and has resulted in change of practice in the institution. This work was largely focused on the thematic areas of resilience, supporting students from diverse backgrounds to success, learner journeys from informal to formal learning and the formation of learner identities and communities. Some of the ways in which there has been a change in practice as a result of engagement with the Enhancement Theme are outlined below:

Resilience

Within this thematic area we have improved our understanding of how the concept of resilience can be put to work in the Open University context, focusing particularly on how a networked or relational approach to fostering resilience, rather than one which focuses on the individual in isolation, might support our learners during the most difficult times in their transitions. This work has resulted in changes in staff development and support for staff, for example through the development of a staff-facing toolkit on student resilience, which teaching staff can use to support and develop their practice. We plan to evaluate the use of the toolkit amongst staff in an action research project in 2017-18. Resilience thinking has also informed the approach to our retention work during Years Two and Three of the Theme when we developed a retention intervention

project in collaboration with colleagues from across the University using predictive modelling and learning analytics informed by resilience characteristics. This activity will continue into and be further developed under the next Enhancement Theme. The thematic focus on resilience is an area in which we collaborated with colleagues in other institutions in a critical friend relationship which has fostered new professional connections, and we can see that thinking on this topic has informed practice in other higher education institutions.

Supporting students from diverse backgrounds - induction and orientation

Supporting transitions into higher education has been an area of focus in our Theme work. In this space, induction is recognised as a critical aspect of a student's transition into the University and their ability to continue through their studies, so impacts on retention and progression. The Theme work has informed the development of a new model of induction and learning skills support for new students to the University, which was developed with a range of staff and students. This work has been piloted and now implemented, reflecting a key change in approach resulting from the Theme work. Furthermore, this has resulted in the development of a new model of induction and learning skills support for work-based learners and another under development for students articulating from our college partners.

Learner journeys from informal to formal learning and innovative ways of engaging with students

This has been explored through various initiatives for example projects which opened up new routes into study and addressed related transitions issues, especially for those students transitioning through work-based learning, credit transfer arrangements, college articulation, the study of Open University curriculum in schools, and from informal to formal study. The Theme allowed us to further develop and evaluate our [Open Learning Champions](#) model, which engages learners in informal study, through the use of Open Educational Resources, with a view to supporting progression onto to formal study within an environment familiar to the learner and with the support of a mentor within that context. As indicated above, this has allowed us to develop more innovative ways of engaging with students, reaching learners at times very distant from higher education, and developing our pre-access activities to support transitions into higher education.

Formation of learner identities and communities

During the Theme we have been drawn to the idea that supporting our students through transitions necessarily involves close attention to how different networks and communities are

encouraged and fostered in a part-time, distance and/or online learning context. The Enhancement Theme has enabled us to develop and further pilot the potential for student community building and support for student transitions through [Student Community Hubs](#). Community Hubs were extended beyond the pilot discipline area of Psychology to include Arts and Social Sciences. Furthermore, we delivered Community Hubs in different geographical locations across Scotland, and varied environments including colleges, museums and public venues. Through this work we have developed a clearer sense of which kinds of community and student engagement arrangements enhance the learning and experience of Open University students in different contexts. All of this activity has now informed a Student Community Hubs strategy to be implemented across Scotland for the Faculty of Arts and Social Sciences from autumn 2017.

There are many ways in which the Theme work has brought about changes within The Open University. The Theme work and outputs have been fed through a variety of internal and external engagement mechanisms, and continue to inspire critical discussion and reflection among staff. Whilst some projects have resulted in a change of practice, others are continuing to be developed and evaluated which will result in longer term impact of the Theme work.

Reflecting on the totality of Theme activity what are your perceptions of both the short and longer term impact of the Theme?

It may be useful to refer to the Theme's Logic Model [here](#).

In considering the short and longer term impact of the Theme we have returned to the Theme Logic Model which has been a useful tool both within The Open University and the broader sector to allow a clarification of Theme objectives and ways of identifying Theme impact.

Objective: Improve our understanding of successful Student Transitions

In the short term, the Theme has resulted in a rich collection of resources and practice-focused examples captured in the Student Transitions Map. The development of an accessible resource to thematically collate and display these resources is a valuable Theme output in the short term, and within The Open University in Scotland, we have found these resources to be extremely valuable in both internal and external work. We would imagine this to continue in the longer term and for the Transitions Map to be a useful resource for the sector.

Of the Theme cross-sector projects, Phase 1 of Transitions Skills and Strategies produced a series of reports reviewing the literature and undertaking a conceptual mapping which acted as a useful reference resource complementing our institutional focus on these areas, and which also supported dialogue on these areas across different institutions. In Phase 2, we saw the development of a suite of practice-focused resources, and we support the continuation of development of resources aimed at different stakeholders in an institution. Due to their accessibility, we would imagine that in the longer term the sector will make use of these resources. At The Open University we envisage incorporating these resources into futures staff development.

Objective: Engage the Scottish higher education section in using what we have learnt to improve/ reflect on how Student Transitions are supported in practice

As noted previously, Student Transitions has been a relevant Theme and one in which wider engagement with more varied groups of staff and students has been achieved than seems to have been the case with other more recent Themes. This has been evident within our institutional work, but also reflected in the discussions at TLG and SHEEC, and in the range of stakeholders engaging with the Annual Enhancement Theme Conference. With the reach of the current Theme appearing to be wider, it is hoped that the impact will extend into different groups of staff strengthening and deepening the early changes in practice that have resulted from the current Theme.

Objective: Embed student engagement into the Theme work

There has been a strong and continued commitment to student engagement across the sector, with the acknowledgement that it can be an area of challenge. The decision to incorporate Student Network members into TLG is strongly supported as an aspect of the current Theme which should continue and this marks a commitment to working in partnership. The prominence of the student voice in Theme outputs has been a more marked change with the current Theme – particularly in the production of student commentaries – and it was also extremely positive to have a strong student profile at the Enhancement Themes Conference. In the longer term the partnership working, requires to be taken forward to see the longer term impact of the current Theme.

Objective: Further enhance the reputation of Scottish higher education in the rest of the UK & internationally by showing how we work collaboratively as a sector

This has also been a Theme in which we have been highly effective in engaging varied groups of staff, but in which we have also seen a renewed focus on collaboration in development of Theme work which has been led by TLG members. This strengthening of collaboration during the current Theme has not only resulted in cross-institutional projects but the fostering of critical-friend relationships across the sector which look set to have a longer term impact beyond the Theme in supporting the culture of collaboration and the sharing of professional knowledge and practice. The benefits of collaborative and partnership working was evident in contributions to the Annual Enhancement Theme Conference, as well as demonstrating the effectiveness of the collaborative approach in the Scottish sector to international colleagues and visitors

Objective: Show how our work effects change, supporting more successful student transitions

The collaborative approach of the Enhancement Theme has enabled the sharing of good practice, expertise and resources that support successful transitions. Many of the contributions to the Student Transitions Map evidence that Theme initiatives, projects or resources have been used to effect change in institutional practice. Theme Examples of Practice in particular are a helpful resource to support and stimulate dialogue around institutional change in practice.

We have outlined in the previous section that the Enhancement Theme has resulted in a change in practice in The Open University in various ways, and we are aware of many examples of the way the Theme has brought about change across the sector, evidenced in the reported Examples of Practice, contributions to the Enhancement Theme Conference, and through TLG discussions. These indicate the short term impact of the Theme which seems likely to continue to effect longer term changes in practice and ultimately the student experience of transitions.

Recognising that this is the end of the current Theme, what one piece of advice would you give to colleagues supporting the next Theme?

To colleagues supporting the next Theme: early institutional engagement is key. Take the time to explore with colleagues, in open and dynamic discussions, and understand the relevance of the Theme for them in their roles.