End of Year 3 Report for: Open University in Scotland (OUiS)

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 Appendix 1)**	**Challenges**	**Made most difference?**	**Hindsight**
Open to People: Forced Migration project development	**Question 2:** 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? **Question 4**: How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure? **Question 5**: How should we anticipate, influence, and respond to the changing external environment?	**Evidence of partnership:** The Open University in Scotland (OUiS) partnered with the Scottish Refugee Council and Bridges Programmes, Glasgow to co-design the programme and to recruit participants. The pilot was led by the OUiS Access Participation and Success (APSS) team with input from OU academics. As well as Connecting Scotland, a Scottish government-funded initiative to address digital poverty, to ensure learners had the digital devices and internet access they would need to participate. **Evidence of engagement** Collaboration with the partners (Scottish	**Impact measures:** Data collected from participants throughout the programme via three 1:1 meetings with their tutor. These recorded progress against the outcomes above and the goals that participants set for themselves. The end of the programme survey **(learner survey)** and an invitation to interview to build two case studies. Feedback from partners, tutors and OU in Scotland staff involved in programme design and delivery to gain a holistic picture of the programme's impact. **Short term** Access and navigate OpenLearn confidently Develop independent study skills Identify and use appropriate sources Use tutor feedback to improve their	Digital skills of the learners. More time should have been dedicated to assessing the learners' digital skills and to help familiarise themselves with the devices provided through Connecting Scotland. The tutors reported having difficulty with learner engagement, particularly during the earlier sessions, as learners were reluctant to ask questions. This may have been due to cultural differences in learning and teaching, where some may have been used to a	Throughout the pilot and evaluation, the project team adopted a trauma-informed approach. We did not ask participants to disclose any information they did not feel comfortable sharing, or which may have been traumatising or upsetting for them. We did not record information on their forced migration experience or immigration status, unless this was shared voluntarily, as part of a case study for example. We re-confirmed consent to use the case studies and made it clear that participants	While the pilot considered the impact of digital poverty and took steps to address this in partnership with Connecting Scotland, more time should have been taken to familiarise learners with the devices. Learners struggled with this and with digital skills, such as creating a Word document, that they need during the programme.

	How can we engage with our stakeholders and ensure we are influencing strategy and policy both in Scotland and beyond?	Refugee Council and Bridges Programmes), who are working with the learners they were able to provide the additional support necessary to the students throughout the pilot, tapping into already existing relationships. The pilot design was underpinned by a pedagogy of care (Bali, 2020) and support for learners was built into the design in a number of ways. The partner organisations took responsibility for identifying and recruiting participants who would be interested in developing their study skills. **Corroborative evidence** Most learners reported in the learner survey gaining study skills and digital skills, though some still did not feel confident using the laptops provided. The respondents reported gaining specific skills such as essay writing,	writing Write, edit, and reference a short academic essay (250 words) Manage their study time Collaborate with others online Identify where and how to access support for study Reflect on what they've learned Identify appropriate next steps in their learning journey **Medium term** There is an increase of engagement with OpenLearn resources and registration for Access and/or Stage One modules following the pilot Support needs identified to help students through their learner journeys are implemented and existing policies are adapted to support these. Completing the pilot with 80% attendance rate. **Long term** Provide tools and learning	'banking approach' where learners are not encouraged to ask questions. Having the partner organisation supporting them meant learners had a 'third space' where they felt comfortable voicing difficulties they were having, with peers and partners who could support them and maintain motivation between sessions	could change their mind and withdraw consent at any time. Conscious of the impact of digital poverty on participants and carried out an audit to determine what devices and internet access they had. We partnered with Connecting Scotland, a Scottish government-funded initiative to help get every citizen in Scotland online and provided the learners with the devices and access to internet.	

		using a learning journal and reflection. They valued feedback from tutors that helped them develop these skills. This is also confirmed by compiling two case studies presented in the final evaluation report. **Evidence of accessibility** We partnered with Connecting Scotland, a Scottish government-funded initiative to help get every citizen in Scotland online and provided the learners with the devices and access to internet.	pathways for forced migrant communities to access education and employment. Widening Access: To provide access to education for people from the widest range of backgrounds Increasing Success: Once here, we aim to support all students in achieving their goals (personal, academic, and professional) and to ensure a positive student experience teaching and support activity.			
EmployAbility	**Question 4:** How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure?	**Evidence of difference** Students who engaged in the provision experienced positive impact. **Evidence of quality** Student feedback, although low in number, was very positive demonstrating evidence of relevance quality and learning from sessions. **Evidence of**	**Measures:** Monitoring number of student registrations Feedback from students **Short term outcomes** **Student awareness and engagement** – range of communication channels used to promote the programme to students including Opportunity Hub announcements, social media, Careers Express and StudentHome	A key challenge was in relation to reaching and engaging students. Collaborative structure restrictions also impacted on our ability to enhance engagement and monitor impact.	Webinar attendance resulted in self-reported positive impact of increased knowledge for attendees.	Underestimated challenges of collaborative project, time resource, flexibility of offer to meet OU student need. Agree outcomes, measures, and data collection with partners to ensure data is available for our

| | | accessibility – Sessions were offered at various times and each session ran twice to maximise attendance. Recorded sessions were made available for students to access at any time. This resulted in a further 28 views of sessions, by 22 students.

– Staff attendance at a two-part staff-focused session. Sharing programme updates and learning through range of staff communication channels and networks including Scotland Senior Management Group, APS Scotland working group, FIKA Scotland staff best practice sharing network and Careers and Employability Services Management Team, APP Progression group and All Service Updates. | bulletins.

To enhance levels of engagement, access to recordings was provided on a continuing basis. Opportunities to attend live and recorded sessions promoted via range of channels to students, increasing awareness of provision.

Change in students – positive feedback from students. Feedback from small sample of students who attended Feb 22 session (n=4) 100% rated relevance and quality of session as 10 on a scale of 1-10.

Medium Term Outcomes
Influencing service provision – participation in this initiative fed into continuing priority focus on supporting students with disabilities, and specifically with MH disabilities. Aims of the project taken forward in supporting students with disability to access opportunities and enhance employability through establishment of CES Mental Health Action Group. Engaging in student voice work to inform future strategy relating to this theme.

Evidence used – utilised student engagement data and feedback to inform service delivery provision.

Long term Outcomes:
Improve career and personal development outcomes for disabled | | | specific cohort of participants. |

| Big Blether Series | **Question 1:** What will our learning communities look like by 2023? And what can we do now to prepare for

Question 2: 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?

Question 4: How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure? | **Evidence of difference** Increase in registration and attendance numbers across three-year cycle. The overall satisfaction with the event remaining at high 80% and above. Feedback shows increase in the awareness of resources available to students. Correlation in increased number of using the services promoted at the events (mental health and wellbeing resources, careers and employability resources, study skills resources). Events were open to all Scottish students, trying to build on sense belonging. Analysis of the registration/attendance indicated number of students coming back to the session which support community aim of project.

Evidence of engagement Engagement with various stakeholders enhanced the quality | **Impact measures:** Student awareness, registration, and attendance numbers

Students engage with events or programmes during the sessions

Feedback surveys sent to students after events included qualitative feedback request

Students had the opportunity to make suggestions so that future session planning is informed by student voice

Internal communication methods were utilised to raise staff awareness so they can signpost students to the series

Tracking correlation in student outcomes following the session

Short term outcomes: Awareness raising around the resources available at the OU.

Increase in the registration and attendance.

High engagement during the session.

High overall satisfaction with the events. | Throughout the lifecycle of the project following challenges were noted by the team: Year 1 and year 2 presented similar challenges in striking the balance between the presentation style session and open dialogue structure. Conflicting feedback from the students, where some liked the presentation style and others preferred no presentation at all, presented challenges in the online session setting. Volunteers to co-create the events. It has proven challenging to have enough student volunteers to co-create the event, particularly at certain times of the year when students have end of modules assignments or | Throughout the lifecycle of themes, project team revised and changed the approach to following aspects: Session structure - shifting the speakers from staff to students acting on the student feedback. Introducing more interactive elements to the session to boost engagement (breakout rooms, polls, and ice breaker activities). Informal feedback through student association representative. Event dates avoided clashes with exam periods or other university wide initiatives. | Measuring the medium- and long-term impact on individuals following the session proved to be challenging. In hindsight, other measuring methods should have been considered. When designing the session evaluations, these should help to indicate how the session support student outcomes as a long-term outcome, student journey and student success. Although, we can make correlation and present anecdotal data, to support success and achieving long-term outcomes, we cannot present quantitative data to support behavioural change in the individuals as impact of the project. |

Top partial row (continuing from previous page): students

		of the events. Particularly, engagement with students aided in the development of healthy cultures and communities through co-creating events. Evidence of receiving feedback directly from students on what information they find relevant in supporting their student journey, influenced the event themes and speakers' choice. **Evidence of partnership** Collaborative working in partnership with various stakeholders: OU Student Association, Careers and Employability Services, OU academics and Student Recruitment and Support Services in planning and delivery of the sessions. **Evidence of accessibility** Regular update on the progress internally: monthly Senior Staff Group report, quarterly Access Participation	Relevant topics to students presented at the session. Co-creating events with the students and OU Student Association. **Medium term outcomes:** Behaviour changes following student attendance at the session. **Long term outcomes:** Student Outcomes: Increasing Success: We aim to support all students in achieving their goals (personal, academic, and professional) and to ensure a positive student experience. Student Voice: We will work in partnership with our students to ensure that the student voice informs all areas of our work Enhancement Activity: We work collaboratively to support, evaluate, and improve learning, teaching, and support activity.	examinations. In the year three, we planned to address above challenge, by recruiting Student Voice Consultant and Student Reference Group. Due to the staffing changes and limited capacity within the team, the recruitment of Student Consultant role has been postponed. Creating Student Reference group has not been progressed, due to no uptake from the students, regardless of initial interest.		

		Success Scotland Steering Group report; as well as externally: yearly Student Mental Health Agreement report, 'Innovations in Digital Student Communities' presentation (May 2021.				
Supporting Students from Deprived Backgrounds	**Question 1:** What will our learning communities look like by 2023? And what can we do now to prepare for **Question 2:** 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? **Question 4:** How do we ensure we are able to support our diverse learning	**Evidence of partnership** Collaborative working across not only teams and units within the Open University but externally with South Lanarkshire Council and their Community Engagement team has been an integral part of the project so far. These partners are involved in co-design, delivery, promotion and evaluation of the programme. **Evidence of Difference** Qualitative feedback from small number of attendees at phase 2 events has been encouraging, showing positive reflections on the content and level of engagement. Ongoing quantitative evaluation relating to levels of motivation,	Measures Open Learning Champion feedback from questionnaires with quantitative and qualitative measures Local provider feedback Open University and local council data Phase 1 Identified the main barriers to education for participants. Phase 2 (test & learn) working in partnership with South Lanarkshire Council to run a programme of OpenLearn Taster sessions. The focus of stage 2 is to deepen our understanding of those living in areas of multiple deprivation and identify the most important barriers and concerns to access further or higher education. From this we endeavour to have clear recommendations on how best to develop communications that inspire, encourage and increase in the number of potential students	Reaching and encouraging target audience to participate in the sessions. Access to and familiarity with digital devices. Access to data/Wifi can also be a challenge	Currently at the early stage of delivery of Phase 2 of the project and too early to identify.	N/A – too early

	communities? What might this mean for our staff and our infrastructure? **Question 5**: How should we anticipate, influence, and respond to the changing external environment? How can we engage with our stakeholders and ensure we are influencing strategy and policy both in Scotland and beyond?	confidence and knowledge amongst attendees during phase 2 is currently under review. **Evidence of accessibility** Internal and external stakeholders are kept updated regularly by project staff when reporting back into their own teams. The project lead at the OU in Scotland has also presented about the project at several high level management meetings as opportunities have arisen. Open Learning Champions who took part in phase 1 of the project and are working with learners taking part in phase 2, are regularly updated at community of practice drop-ins held online and led by project team staff.	from these areas returning to further / higher education. Evaluation for the programme is based around a theory of change which identifies possible short-term benefits, medium term outcomes and long-term impact from the project. The **short-term benefits** for participants are based around improved skills and knowledge as well as increased confidence and motivation to engage with learning – particularly in relation to their participation in the taster sessions. The indicators identified for measuring these benefits are based improvements reported by participants and Open Learning Champions. These indicators are to be evidenced in participant and Open Learning Champion feedback using questionnaires with quantitative and qualitative measures i.e. how confident/motivated did you feel to learn something before/after the taster session? The envisioned **medium-term outcomes** include improved individual engagement and outcomes from informal, community based or formal learning and increased positive mentions/connections with higher education in the community. The indicators identified for these are improvements reported by participants and education		

			providers as well as an increased number of participants enrolled in informal, community based and formal learning. This would be evidenced in participant and local provider feedback and OU data. Evaluation for these outcomes has yet to start. The **longer-term impact** envisioned for the project includes a positive change in community outcomes, which would be indicated by improvements in various community outcome measures over the long term. The evidence for this would be provided by South Lanarkshire Council and would involve a long-term approach to evaluation, particularly looking at how the impact of this particular project could be isolated from other effects on community outcomes. Again, this part of the evaluation is yet to start.			
SIMD20 Project – Phase 3	**Question 2:** 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?	**Evidence of Difference:** Taking learning from Phases 1 & 2 of the project will allow us to design and implement new targeted interventions that support success for students from deprived backgrounds. **Evidence of Quality:** Evaluating the impact	**Short Term:** Quantitative and qualitative feedback from staff and students about the designed interventions **Medium Term:** Tracking student success on their modules post-intervention (e.g. Virtual Learning Environent (VLE) activity, Tuter Marked Assignment (TMA) submission etc.) **Long Term:**	Due to staffing changes, Phase 3 of the SIMD20 project has not been progressed. However, learning from Phases 1 & 2 has contributed to the Open University in Scotland's 'Unlocking Potential' project. The objective of	n/a	n/a

| | Question 4:
How do we ensure we are able to support our diverse learning communities? What might this mean for our staff and our infrastructure? | of the intervention(s) to understand their impact on students and staff. Considering the quality of these not only in relation to their impact on student experience and success, but also on staff time and resource and the quality of interactions staff had with students. | Reducing the awarding gap between students from SIMD20 areas and the wider student body. | this new project for the short to medium term is to identify how best to give those living in the most deprived areas of Scotland the capability, motivation, and opportunity to access further or higher education. This project is currently in its early stages however we hope it will identify how best to reach out to reach out to these audiences through focused communications and identify key barriers and concerns. For the longer-term this project should provide insight to support Scottish government engagement linked to key national strategies and policies. | | |
| **Students in Secure Environments – Open Learn Materials** | **Question 4:**
How do we ensure we are able to support our diverse learning | **Evidence of Partnership:** Collaborative working with Fife College to host OL materials on PCs in prison learning | **Short Term:** Feedback from learners

Feedback from Learning Centre staff | Adapting the courses into an offline format was significantly more resource intensive and technically challenging than | Feedback from learners showed that adaption of the OL courses did make a positive difference in the short-term; | Doing more work with the IT teams in both organisations in advance to better understand what was required. We |

communities? What might this mean for our staff and our infrastructure?	centres **Corroborative Evidence:** Feedback obtained from learners showed the positive impact of completing the OL courses	Numbers of students engaging with the courses **Medium Term:** Assessment of short-term impact will allow us to gauge whether offline delivery is useful for learners, and the practicality and resource implications for the Open University and Fife College of converting courses in this way. Tracking learner's journeys in education over the medium term will provide indication of whether completion of an OL course leads to further engagement with education. **Long Term:** Learners' engagement with the OL courses shows positive correlation with wider education engagement in the prison context. Learners feed that they can more comfortably access education within the prison environment, moving away from the 'not for me' mindset that is common within prisons relating to education. Completion of OL courses acts as a pipeline into Higher Education for learners. Either with OUiS when still in prison or with any institution when liberated.	initially thought. Neither Fife College nor OUiS could commit more resource to adapting more courses than were included in the initial pilot. Learners reported that even though the majority of the content worked well in the offline version, some elements still didn't work as expected. Tracking learner journeys was not possible due to GDPR regulations, movement of individuals around the prison estate and liberation of leaners. It is not possible to obtain information on whether learners have continued to engage with education after liberation.	they enjoyed the courses and there was high engagement from learners in certain establishments. The OU already adapts it's core UG provision into offline versions for students in secure environments and we know that engagement with education is critical in reducing recidivism and equipping learners to reintegrate into their communities upon liberation. The partnership approach taken with Fife College made a positive difference to our working relationship. This was the first project that we have collaborated on outside of our core provision and it strengthened relationships and allowed each institution to understand each other's ways of	realised along the way that it was more resource intensive than originally anticipated and this would have been useful to know beforehand to help determine the suitability of taking the project beforehand. Whist we knew what our outcomes and impact measures would be for the long-term, we didn't realise that it would not be possible to obtain some of this data. Learning taken from this has highlighted the importance of making sure data is accessible if the intention is to use it to assess impact.

					working which will be beneficial for future collaborations.	
Student Community and Computing Club			Due to staffing changes, the project has not been progressed.			
Sense of Belonging Toolkit Refresh			Due to staffing changes, the project has not been progressed.			

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)**

A key positive aspect is the evidence of partnership across many of the Open University in Scotland projects. Partnerships were fostered and developed within the institution and with third sector agencies, FE providers, and Scottish government and a council. These partnerships facilitated work that focused on supporting students with disabilities, students from disadvantaged backgrounds, students in secure environments, and forced migrants. Through these projects we have gained further experience in co-creation with partners and a better understanding of what works and what must be developed to meaningfully advance our evaluation practices in these contexts. This has been supported through our participation in the QAA universal evaluation framework pilot and Building Confidence in Using Data and Evidence programme.

- **What is the most challenging issue? (Challenges column)**

Staffing changes, an increasingly resource constrained environment, and the challenge of resource relative to impact affected several of our projects. As we move forward with our enhancement theme work, we will integrate transition contingency and resource assessment into the planning process as highlighted through our participation in the University Evaluation Framework pilot. We have also adjusted our staffing model so enhancement theme work is managed by a new role, Senior Manager, Learning, Curriculum, and Quality.

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

Adjusting projects (Big Blether) based on student feedback led to continuous improvement and development of the project. The project team revised and changed the approach to several aspects of the intervention including the structure and interactive elements, session structure - shifting the speakers from staff to students acting on the student feedback. This project is an excellent example of a student idea taken forward, co-created in collaboration with the university, and honed. Further, learnings from two projects (Supporting Students from Deprived Backgrounds and Open to People) is feeding into planned work around digital inclusion.

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

With hindsight it is critical to set out assessment measures with a critical eye and plan for tracking/evaluating. As we carried out several projects in collaboration with internal and external partners there were instances when it came to light data we planned to use was not available for various reasons. Going forward, plans need to be in place to understand what will be evaluated and how that data will be collected, liaising with partners and our colleagues to ensure the data will be available for use. Furthermore, we will look to set specific improvement targets.

	Table 2: Ways of working/engaging in the Resilient Learning Communities Themes work				
Theme process	**Activities' description**	**Positive aspects/difference made**	**Challenges**	**Changes made during process**	**Hindsight - could be improved by:**
Supporting staff and students to engage with Theme activity	Creation of Enhancement Theme Institutional Group (ETIG) with representatives from staff across all areas of OUiS	Raising awareness and knowledge of QAA and enhancement activity across the institution	Engagement with the group. Staff are time poor and the group became a mechanism through which we reported on enhancement activity rather than engaged in meaningful dialogue to develop enhancement activity across OUiS.	To try and increase attendance and engagement we moved to focus of the meeting to practice sharing and bringing the learning obtained from the QAA Evaluation Course to the group, rather than just reporting on actions. Moved the group to monthly (rather than bi-monthly) but reduced the time to 30 mins to try and increase engagement.	Been clearer as to what was expected of attendees when joining the group. Asked attendees what they wanted to gain from engaging with the ETIG.
Effectiveness of organisational and management structures	In January 2023 created a role to lead and develop OUiS enhancement theme work	n/a – too early	n/a – too early	n/a – too early	n/a – too early
Evaluating activity and projects	Attending the 6-week QAA 'Building Confidence in Using Data and Evidence for Enhancement' course, along with other ad hoc evaluation and feedback development sessions hosted by QAA.	Significant positive difference to evaluation capability within the Access, Participation and Success team, evidenced by positive feedback on end of Year Two reporting. Used ETIG and FIKA to share learning to try and help improve evaluation practice across OUiS.	n/a	Creation of short-, medium- and long-term outcome statements to evaluate against. Higher demonstration of evidence of impact of initiatives, rather than just reporting what was done.	n/a

Disseminating outcomes and findings internally and externally	Used ETIG and APS Steering Group to disseminate outcomes to key stakeholders. Bi-monthly updates (reports) to Senior Staff Group within OUiS Use of FIKA sessions which were an output of the previous 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.	Staff aware of Enhancement activity and know who to contact about it.	There are plenty of mechanisms within OUiS and we made good use of these to disseminate outcomes and findings, however a key challenge is staff engagement. As staff are time-poor, they don't necessarily take the time to attend sessions or read reports that aren't critical to their roles.		Disseminate findings more widely across the sector. For this theme we were quite inward facing, and next year embedding external sharing of outcomes and findings will be critical.
Collaborating with other institutions/other organisations	Engaging with Years 1 & 2 of the Student Lead Project with SPARQS.	Building relationships across the sector, raising the profile of OUiS and developing a positive working relationship with SPARQS. Output from Years 1 & 2 of the SLP was impactful.	Vacant student rep position meant that OUiS had a staff representative on the Student Lead Project. Student rep engagement remains a challenge.	n/a	Collaboration and engagement with other institutions is something that was lacking in our Enhancement Activity throughout the Theme.

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

One process that has had a lasting impact was OUiS staff engagement in the 6-week QAA 'Building Confidence in Using Data and Evidence for Enhancement' course, along with other ad hoc evaluation and feedback development sessions hosted by QAA.

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

There has been a significant positive difference to evaluation capability within the Access, Participation and Success team, evidenced by positive feedback on end of Year Two reporting. The staff members who have attended the 6-week session have driven forward improvements in their evaluation work and the work of others across OUiS. Further, the new Senior Manager, Learning, Curriculum, and Quality has reviewed the QAA resources, attended sessions, and participated universal evaluation framework pilot and will use those resources to create a foundation for future enhancement work evaluation tools.

- **Which was most difficult and why? (Challenges column)**

As indicated in table 1 and table 2, staffing changes and staff being time poor have presented challenges to our work in the enhancement theme space. Lack of time has impacted engagement in and effectiveness of our Enhancement Theme Institutional Group and our ability to transition projects effectively during staff changes. Further, there are unique challenges in engaging OUiS students. Typically, they are studying part-time balancing study alongside work, family, and/or other commitments. The Scotland Student Representative is not a sabbatical post, so again, that impacts a student's ability to commit tine to the role regardless of willingness.

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

Several changes were made to try and increase attendance and engagement. We moved to focus of the meeting to practice sharing and bringing the learning obtained from the QAA Evaluation Course to the group, rather than just reporting on actions.

In a move toward long term change and development in this space, the role of Senior Manager, Learning, Curriculum, and Quality was established to lead and develop OUiS enhancement theme work in early 2023. A staff member with dedicated time and focus on enhancement themes will set vison, KPIs, and foster engagement and partnership across the OU.

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

In hindsight, we were quite inward facing and would have benefitted from further engagement with institutions across the sector to learn more from their enhancement theme work, evaluation, and strategy and contribute our expertise. Further, there was a lack of clarity in what was expected of ETIG members and creating ways they could benefit from participation, impacting engagement. Now that we have the Senior Manager of Learning, Curriculum, and Quality in place we will look to foster engagement across OUiS and the sector with time dedicated to collaboration and engagement initiatives. As indicated in table 1 and 2, staff time and focus was at a premium, so having a staff member dedicated to this work, we look forward to being able to commit time, feeling, and focus to enhancement theme activity and creating meaningful and targeted of reports and evaluation that highlight gains and benefits where needed.

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