



Enhancement activity plan | session 2023-24

Guidance

The following guidance notes have been produced to support your completion of an institutional enhancement activity plan. Plans should be no longer than two pages in length.

As outlined in the Letter of Engagement issued to each institution, the criteria for the exceptional institutional enhancement funding for 2023-24 are as follows:

- The planned activity must align with at least one of the following:
 - the Tertiary Enhancement Topic (*The Future of Learning and Teaching: Defining and delivering an effective and inclusive digital/blended offering*)
 - the most recent Enhancement Theme (*Resilient Learning Communities*)
 - a previous Enhancement Theme, or
 - the Enhancement Themes as a whole.
- Institutions must demonstrate a focus on the evaluation of impact of their planned activity; and,
- Students will be partners in all planned institutional enhancement activity.

While the following institutional enhancement activity plan will not be published, it will act as the trigger for the first payment of institutional enhancement funding to be released.

The enhancement activity plan should outline your institution's plan of activity for the 2023-24 academic session. You should provide the following details:

- Information on the planned activity, including contextual information (e.g. how it connects to institutional, local, regional and/or national priorities) and working project titles;
- How you will evaluate and measure the impact of each individual project;
- Confirmation of student partnership in each planned activity; and
- The planned expenditure for activity.

To support evaluative activity, institutions are encouraged to use the [resources](#) developed by Professor Stella Jones-Devitt and Dr Liz Austen, particularly the Enhancement Themes Theory of Change model and the Universal Evaluation Framework. Additionally, institutions should outline how their project outputs will support progress against the Scottish Government's National Outcome Measures.



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University of St Andrews

Overarching outcome/focus

Outline an overarching outcome include a brief (1-2 sentences) of provide a brief rationale for the outcome/focus:

We will be exploring resilient learning communities with projects focussing on conflict resolution and learning spaces. We will also continue investigating elements of emergency online learning that appear beneficial to the student experience.

Planned activities

Title of activity	Information on individual enhancement activities	3-5 keywords describing activity
Conflict resolution	We know that many students find groupwork challenging, but there is an expectation that HEI's provide students with opportunities to improve their teamwork skills. We will be delivering a conflict resolution training programme to UG students enrolled on a large first year module, where groupwork is an integral part of the module across the full semester. We aim to assess the effectiveness of conflict resolution training by asking students about their experiences of groupwork pre- and post-intervention. We have already collected control data for this project.	<ul style="list-style-type: none"> - Groupwork - Conflict resolution - Training - Effective communication
Resilient learning spaces	We wish to better understand how study spaces (both individual and collaborative spaces) are used by students, and how experiences with these spaces impact student resilience and stress levels.	<ul style="list-style-type: none"> - Study space - Collaborative - Individual - Resilience - Stress
Student use of recorded lectures	During our longitudinal project assessing the impact of online learning on the student experience, it became clear that student's greatly valued lecture recordings. Based on these findings a change in policy occurred at St Andrews and lecture recordings are now compulsory. As a next step, we believe that it is important to understand how students use lecture recordings. We plan to access existing data to answer questions such as 'at what point in the semester do students most engage with lecture recordings', 'how frequently do they engage with lecture recordings', 'is there an optimal timeline to upload the recordings and to take them down to maximise student engagement'.	<ul style="list-style-type: none"> - Digital learning - Recorded lectures - Online learning - Student engagement

Evaluation and impact

Title of activity	Information on planned evaluation and impact measures of success
Conflict resolution	Evaluating students experience of groupwork with a first year UG cohort pre-, and post-conflict resolution intervention, by collecting both quantitative and qualitative data. We will be assessing whether conflict resolution training will result in a more enjoyable and successful groupwork experience for the students. If successful, this training will be implemented more widely across the University.
Resilient learning spaces	Based on questionnaire data, we anticipate being able to advise relevant colleagues (e.g., education focused staff and estates colleagues) on the most effective use and form of learning spaces to support students' individual and collaborative study (e.g., development of resources for teachers). Evidence-driven change, such as developments in learning space design or attempts to increase awareness of learning spaces (e.g., at annual student inductions) may act as markers of success. Guidance on learning space use, estate-related investments and changes informed by our findings may also act as markers of success. Page views and downloads of dissemination materials and resources will also evidence both short- and long-term success.
Student use of recorded lectures	In collaboration with the University's Technology Enhanced Learning team (TEL) we will access existing data to better understand student engagement with lecture recordings. Results from this work will be shared widely across the University body, to shape future policy and practice and provide targeted support for both students and staff regarding how to effectively use lecture recordings. Impact will be measured by engagement with resources that will be developed during the project (e.g., page views and downloads) and by any changes made to University policy/practice as a result of this work. As this project will be student-led, we will also look at the impact this project has had on the development of the student interns.

Partnership working with students

One of the projects is student-led, continuing last year's work with student interns.

The resilient learning spaces project is a collaborative piece of work between staff and students.

A PhD student has been involved in the planning of the conflict resolution project.

The Director of Education (Student's Association) will be consulted and included in all of the work we will be carrying out this year.

We will hold a funding call and students will be encouraged to apply for project funding.

We will close the year with a dissemination event, where students and staff can share their project outcomes.

Financial annex for University of St Andrews

Please provide **brief** information on how the funding will be used to support enhancement activity within the institution.

At the end of the funding period, you will be asked to comment (by email) on expenditure against financial plan information.

Please note that this information remains confidential and will not be published.

- Salary for student internships - we will hire two student interns to assist with the digital learning project.
- Funding of small projects – we will hold a funding call for small projects, open to students and staff at St Andrews.
- Dissemination event – we will host a dissemination event at the end of the theme to celebrate work carried out this year, and work carried out under the previous theme of resilient learning communities.
- Conference Attendance – we will support team members to attend and present work related to the Enhancement project at relevant conferences.