Evidence for Enhancement:
Improving the Student Experience

Institutional Plan for: Heriot Watt University

This document is intended to be a cumulative plan for your institution, which you will add to year on year as the Theme progresses. At the end of the Theme, this document will show how plans may have developed and changed over time. The plan for each year should be around three to four sides of A4.

Italicised text in this document can be removed as it is advisory.

Context

There are two key areas of present Heriot-Watt priorities that have synergy with "Evidence Based Enhancement". These are:

1. our present considerations around enhancing our use of student surveys and the resultant action plans, and
2. improving our student retention success.

It is our intention to focus our Enhancement Theme activities on the use of student surveys and their resultant action plans in the first year of the Theme. We include work on evidence based enhancement of our student retention in subsequent years.

<u>Student Surveys</u>

The student survey has become an important instrument in assessing the quality of the student experience and for identifying areas where universities could improve their approaches and processes for the benefits of their students. Over the last decade, the number of such national surveys has increased, as has the number of participants in each survey. To date, at Heriot-Watt, our main focus has been to analyse each of these surveys at an institutional, campus or School level and for any resulting actions to be planned at a similar level. The success of these interventions is usually measured through the next (or future) iterations of the survey.

The potential of learning from the richness of the data in these surveys (NSS, PTES, PRES, institutional surveys, etc.) has not been fully realised. We recognise that with adopting new approaches to analysing the data within these surveys we may gain useful insights into how we might further improve our student experiences. This might be through analysis at a discipline level, or through comparing the data on certain elements across a number of different surveys rather than just for one student group.

In 2015, Heriot-Watt instigated a University–wide Survey Framework and Process to enhance the management and oversight of our student surveys through a Student Survey Management Group.

Through our activities under the Enhancement Theme banner, we intend to examine our present approach to survey analysis and trial new approaches to improve the quality of the information we get from these surveys and to improve our action planning. In addition, we intend to carefully consider how we might best identify if actions taken in response to survey data do, or do not, have the intended positive impact on the student experience.

Approaches

We envisage three different approaches to achieving the expected outcomes of this work.

1. Institutional level projects
2. Local level projects
3. Student-Led projects

1. Institutional Projects

This work will include further development and enhancement of existing institutional processes where evidence is used to improve the student experience, e.g.

a) Reviewing present institutional practice in survey analysis
b) Identifying ways to fill current gaps in the use of student survey data
c) evaluating the impact of the actions taken to address issues raised by students,

2. Local Projects

Projects which bring together groups of related individuals across the institution in order to develop a more uniform, coherent approach to use of evidence in key areas or to tackle particular issues in the priority areas of Student Surveys, e.g. Senior Programme Directors of Studies; Programme Directors of Studies; Year Co-ordinators.

Projects could be topic-based or could be more generic, e.g. a learning and teaching survey/focus group of all multi-campus Programme Directors of Studies with a view to considering how evidence is used to enhance the student learning experience.

3. Student-Led Projects, (including multi-campus projects)

These projects will be led by HWU students to carry out useful work to support the theme activities. These might include:

a) Analysis of Learning and Teaching Oscars Nominations and Winners (a rich source of evidence for good practice and a potential resource for change based on positive rather than negative responses from students);

b) Analysis of data from surveys other than NSS (HWU's Course Feedback Survey and Annual Survey, as well as PTES and PRES);

c) Student Campaigns/Initiatives on key areas emerging from student surveys, e.g. coursework deadlines mapping is already underway (NSS issue re: "Organisation and Management") as a joint project between the three Student Presidents. Other potential areas include: feedback; identity and belonging; projects identified with Learning and Teaching Partnership Agreements.

As part of our Enhancement Theme work, we intent to take an "Evidence Based Enhancement" approach to these activities to try to ensure that we have all of the useful information to inform our actions. In addition, we will explore new ways to evaluate the impact of these actions to identify to what extent the intended outcomes are realised.

Context – year 2 update
If you would find it useful to update contextual information, please add text below.
You may want to reflect on your year 1 end of year report to help complete your updated year 2 plan.
Insert update text here
Our 5 Schools will continue to contribute £3000 each to this work in the forthcoming year.

During the second year of the Theme, we intend to continue our work on enhancing our use of student surveys and the associated action planning.

We will continue to use funded projects as a key enhancement vehicle and all of the QAA funding, along with much of the funding from our Schools will be used to fund these projects.

Retention Strategy
Alongside our survey related activities, our year 2 work will also include a significant focus on enhancing our student retention success and a number of initiatives to collect data around this and to use this data to drive enhancement.

One element of the University's present Learning and Teaching strategy is Retention, with a separate Retention Strategy having been developed in 2016. (see https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/retention-strategy.htm.) Key elements of this strategy include:
- Actions aligned with a comprehensive analysis and mapping of contributing issues/factors;
- Recognition that tackling retention is a long-term project, requiring changes to culture as well as to practices (e.g. recognition that responsibility for improving retention is shared by all);
- Partnership/alignment between Schools and Professional Services;
- Learning from the actions and initiatives of other HEIs.

Present initiatives to support improved student retention include:
- A "Thinking of Leaving" service, where students thinking of leaving the University can discuss their situation in confidence and revive advice from trained staff.
- An enhanced personal tutoring process where every student has a member of academic staff allocated to them who will be a key source of advice, guidance and support during their time at the University.
- A new model of student induction to ensure student integration in the crucial first few weeks and to promote the development of a range of student social networks. This is evaluated through an annual Welcome Survey which collects data on students' experiences during the first few weeks of their study at Heriot-Watt.
- Student Success Advisors – During the summer of 2018 we appointed six recent graduates of the University to new "Student Success Advisor" roles. The purpose of these roles is to provide staff members with recent personal experience of being a student at Heriot-Watt to provide advice and guidance to present students. This recent experience should ensure that current students will find them approachable and credible, and will overcome some of the significant barriers that students face when seeking support. Three of these posts are based at our Edinburgh campus with one at each of the Dubai, Malaysia and Scottish Borders campuses. These posts are situated within the University's Wellbeing Services.

Student Success Advisors will also be involved in a range of activities to promote retention, including:

- Pre-entry advice and guidance;
- Induction programmes;
- Orientation and welcome activities for students in on campus accommodation;
- Providing targeted updates and information about news and events on campus relevant to students;
- Advice and guidance to students at all stages of study;
- Working with Schools and other professional services to develop and deliver initiatives and activities which will enhance the student experience and student success;
- Targeted interventions to support students at risk of leaving the University early.

Institutional team

Please specify for each member whether staff or student and for staff, their role title.

	Year 1	Year 2	Year 3
Institutional lead	Professor John Sawkins, *Deputy Principal (Learning and Teaching)*	Professor John Sawkins, *Deputy Principal (Learning and Teaching)*	
TLG staff representative	Dr Rob Daley, *Academic Programme Leader*	Dr Rob Daley, *Academic Programme Leader*	
TLG staff representative alternate	Wendy Pirie, *Head of Academic and Learner Services*	Wendy Pirie, *Head of Academic and Learner Services*	
TLG student representative	Hugo Barker, *Student Union Executive Member*	Alexander Hedlund, *Student Union Executive Member*	
Institutional team member	Em Bailey, *Planning Manager*	Em Bailey, *Planning Manager*	
Institutional team member	Diarmuid Cowan, *Student Union President*	Rahul Singh, *Student Union President*	
Institutional team member	Dr Ian Glen, *Quality Enhancement Officer*	Dr Ian Glen, *Quality Enhancement Officer*	
Institutional team member	Dr Maggie King, *Head of Academic Quality*	Dr Maggie King, *Head of Academic Quality*	
Institutional team member	*Dubai Campus Representative (TBC)	*Dubai Campus Representative (TBC)	
Institutional team member	*Malaysia Campus Representative (TBC)	Stella Marie C. Galimpin *Effective Learning Manager (Malaysia Campus)*	

Planned activity: Year 1

Overall outcomes/activity
What are your key priorities?
What outcomes do you want to achieve?
What activities will you deliver?

What do you anticipate will be the benefits at sector and institutional levels?

<u>**Key Priorities**</u>

The key priorities for this year's activities are:
  I.   Enhance our analysis of student surveys;
  II. Identify ways of evaluating the impact of actions taken resulting from student survey analysis;

Priorities for student retention will be determined for Year 2

Outcomes we want to achieve

Our overarching aim is to be able to use the outcomes of this work to improve our student experience. A significant expectation is that the outcomes of this work will provide a substantial element of the evidence presented in our ELIR4 submission in 2019/20.

Some of the more detailed outcomes expected are:

Student Surveys
1. Obtain a clear understanding of the present approaches to survey analysis and related action planning across the University
2. Identify areas for improvement in our survey analysis approaches and associated action planning
3. Identify some possible improved approaches to survey analysis
4. Trial two of these new approaches
5. Develop action plans based on these two trials
6. Set-up an evaluation process for each of these two action plans

Activities we will deliver

Student Surveys
1. Undertake an audit of the present approaches to survey analysis and related action planning across the University
2. Trial two of these new approaches to student survey data analysis
3. Develop action plans based on these two trials
4. Set-up an evaluation process for each of these two action plans

Anticipated benefits at sector and institutional levels

It is anticipated that we will share our learning from these activities with other institutions in the sector. Other institutions will be able to consider our approaches, and the barriers and enablers we identify, and be able to apply them within their own institutions. If successful, we will endeavor to share our learning with the organisers of the various national student surveys (e.g. HEA) to incorporate our analysis approaches into the advice and good practice that they provide to survey users.

Year 1 outcomes/activity
What are your key priorities?
What outcomes do you want to achieve?
What activities will you deliver?
What do you anticipate will be the benefits at sector and institutional levels?

Key Priorities

The first year of this theme will manly focus on scoping out the approaches we are going to use to enhance our approaches to survey analysis and identifying how we might best evaluate the outcomes of specific actions initiated in response to the survey analysis.

This will include both a review of present approaches to survey analysis and the identification of improved approaches to survey analysis. We will trial some of the newly identified approaches to test how well they work and to ensure that they

Outcomes we want to achieve

We want to achieve a situation where we have clearly understood approaches to survey analysis that are shared by staff and student representatives across the University. These approaches will provide in-depth analysis leading to more focused and impactful action plans. In addition we want to have identified appropriate approaches to evaluating the outcomes of the action plans to clearly

identify which aspects work, and how well they work, and which do not.

At this point, it is too early to predict the exact outcomes of this work. However, possible outputs are that

1. we will develop a Heriot-Watt Framework for Survey analysis, which would then be used for key student surveys or
2. we will develop a tool-kit of different approaches to survey analysis that we can share with staff and student representatives across the University for use both during the three years of the theme and beyond;
3. we will develop a University wide action plan evaluation framework or a toolkit of approaches for the evaluation of action plans;

Activities we will deliver

1. A review of present approaches to survey analysis,
2. A review of present approaches to identifying action to be taken in response to survey analysis and of how these approaches are presently evaluated,
3. Trial at least two new approaches to survey analysis and develop appropriate evaluation plans for the resulting actions.

Year 2 outcomes/activity
What are your key priorities?
What outcomes do you want to achieve?
What activities will you deliver?

What do you anticipate will be the benefits at sector and institutional levels?

Our key priorities

Student Surveys
To continue the work of year 1 in improving our analysis of student surveys and evaluating the impact of actions taken in response to student surveys.

In Year 2, our specific focus will be on implementing the recommendations from a comprehensive internal review our student survey processes undertaken during summer 2018, Review Report on Student Survey Processes: Closing the Feedback Loop and How Do We Know If We Have Made A Difference. The Report, comprising a series of 20 recommendations, was considered by the Student Learning Experience Committee on 30 August (for our Course Feedback Survey) and by the University Committee for Learning and Teaching on 5 September 2018 (for NSS, PTES and HWU's own Annual Survey).
In addition to progressing the recommendations related to surveys, there will also be a funded project on addressing one of the recurring areas for development from the surveys, namely Assessment and Feedback.

Student Retention
Improve our understanding of why students leave the university before completion of their studies

Outcomes we want to achieve
Student Surveys
Our outcomes regarding student surveys remain unchanged from Year 1.

Student Retention
From 2017/18, the Learning and Teaching Student Partnership Agreement will be extended to cover the wider student experience, with three strands forming our new Student Partnership Agreement: Academic; Community; Wellbeing. The Community strand in particular seeks to address one of the actions in our 2018/19 Retention Strategy Operational Plan: "Opportunities for students to create (through learning and wider experience) own identities and communities".

Other aims for student retention in Year 2 of the Theme are:

- Establishment of the Student Success Advisors to provide support, guidance and advice to students, with the specific aim of improving retention;
- Specific focus on particular student groups, (e.g. commuting students, Direct Entry students) and consequent targeted interventions;
- Improved information on reasons for students leaving;
- More comprehensive data on Year 2 to Year 3 retention;
- Ongoing pilot of peer mentoring scheme;
- Initial development, through the Student Information Desk, of an early alert and early intervention systems.

Activities we will deliver

Student Surveys
1. Continue to deliver on existing projects funded.
2. Have calls for new projects focusing on further student survey work.

Student Retention
1. Student Success Advisor Posts.
2. Enhancement of Personal Tutoring process.
3. Analysis of data from student portal.
4. Evaluate the success of our student retention initiatives.
5. Possibly have a call for projects focusing on student retention.

Dissemination of work
How will you promote and communicate your work internally and externally?

Internal Promotion

This work will initially be communicated to those staff and student representatives presently involved in survey analysis and resultant action planning, to engage them in the review processes and to elicit their contributions to the work going forward.

Regular reports of the work will be reported to the University Committee Learning and Teaching, which has strategic responsibility for the Theme work. These reports will also be shared with the Student Survey Management Group and with other university committees and working groups involved in survey analysis or resultant action planning. (e.g. Student Learning Experience Committee (SLEC), Research Student Coordinators Group (RSCG) etc.).

Regular articles will be written for the University internal newsletters to inform the wider University membership of this activity.

As this work progresses, workshops and dissemination events will be run by the Learning and Teaching Enhancement Services (LTES) to share the learning from this work and to engage staff and student representatives in the next stages of this work.

Internal social media channels will also be used to raise awareness amongst members of the University and to report elements of progress etc.

External Promotion

We will provide regular updates on progress to colleagues at other Scottish HEIs at the Theme Leader Group meetings.

We would expect to report the progress of this work and any learning from it at the next QAA Enhancement Themes conference as well as at any other appropriate QAA events.

We would also expect that aspects of the learning from this work will be presented at other conferences and events within the UK.

Dissemination of work – year 2 update
How will you promote and communicate your work internally and externally?

Internal
1. Internal Web Pages: We will continue to use the internal Enhancement Theme web pages to communicate to staff and students across the University information relevant to the Theme activities.
2. Formal reporting: Reports on progress will be presented regularly to the University Committee for Learning and Teaching. Reports on Theme work will also be presented to other internal committees including the Student Learning Experience Committee, the Student Survey Management Group,
3. Symposium: during the second semester we will hold a Symposium for staff and students to share progress on this work and to encourage engagement of those not already working on Theme related projects. It is expected that this event will provide a forum for completed projects to present their findings as well as allow discussion of future plans including activities for Year 3.

External
1. We will continue to provide updates to colleagues at other Scottish HEIs through the Theme Leader Group meetings.
2. We would expect to present elements of our learning at Enhancement Theme conferences and associated events, in particular the Principal Investigators of completed ET projects would be encouraged to submit papers and posters for these events.
3. We would also be looking to share these findings with the wider sector through other conferences and opportunities (e.g. HEA Survey Conference, discipline focused conferences etc.).
4. We expect that any significant findings from our funded projects would be submitted for publication in appropriate journals. A number of the proposals for these projects included peer reviewed publications in their dissemination plans.
5. Staff active in the Theme work will continue to share our learning through their various professional networks.

Collaborative cluster work
What is your intended involvement in formal collaborative cluster work? Do you intend leading a cluster? Who might be involved in cluster activity?
(Formal bids for collaborative cluster work will be managed separately.)

We do not envisage HWU leading a cluster in year 1 of this theme.

We would give due consideration to joining a cluster led by another institution if the focus aligns with our Enhancement Theme work. We would expect that some of the staff and student representatives involved in the relevant institutional work would participate in such cluster activity.

Collaborative cluster work – year 2 update
How will you be involved in collaborative cluster work in year 2?

The Planning Manager will continue to contribute to the E4E Planners sub-group.

We do not envisage HWU leading a collaborative cluster but would be interested in contributing to any cluster activity that aligns with our internal Theme work.

Heriot-Watt is a partner in the Learning Analytics Collaborative Cluster being led by the University of Strathclyde. During this year, we will be contributing information to the student interns working on this project and will be contributing feedback and guidance to the interns and the project lead on the resources being developed through this project.

Heriot-Watt University is participating in a Collaborative Cluster with several other HEI's in Year 2, focusing on Programme Leaders.

A number of Scottish universities have prioritised support for programme leaders as part of their ET activity for 2017-2020. As we enter the second year of the Theme, this Cluster will bring together thinking and learning from across the sector to explore evidence for enhancement from the vantage point of programme leadership. Specifically, the Cluster will share emerging ideas, practice and resources that focus on linking evidence with support for practical pedagogic action for enhancement. The outcome will be practical conversations and pooled resources aimed at understanding – and closing– the gap between evidence and action.

This work is likely to involve a range of stakeholders from across institutions. Student participation will be key to shaping and framing our discussions, particularly in relation to effective use of evidence from class reps / Student-Staff Liaison Committees. We would also anticipate engagement from planners, education developers and – of course – programme leaders.

Outcomes
- Greater understanding of what the evidence for enhancement landscape looks like from Programme Leader perspectives.
- A culture of sharing practice and experience of programme leadership across Scottish institutions.

Deliverables

1. **Series of Roundtable discussions on key issues for E4E and Programme Leadership**
The precise format of these collaborative spaces will vary and will focus on a range of stakeholders, including programme leaders, student reps, Enhancement leads, planners. Depending on Cluster interest these may be a combination of virtual and real-world gatherings.
The topics will be identified at our start-up workshop, but may include:
- Understanding the data landscape from Programme Leaders' perspective;
- Student-Staff Liaison: Evidence, Action and Communication;
- Establishing Action Learning Sets for Programme Leaders;
- Creating cultures of enhancement within Programme Teams;
- Evidencing the impact of support for Programme Leaders.
We anticipate these events will include invited speakers as well as input from Cluster institutions sharing practice.

2. **A series of Think Pieces based on discussions from the roundtables**. This will enable us to share practice and thinking on key areas of practice with the wider sector.

3. **Quick Guide on *Evidence for Enhancement: The Landscape from Programme Leadership Perspective***
This overview piece will highlight key areas for consideration and link to case studies and resources from across the Scottish sector.
- As appropriate**, a proposal for additional training resource aimed at 'closing the evidence – practice gap' for programme leaders.**

As discussions and practice develop, we will identify any gaps in resources and – if appropriate – develop a proposal for a sector resource. This may link to the wider Theme interest in developing training resources or could form a proposal for Year 3 funding and development activity.

4. **A workshop / dissemination event at the 2019 Themes Conference.**
This will disseminate thinking from the work of the Cluster.

Wider inter-institutional collaboration
Who will you work with, and how, to help deliver on planned activities?

At this early stage, it is difficult to identify which other institutions it would be beneficial to work with. However, through the Theme Leaders Group, we will be seeking institutions who are planning similar or complementary work with whom to collaborate. It may also be possible to identify synergy with elements of the work of sector-wide organisation such as the HEA, UKCGE, VITAE, SEDA etc. who may interested in some partnership arrangement. As we progress through the first year of the Theme, we expect the details of these collaborations to become clearer and that this section of our plan will evolve.

These collaborations are likely to take a number of different forms. Possible examples include: joint-project work, sharing of project outcomes, as exchanges of expertise and approaches etc.

We are keen to benefit from any support that other institutions or organisations may be able to provide to enhance our work and we are equally keen to share our learning and expertise to support the work of others.

Wider inter-institutional collaboration – year 2 update
Who will you work with, and how, to help deliver on planned activities?

Our Student Induction and Transition Manager is an active member of the Scottish Induction Network and will continue to work with colleagues from other HEIs around induction and retention challenges.

Our Planning Manager will continue to contribute to the E4E Planners sub-group.

Details on Collaborative Cluster, led by Edinburgh Napier and Glasgow Caledonian, has been provided in the preceding section.

Supporting staff and student engagement
How will you support your community to deliver on planned activities?

The Institutional Team will provide a central focal point for this work and will act as a first point for support of staff and student representatives involved in this work. We envisage the Institutional Team acting as a broker of support for individual work elements and for those involved in carrying out that work as well as providing their own individual expertise to others involved in this work.

As the work progresses, we would expect to run internal sharing events (at least one per annum, organised by LTES) where those involved in individual strands of this work can present their work to date and draw upon the wider Heriot-Watt academic community for input into how they might address any challenges or barriers they have identified.

This work will also be supported by our Schools' Directors of Learning and Teaching ensuring that staff and student representatives involved in this work have support at a local level.

Finally, as a means of sharing information and providing support, we will create an internal online space (either on our institutional intranet or through our one-drive facility). This facility will provide a space for curating reports and associated papers etc. that all involved in the work will be able to access.

Supporting staff and student engagement – year 2 update
How will you support your community to deliver on planned activities?

Our plans in this regard remain unchanged from Year 1.

Evaluation
How will you monitor progress and impact of the enhancement activities?

This work will be overseen by the HWU Institutional Team, which will meet each semester to consider progress and plans for future work. A report on progress to date and a plan for the next six months will be produced after each meeting. This group will also oversee the budgeting and spending of all Enhancement Theme funding. Reports from this group will be presented to the University Committee for Learning and Teaching (UCLT) and UCLT will provide strategic direction to the work of the Institutional team.

The Institutional Team will have oversight of all projects relevant to the Enhancement Theme and will identify appropriate reporting and evaluation mechanisms. As one focus of this work will be identifying evaluation mechanisms for action plans resulting from surveys, it is expected that some of the identified approaches could be applied to elements of the enhancement theme work. As well as the specific evaluation of actions taken, it is expected that future student surveys will provide a measure of the success of various elements of the work undertaken within the Enhancement Theme.

Evaluation – year 2 update
How will you engage with the formal Theme evaluation work?
What other evaluation/monitoring activity will you be engaged with in your HEI?

Theme Evaluation
Through the TLG staff representative we will contribute to the formal Theme evaluation. This will be through providing the evaluation team with relevant information and data and playing a full part in TLG discussions pertaining to evaluation.

Other evaluation/monitoring activity
All of the projects funded internally through the Enhancement Theme funds are expected to submit final project reports detailing their approaches and outcomes. We will be using these reports as a key element of our internal evaluation processes to identify successful outcomes as well as identifying useful learning which we can use internally going forward and can share with colleagues in other HEIs as appropriate. It is also likely that towards the end of Year 3, the Student Success Advisor posts will be evaluated as to their effectiveness and to inform decisions regarding the continuation of these posts beyond their initial two-year period. Other work related to our enhancement theme activity is likely to produce useful data that will help to evaluate specific element of this work or can be used in the wider Theme evaluation across the University.

Activities related to retention will be evaluated through the University Committee for Learning and Teaching's biannual retention review process. The University Committee for Learning and Teaching will also have oversight, through review process (September, October, December and March), of the outcomes of the ongoing review of our student survey processes.

Evaluation of the success of the new student induction will be carried out through the Welcome Survey and other activities.

Plan author:	Rob Daley
Date:	November 22nd 2017

Year 2 sign-off

Plan author:	Rob Daley
Date:	September 12th 2018

Evidence for Enhancement: Improving the Student Experience

Institutional Plan for: Heriot-Watt University

Financial Annex Year 1

Please provide a breakdown of the allocation of funding given through the Enhancement Theme institutional contract. This should be high level, not detailed.

At the time of the end-of-year report, you will be asked to comment on actual spend against planned expenditure.

Please note that this information remains confidential and will not be made available on the web.

In addition to the monies received from the QAA, we intend to invest £14,000 of funding in this work over the three-year period of the Theme. We also expect to receive ca. £12,000 per annum funding from the University's Schools to support this work.

It is our intention to use the £6000 funding from the QAA to fund some of the Local or Student-Led projects focussing on aspects of the work around student retention and survey analysis. It is expected that at least half of this funding will be directed to Student-led initiatives in these areas.

Author:	
Date:	

Evidence for Enhancement: Improving the Student Experience

Institutional Plan for: Heriot-Watt University

Financial Annex Year 2

Please provide a breakdown of the allocation of funding given through the Enhancement Theme institutional contract. This should be high level, not detailed.

At the time of the end-of-year report, you will be asked to comment on actual spend against planned expenditure.

Please note that this information remains confidential and will not be made available on the web.

In addition to the QAA funding, we will receive £15,000 funding from the University's Schools to support this work in Year 2.

It is our intention to use the £6000 funding from the QAA to fund some of the Local or Student-Led projects focussing on aspects of the work around student retention and survey analysis. It is our expectation that much of the funding from the Schools will also be used to fund projects related to the theme activities.

Author:	Rob Daley
Date:	September 12th 2018