



CAMPAIGN UPDATE REPORT

Prepared for:	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	Date:	28/09/2017
Prepared by:	Kirran Khan	Role:	Vice President (Business)

Summary: *This paper provides an update on the implementation of the campaign(s) of the Executive Committee member*

A More Personal Tutoring System

Aim: To review the PT system, ensuring that it is effective for more students

Objective(s):

1. Conduct primary research in the form of a survey
2. Generate a series of recommendations to improve the PT system

IN PROGRESS

NOT STARTED

Updates:

1. Ruth Taylor (Dean FHSCE & ARU lead on retention) and I are working together, and have agreed to survey both students and personal tutors to determine barriers to engagement with current system. Survey period will be late October / November.
2. Not started – pending student feedback in form of survey

Part Time Jobs Fair

Aim:

Objective(s):

1. To provide students with the opportunity to meet with employers and secure part time jobs

IN PROGRESS

Updates:

1. I have met with the Employability Team and agreed that the PTJF will take place in late January / early February
2. I'm also set to meet with Tony Bickley (SU Sales) to talk about the companies that could feature at the PTJF

Bike Safety

Aim: Generate awareness of safer cycling practices

Objective(s):

1. Speak to a large proportion of students who cycle into campus
2. Provide offers on cycle lights / locks
3. Provide maintenance checks
4. Provide cycling proficiency training

IN PROGRESS

IN PROGRESS

IN PROGRESS

IN PROGRESS

Updates:

1. Have already asked for initial feedback on Facebook, need to gather more accurate / representative feedback by going out and talking (GOATing) to students
2. Working with Tom (Commercial Services Manager) to implement an offer
3. Working with Environment Team, need to meet to confirm what they can do to help
4. Working with Environment Team, need to meet to confirm what they can do to help

FVC/LEDIC are asked to **DISCUSS**



Project name	A More Personal, Tutoring System
Project manager	Kirran Khan, VP (Business)
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

The project brief is a summary of the purpose of a project and what it will achieve. It identifies key elements of the project and the steps that will be followed to reach the objectives. The brief initiates project activity and allows the work to move forward.

The project's overarching objective is to implement and facilitate change within the Personal Tutoring System at ARU. In doing this, a full and comprehensive review of the current Personal Tutoring system is required. The project aims to collate data provided by student feedback on the current system, its effectiveness, and ways in which students feel that it could be improved. This data would then be used to produce recommendations; focussing on ensuring that the system works for everyone and that every student feels supported by it.

Project overview

A brief description of the overall purpose and need for the work. Why does this project need to be done and why now?

The *Let's Be Honest* report highlighted that students didn't feel that the personal tutoring system, in its current form, was effective in supporting them. Building on the success of the *Lets Be Honest* campaign, with it being the largest piece of independent research the Union has ever done, a review of the personal tutoring system is more important now than ever before. By design, the system is meant to act as a students' 'first port of call' but as the data shows, this often isn't the case. A review of the entire system at this time will improve retention figures, better support students (especially those from often underrepresented groups), and ultimately go a long way in building a sense of community around ARU.

Aims and objectives

<i>Broad statements of intent about what the project is trying to achieve.</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	<i>How will you measure success?</i>
Conduct primary research in the form of a survey	Gather a large proportion of students' opinions / experience of the personal tutoring system in general	If the data collected is truly representative and includes students from different faculties, courses, campuses, backgrounds, and self defining demographics.
	Gather a large proportion of students' opinions / experiences of how effective the personal tutoring system is	
	Gather a large proportion of students' opinions as to how the personal tutoring system could be improved	
Generate a series of recommendations to improve the PT System	This will utilise the data collected from the survey to shape an understanding of what students want to see	If the recommendations are approved and implemented

Scope

Several sentences outlining what is within the scope of the project and what is not. If necessary this section should clarify the boundary between this project and other work to ensure there is no overlap or duplication. This section should clarify what is specifically excluded from the activity.

The scope of the project is to recommend and implement changes and improvements to the personal tutoring system at ARU. To do this, I will conduct primary research, and collate the data gathered. The emphasis placed on this data is that it is solely the feedback, opinions, and experiences of Anglia Ruskin students. This project is the result of student feedback regarding the current system and is not a reflection of any one individual opinion.

Deliverables

List the outputs of the project.

- A better, more supportive Personal Tutoring system for all students
- Students feel that their concerns and feedback are being listened to and changes are being made
- Increased retention figures / better NSS scores for all faculties over the next few years
- Students have a sense of ownership over the system and feel that it works more for them
- A real sense of community develops across ARU

Key stakeholders

This should list all parties (internal and external) with an interest in this piece of work.

Students, Anglia Ruskin University, Anglia Ruskin Students' Union

Project team: roles and responsibilities

<i>List all those who have a role to play in the project.</i>	<i>Include a summary of their responsibilities.</i>
Kirran Khan (VP Business)	Project Lead; coordinating survey creation, feedback, data analysis, report writing, recommendations, and implementation
Students	Providing feedback; shaping recommendations
Executive Committee	Promoting filling in the survey / sharing the campaign results with the students they represent
Fiona Caslake (Comms Manager, SU)	Creating awareness of project, survey and report at all stages of the project

Implications for the organisation

Include here any impact this area of work may have on other parts of the organisation.

As the project is data and report driven, it could have an impact on the workload of both the project team (listed above) and the wider staff team at Anglia Ruskin Students' Union.

However, *Goal Four* of the Union's Strategic Plan is to '*proactively support students to thrive in a welcoming and inclusive environment*' and any effort to change or improve the Personal Tutoring system falls well within that remit.

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
There could be a lack of responses to the survey	If there is a poor response rate to the survey, alternate methods of feedback could be through social media posts, GOATing (Go Out And Talk), or a lecture visit with a simple question asked such as <i>'Please raise your hand if you think the personal tutoring system supports you.'</i>
The University may be unwilling to implement any change / improvement to the Personal Tutoring System	The University has placed great emphasis on improving retention figures as a priority. Feeling supported whilst at university significantly lowers the risk of withdrawal from courses.

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

As this project relies on complex data analysis, this falls beyond my skillset. It is therefore likely that additional support in the form of hiring a member of student staff to analyse and collate the data will be required. This will be paid at the standard student staff pay rate of £8.45 per hour.

Additionally, for the promotion of the survey and the project in general, I will ask the Communications team (lead by Fiona Caslake) to produce materials.

Timescales

An estimate of when project activities will happen.

What	When											Who
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Project to be introduced at relevant University working groups, meetings etc.	■											KK
Survey to be created	■											KK / FC
Survey to be distributed		■										KK / EC / FC
Survey to be promoted, shared and filled in by students		■	■									KK / EC / STUDENTS
Data to be collated and analysed				■	■	■						STUDENT STAFF
Report to be created, complete with recommendations						■	■					KK / EC
Report to be published								■				FC
Recommendations to be presented to relevant meetings and working groups								■				KK
Recommendations to be implemented									■	■		ARU

KK – Kirran Khan

FC – Fiona Caslake

EC – Executive Committee

ARU – Anglia Ruskin University

UPDATE: FVC / LEDIC (30/08)

After meeting with Ruth Taylor (Dean of FHSCE and ARU lead on student retention), we decided to collaborate on a joint project rather than doing two independent projects. Ruth and I are working on gathering the thoughts of both students and personal tutors; particularly to look into the barriers that stop the system being as effective as it could be (eg. badly scheduled sessions). We're also going to consult Anglia Learning and Teaching for resources, as well as looking into how personal tutoring works in other Universities. Feedback from students / staff will be written up and recommendations will be generated in a report that will be aim to be finalised by January. The recommendations will then begin to be worked on and implemented after this.



Project name	LikeBike (to be renamed)
Project manager	Kirran Khan VP (Business)
Project sponsor	TBC
Date agreed	TBC
Agreed by	TBC

Project brief

The project brief is a summary of the purpose of a project and what it will achieve. It identifies key elements of the project and the steps that will be followed to reach the objectives. The brief initiates project activity and allows the work to move forward.

The main objective of the project is to improve the awareness of cycling issues, and promote safer cycling to ARU students. In doing this, many different approaches will be utilised. The project aims to encourage students across core campuses to cycle safely; by offering cycling proficiency training, bike maintenance checks, and lights / locks through the SU Shop

Project overview

A brief description of the overall purpose and need for the work. Why does this project need to be done and why now?

The project first came about when, while speaking to students, the dangers of cycling in Cambridge and Chelmsford were discussed. The reasoning as to why this project is to be done at this point in time is because of the intake of Freshers in September who cycle, having not necessarily cycled for a while.

Aims and objectives

<i>Broad statements of intent about what the project is trying to achieve.</i>	<i>List the tangible outcomes and benefits that will be achieved. They should be specific and measurable etc. We should be able to refer back to these at the end of the project to check whether the work has been successful.</i>	<i>How will you measure success?</i>
Generate awareness of safer cycling practices	Speak to a large proportion of students who cycle into campus	Based on how many students are spoken to
	Create posters / promo material	Based on student engagement
Ensure that more students are engaging in safer cycling	Provide offers on cycle lights / locks	Increase in sales
	Provide maintenance checks	Amount of student participants
	Provide cycling proficiency training	Amount of student participants

Scope

Several sentences outlining what is within the scope of the project and what is not. If necessary this section should clarify the boundary between this project and other work to ensure there is no overlap or duplication. This section should clarify what is specifically excluded from the activity.

The scope of the project is to generate awareness and signpost to schemes coordinating safer cycling campaigns; not to partner with any campaign or retailer.

Deliverables

List the outputs of the project.

- More students engaging with safer cycling practices
- More students cycling
- A sense of awareness of the issues faced by cyclists

Key stakeholders

This should list all parties (internal and external) with an interest in this piece of work.

Students who cycle into campus in Cambridge and Chelmsford, Freshers, Anglia Ruskin Students' Union, Anglia Ruskin University

Project team: roles and responsibilities

<i>List all those who have a role to play in the project.</i>	<i>Include a summary of their responsibilities.</i>
Kirran Khan (VP Business)	Speak to students who cycle into campus, coordinate poster / promo material design, organise maintenance checks, organise offers through SU shop
ARU Environment Team	Provide maintenance checks for bikes
Executive Committee	Promote the project to any students that they represent
Tom Manville (Commercial Services Manager)	Organise offers, discounts, and promotions on cycle locks and locks through SU shop
Fiona Caslake (Communications Team)	Create promotional material for project

Implications for the organisation

Include here any impact this area of work may have on other parts of the organisation.

Production and creation of promotional materials will take up time and resources of the Comms team

Risks

<i>Outline any potential issues or barriers (internal and external).</i>	<i>Include a summary of how these might be mitigated.</i>
ARU Environment Team no longer wanting to provide maintenance checks	A written agreement

Costs

As well as direct costs this should include an estimate of the staff resource required and the amount of time from each person/area.

There will be a currently unknown cost to the campaigns budget for the providing of discounts, offers and promotions on cycle locks and lights through the SU Shop.

Timescales

An estimate of when project activities will happen.

<i>What</i>	<i>When</i>							<i>Who</i>
	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	
Project to be introduced at relevant University working groups, meetings etc.	■							KK
Promotional material to be created	■							KK / FC
Cycling students are spoken to		■						KK / EC / ET
Promotions, Offers, and Discounts are agreed and implemented		■						KK / TM
Maintenance checks and proficiency training organised				■				KK / ET
Cycling students are surveyed for satisfaction						■		KK / EC / FC

KK – Kirran Khan

FC – Fiona Caslake, Communications Manager

ET – ARU Environment Team

TM – Tom Manville, Commercial Services Manager

EC – Executive Committee

UPDATE: FVC / LEDIC (30/08)

After meeting with Tom Manville, we're still in conversations to finalise a 'bike bundle' (lights, locks, etc). I've asked for student feedback on safety tips and what they would want to see in a bundle. I'm meeting with the Environment Team in early September to discuss their bike maintenance sessions.