



|                        |   |
|------------------------|---|
| <b>Project name</b>    | <b>A More Personal, Tutoring System</b> |
| <b>Project manager</b> | <b>Kirran Khan, VP (Business)</b>       |
| <b>Project sponsor</b> | TBC                                     |
| <b>Date agreed</b>     | TBC                                     |
| <b>Agreed by</b>       | 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 'Please raise your hand if you think the personal tutoring system supports you'. |
| 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.



|                        |                                  |
|------------------------|----------------------------------|
| <b>Project name</b>    | <b>LikeBike (to be renamed)</b>  |
| <b>Project manager</b> | <b>Kirran Khan VP (Business)</b> |
| <b>Project sponsor</b> | TBC                              |
| <b>Date agreed</b>     | TBC                              |
| <b>Agreed by</b>       | 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.*

| What  | When |     |     |     |     |     |     | Who          |
|---|------|-----|-----|-----|-----|-----|-----|--------------|
|   | Aug  | Sep | Oct | Nov | Dec | Jan | Feb |              |
| 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.