



QAA  
Scotland

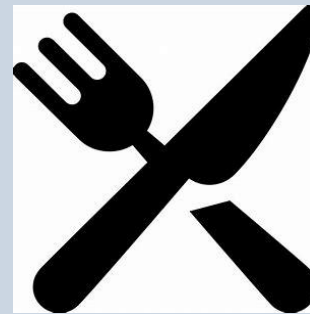
# **Welcome Focus On 2021/22: Enhancing Professional Services Partnerships**

07 April 2022

Glasgow

**Focus On: Enhancing  
Professional Services Partnerships**

# Welcome and Housekeeping



# Agenda - Overview

Professional Services Review and perspectives on partnership	In practice: approaches to building and evaluating professional services partnerships	Evaluating practice and mapping future projects
Focus on 2021/2022: Project overview	Glasgow School of Art: Reviewing professional services and working in partnership.	Task 1: Helping Hands. An interactive exercise to enable reflection on current practice
Professional Service Review Report: An overview of the Focus on Phase 1 report	University of Glasgow's approach to professional services in partnership: "Reach Out"	Task 2: Mapping your next collective project. Participants will map the next project as a team
Student Perspectives on Professional Services  Phase 2 of the Focus on project, gathering student perspectives.	Working in partnership with Students – upskilling professional services staff	
Discussion – perspectives on partnership.		

# **Professional Services Review and perspectives on partnership**

**Focus On: Enhancing Professional Services Partnerships**



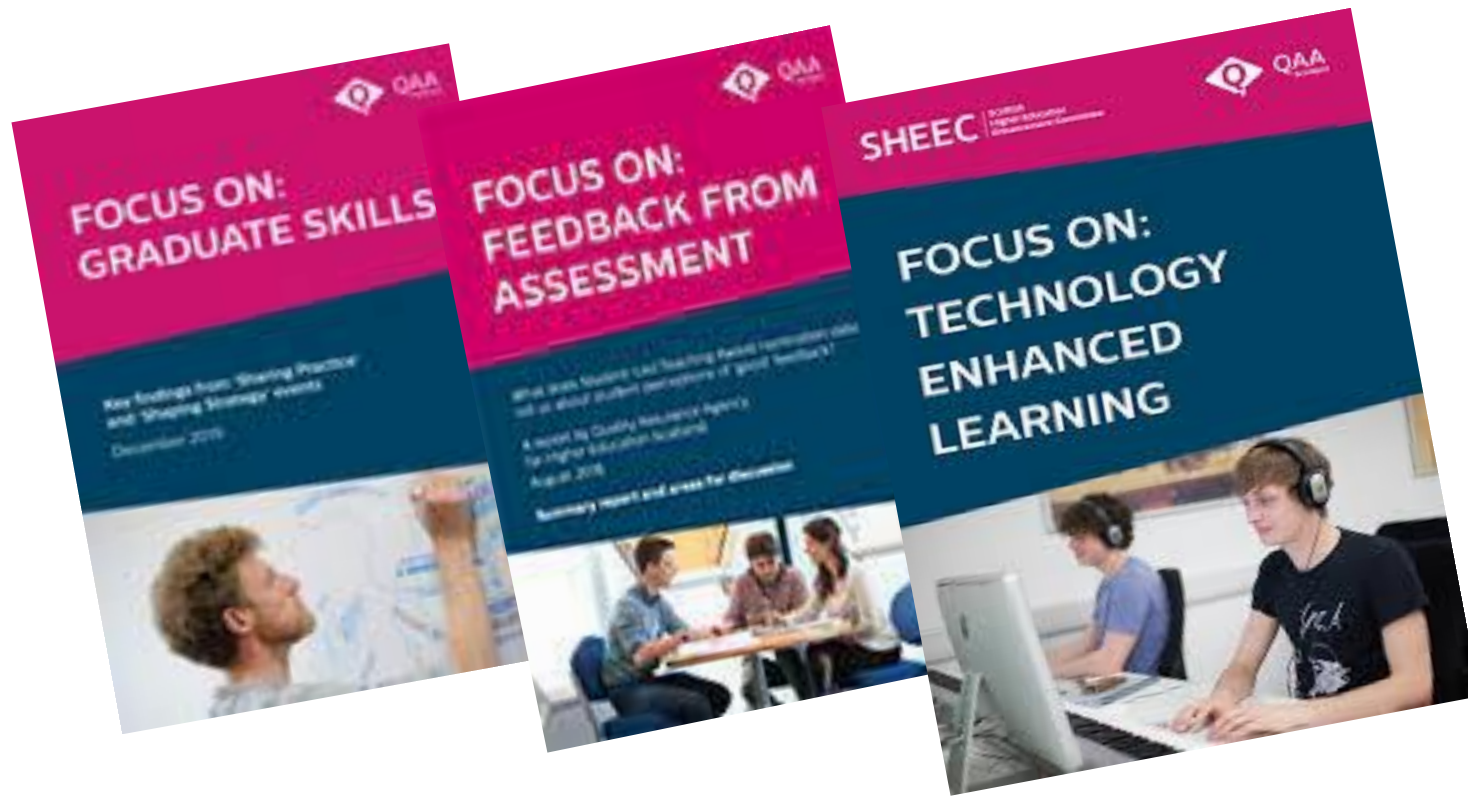
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# **Focus On 2021/22 project overview**

Laura Porter, Quality Enhancement Manager

**Focus On: Enhancing  
Professional Services Partnerships**

# Focus On



- Technology Enhancement Learning
- Graduate Skills
- Feedback from Assessment
- Postgraduate Student Experience
- Institution-Led Review
- Collaborative Activity
- Assessment and Feedback



# Focus On: Professional Services Partnerships



# Focus On: Professional Services Partnerships strands

Understanding methodologies and approaches to professional service review

Exploring, facilitating and communicating professional service partnerships



# Focus On: Professional Services Partnerships activities



# Developing approaches



- Professional services review methods
- Articulation and promotion of partnership



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**Thank you**



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# **Focus On: Professional Services Review Report**

Ann Cotterill, QAAS

**Focus On: Enhancing  
Professional Services Partnerships**

# Why PSR?

**All services contributing to the student experience should be reviewed as part of an institution's approach.**

Support services are of crucial importance in determining the overall quality of the student learning experience and can impact significantly on student achievement and well-being. It is a matter for each institution to determine how this should be done. Whatever the approach taken, the evidence should allow the institution to reflect on the contribution of support services to the 'quality culture' within the institution, the ways in which the services engage with students to monitor and improve the quality of services, and the ways in which the services promote high quality learning and continuous quality enhancement

*Para 37: Contribution and role of support services under ILR within the SFC guidance to higher education institutions on quality for the cycle from August 2017-2022*

# PSR Practice

- Broad approaches to PSR and aspects of methodologies
  - ELIR 4 reports
  - initial scoping exercise
  - ILR reports to SFC
  - Institution websites
  - institutional liaison
- For each of the broad approaches and aspects of methodology some examples are provided of institutional practice.



# Reflective questions

The broad approaches to PSR, and each of the aspects of methodology are prefaced with reflective questions to support institutions in their considerations of the methodologies that can be used when developing or enhancing their PSR processes.

- How does the approach to PSR align with and address institutional strategic priorities?
- To what extent is externality used in professional service review?
- What data and evidence are used in PSR to support critical self-evaluation?

# Broad approaches to PSR

## Integrated

a review of a subject or academic department that incorporates professional services

## Targeted

a review focused on one or more professional service(s)

## Comprehensive

An extended review which includes **all** professional services

The report does not evaluate effectiveness or advocate one approach or methodology.

# Student Support Services Board of Studies

The Student Support Services Board of Studies takes an institutional lead in the development, implementation and ongoing enhancement of student support services at SRUC.

- Campus Services
  - Academic Liaison Managers
  - Student Support Tutors
  - Library Services
  - Careers Services
- Centralised Services
  - Digital Learning
  - Information Services
  - Student Journey
  - Students' Association Development



The service area self-evaluation:

- the provision and structure;
- routine/annual monitoring processes;
- recent developments/achievements;
- alignment with external reference points;
- engagement with students or other stakeholders;
- impact on the student learning experience;
- the professional development of staff;
- the quality of resources

## Learning So Far

- Culture changing
- Board Composition
- Process of ILR for Services
- Data Availability / Use
- Process Familiarity and Support



# Aspects of methodology

- Strategic principles for PSR
- Institutional oversight
- Review processes and procedures
- Externality
- Use of data and evidence
- Student engagement in PSR
- Outcomes of reviews



**MONITORING AND  
EVALUATION**

# Aspects of methodology

- **Strategic principles for PSR**
  - Institutional oversight
  - Review processes and procedures
  - Externality
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# Aspects of methodology

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# UHI Career and Employability Service Review

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## Objectives:

- Mapping of current service delivery mechanisms;
- Identification of areas of best practice/strengths;
- Identification of gaps/weaknesses or threats, and
- Identification of potential collaborative development of services to meet identified gaps.

## Output

- **The production of a detailed Self-Evaluation Document (SED) containing a clear set of recommendations supporting the future of service development and delivery.**

# Impact and Legacy

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- Ability to present a business case for additional resources;
- A move towards strategic service integration, 'built in as opposed to bolt on';
- Senior Management 'buy in' of service impact on the student journey and outcomes;
- Co-design of new partnership approaches e.g. CPD materials for staff;
- Enhanced partnership relationships, and
- Enhanced service planning based on identified gaps and areas of best practice.

*"It wasn't mandatory, we choose to opt into the process. To have an opportunity to spend time on reviewing and renewing service delivery mechanisms was too good an opportunity to miss. Yes, it was hard work all the more challenging during a global pandemic, but the rewards have far outweighed the work".*

**Nicola Smith UHI Head of Careers and Employability**



University of the  
Highlands and Islands  
Oilthigh na Gàidhealtachd  
agus nan Eilean

Careers and  
Employability Centre  
Ionad Dhreuchdan agus  
Freagarrachd airson Cosnadh

# Aspects of methodology

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# Externality

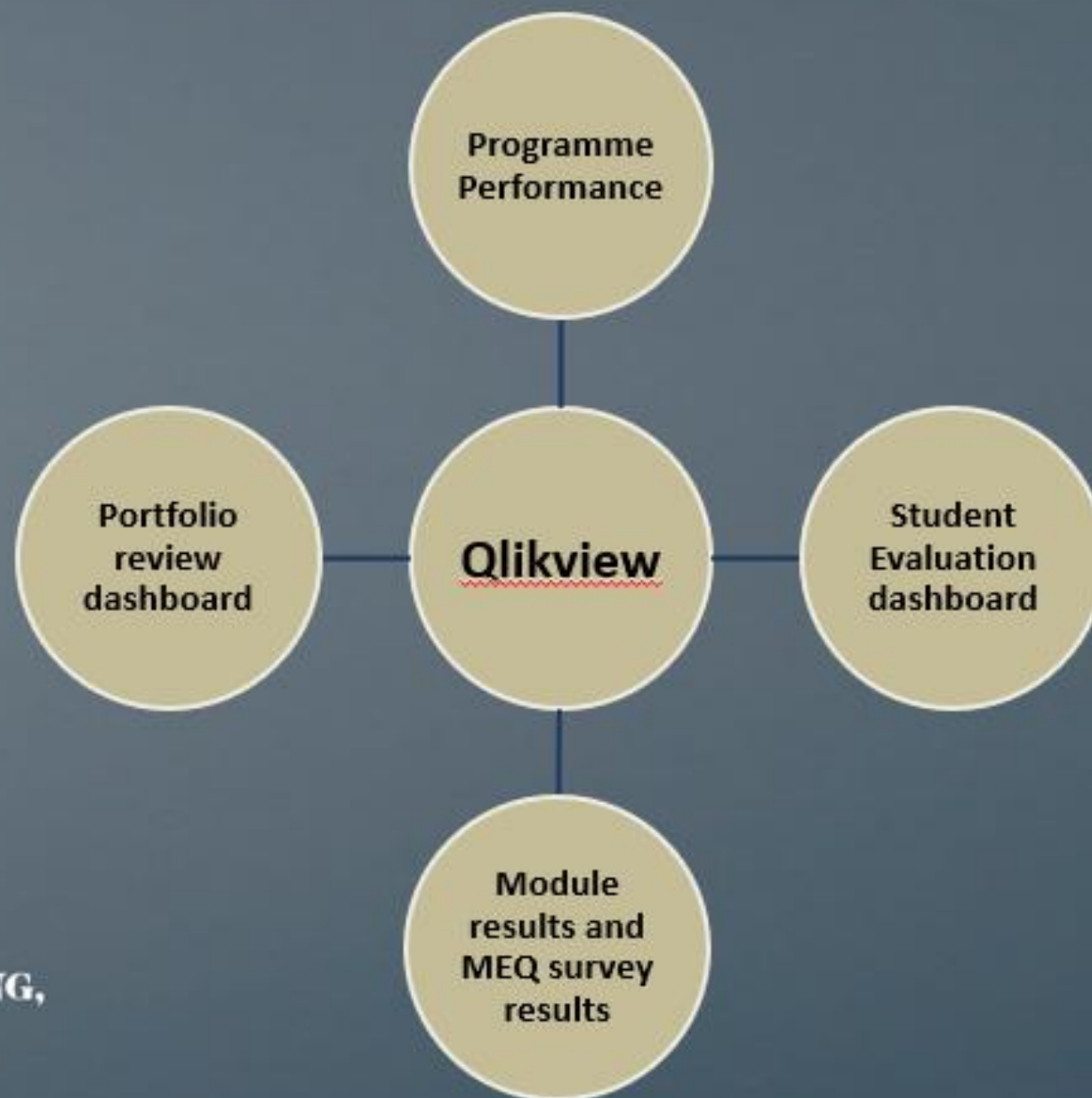
- Internal review – internal externality
- Internal review with external input
- External review

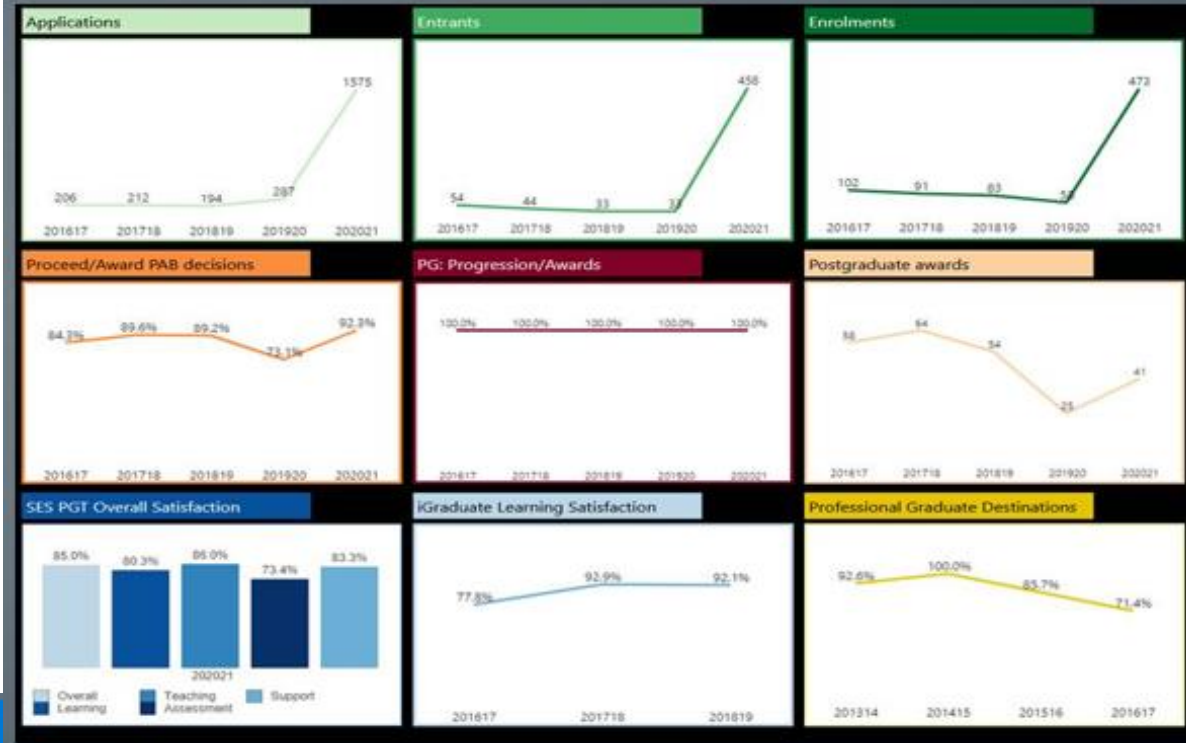


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# Data-Informed Quality Enhancement at UWS





## LWS UNIVERSITY OF THE WEST OF SCOTLAND Programme Monitoring Review

- PMR Home
- Undaimed
- In Process
- Awaiting Approval
- Approved
- PMR Archive
- Recycle bin

### ENHANCEMENT AND ANNUAL MONITORING (EAM)

#### Introduction

The University's approach to enhancement and annual monitoring is programme-based and focuses on the quality of the student experience through reflection at both module and programme level. In line with the UK Quality Code, "The provider actively reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement". Strategic principles have been agreed "to ensure processes are applied systematically and operated consistently".

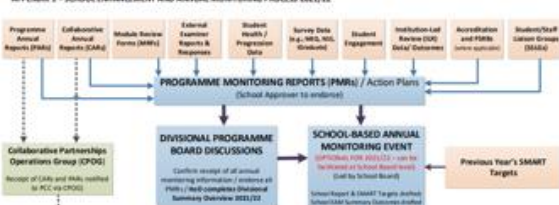
Full details are provided in the **Quality Handbook: Chapter 7**, but the **flowchart** below provides a summary of related activities and how these fit in with each other.



#### PMR Guidance

- Quality Handbook 2021/22 - Chapter 7: Enhancement & Annual Monitoring
- HOW TO GUIDE - For Programme Leaders
- 4 Appendix A PMR template
- Programme Monitoring Report (PMR) Questions
- EAM Overview - TIMELINES

APPENDIX 1 - SCHOOL ENHANCEMENT AND ANNUAL MONITORING PROCESS 2021/22



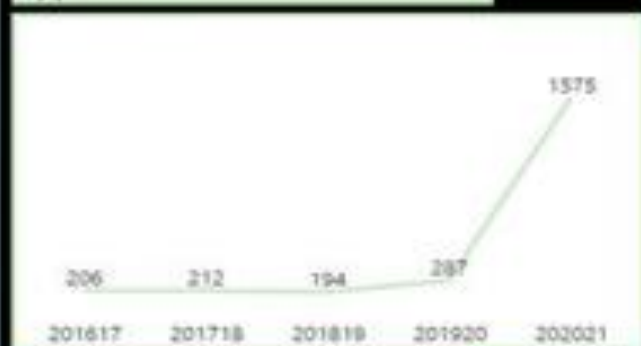
## Programme... > PMR > MA Filmmaking

- Help
- Programme Health
- Student Success
- Student Satisfaction
- Destinations
- Print

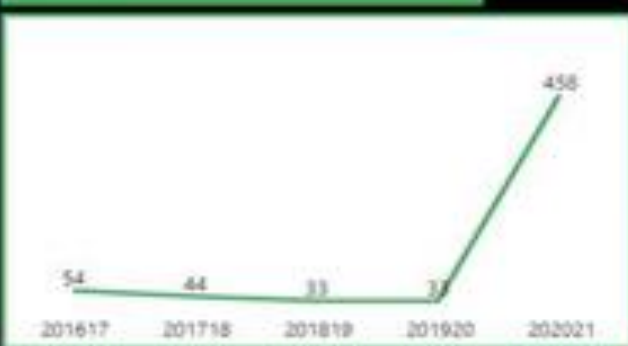
- Section 1
- Section 2
- Section 3
- Section 4
- Attachments

Title	School
MA Filmmaking	Business & Creative Industries
Session	Level
2021	PG
Programme Leader	School Approver
Programme Members	
Notify Member Leader Updates	
No	* You are advised to leave this set to off until your update warrants emailing programme members
Send For Approval	

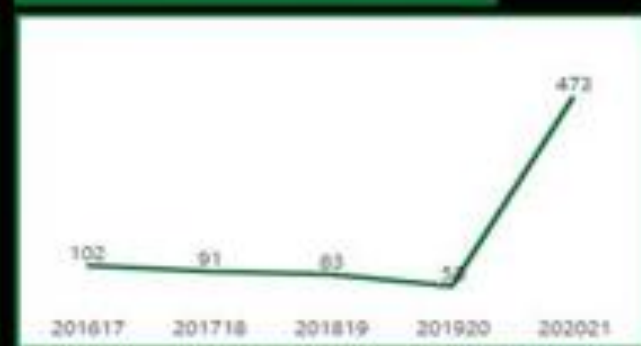
### Applications



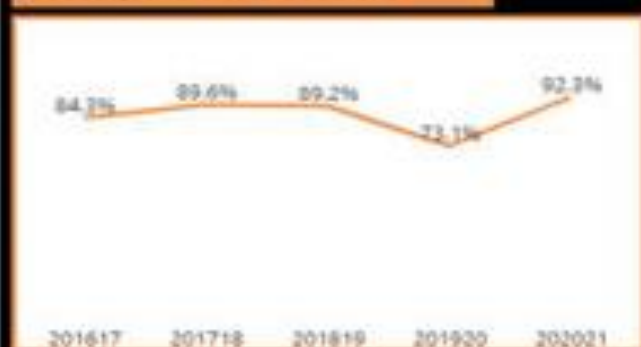
### Entrants



### Enrolments



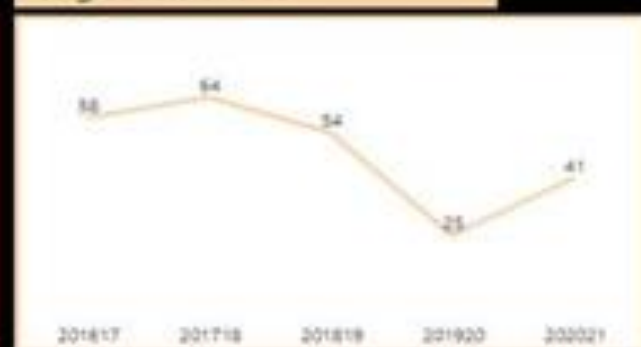
### Proceed/Award PAB decisions



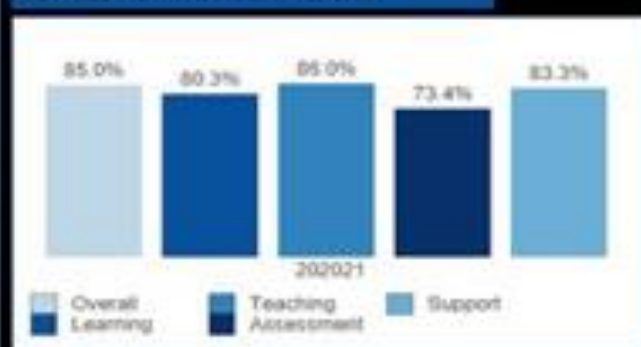
### PG: Progression/Awards



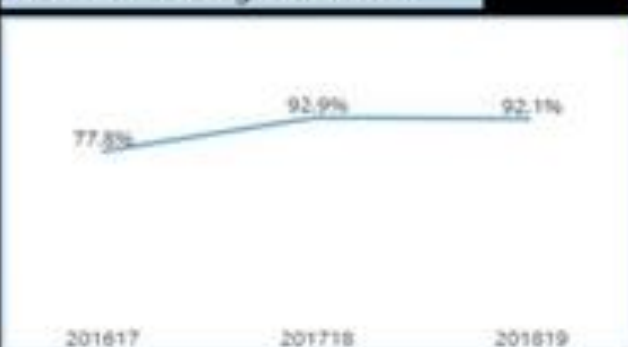
### Postgraduate awards



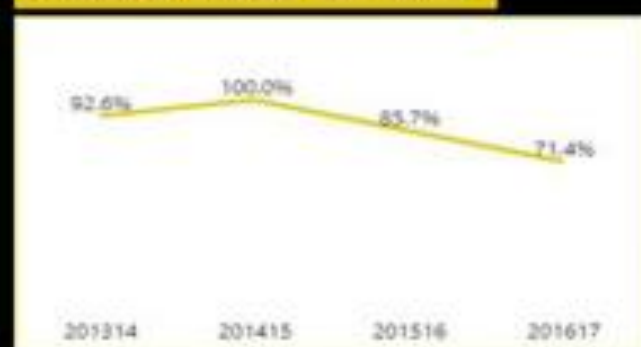
### SES PGT Overall Satisfaction



### iGraduate Learning Satisfaction



### Professional Graduate Destinations





Applications	Entrants	Enrolments
1575	458	472

PMR Home

Undeclared

In Process

Awaiting Approval

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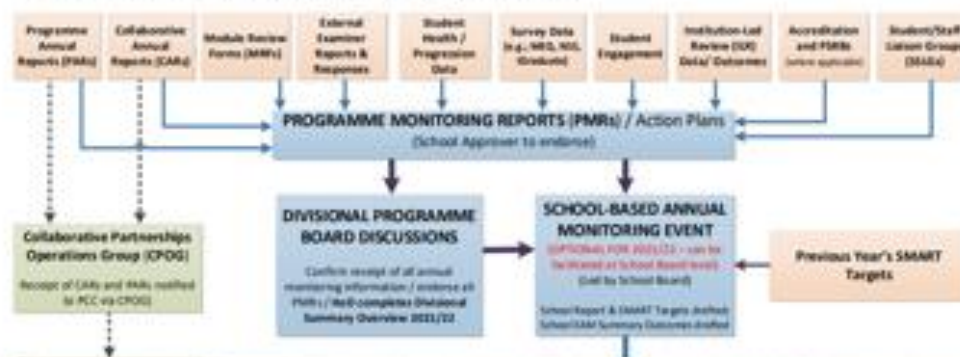
HOW TO GUIDE - For Programme Leaders

4 Appendix 4 PMR template

Programme Monitoring Report (PMR) Questions

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## Programme... > PMR > MA Filmmaking



Help



Programme Health



Student Success



Student Satisfaction



Destinations



Print

Section 1

Section 2

Section 3

Section 4

Attachments

Title

MA Filmmaking

School

Business & Creative Industries

Session

2021

Level

PG

Programme Leader

School Approver

Programme Members

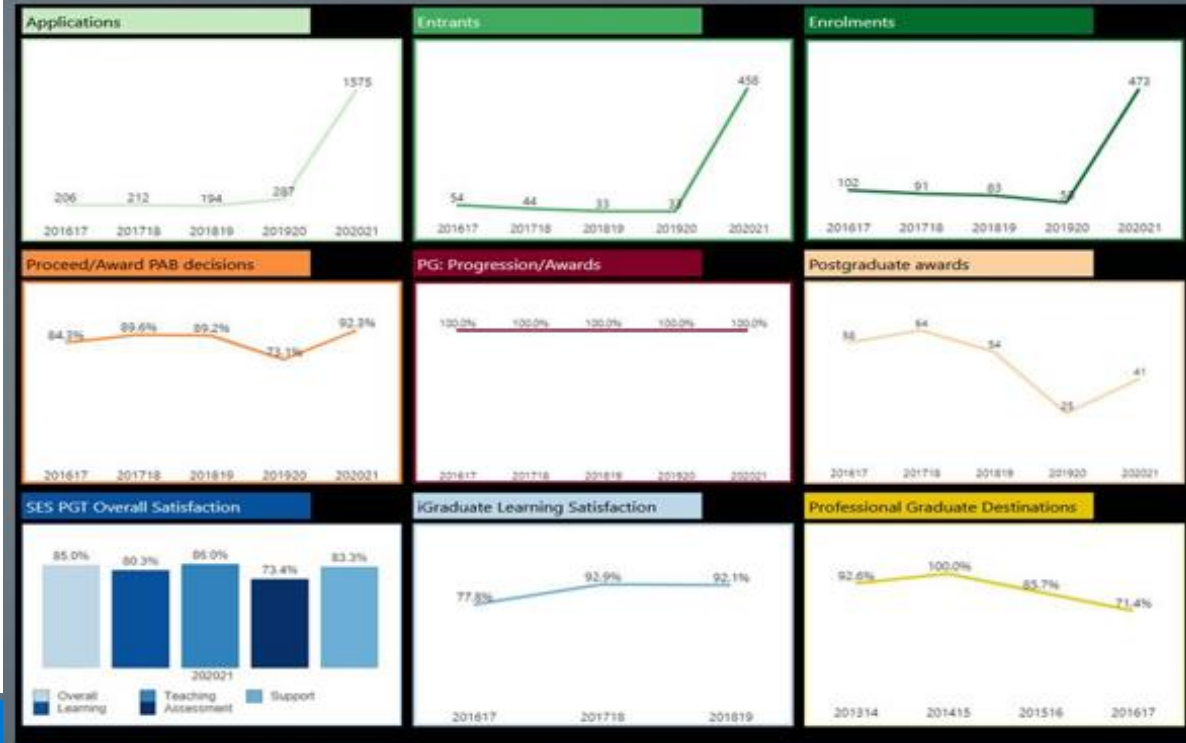
Notify Member Leader Updates

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Send For Approval

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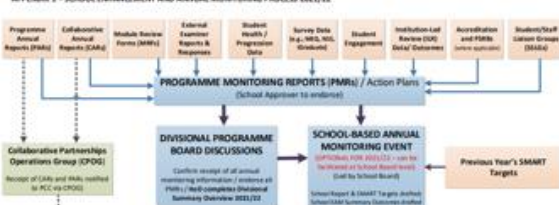
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# Next steps...

There is a wealth of good practice across the sector:

- student engagement and partnership
- use of data
- effectiveness of ILR for taught provision

Identify good practice from within your institutions and across the sector when developing your processes for PSR





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**Thank you**



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# **Student Insights into PSR and Professional Services**

Ruth Burchell

Quality Enhancement Specialist, QAAS

**Focus On: Enhancing  
Professional Services Partnerships**

# The approach

- Following a short recruitment campaign conducted through Sparqs and QAA Scotland networks.
- We recruited 9 students (in addition to the facilitator) from a range of Institutions, at different levels of study, and a mix of representatives and non-representatives.
- Students were given questions beforehand to enable them to think about their response.
- Participants were asked not to research terms they were unfamiliar with prior to the conversation, to ensure an authentic response.
- Participants were offered a high street voucher in recognition of their contribution
- The students all gave their permission to share the outcomes





# Who participated



Ondrej Kucerak, Facilitator, Vice President, Education.  
Branislav Engler, Non-Rep, Undergraduate



Amandeep Kainth, Rep, Undergraduate  
Kevin Leomo, Rep, Postgraduate



Rory Harkness, Non-Rep, Undergraduate



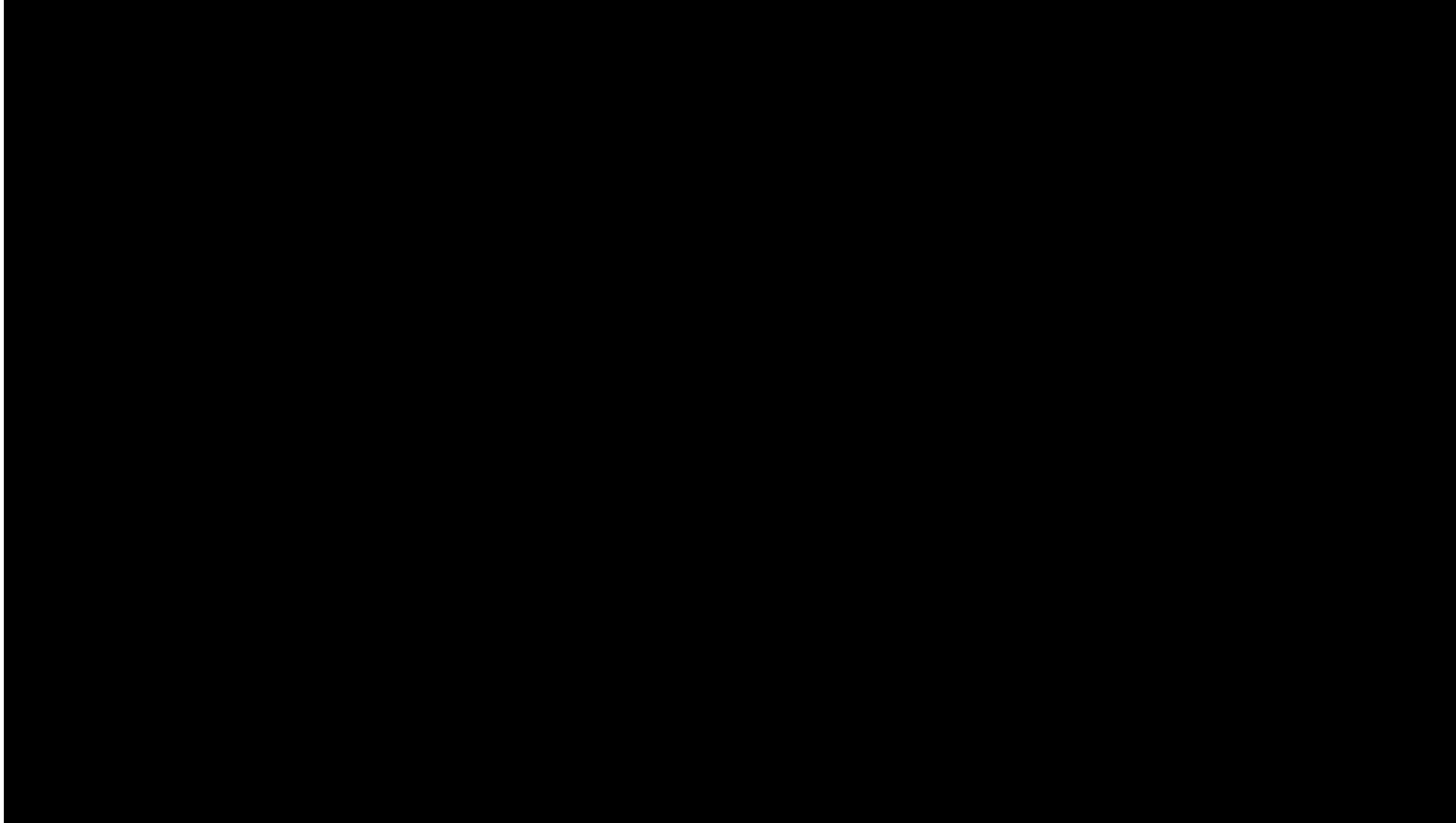
Anam Abbas Previously a Rep, Postgraduate



Kasia Sadowy, Rep, Undergraduate



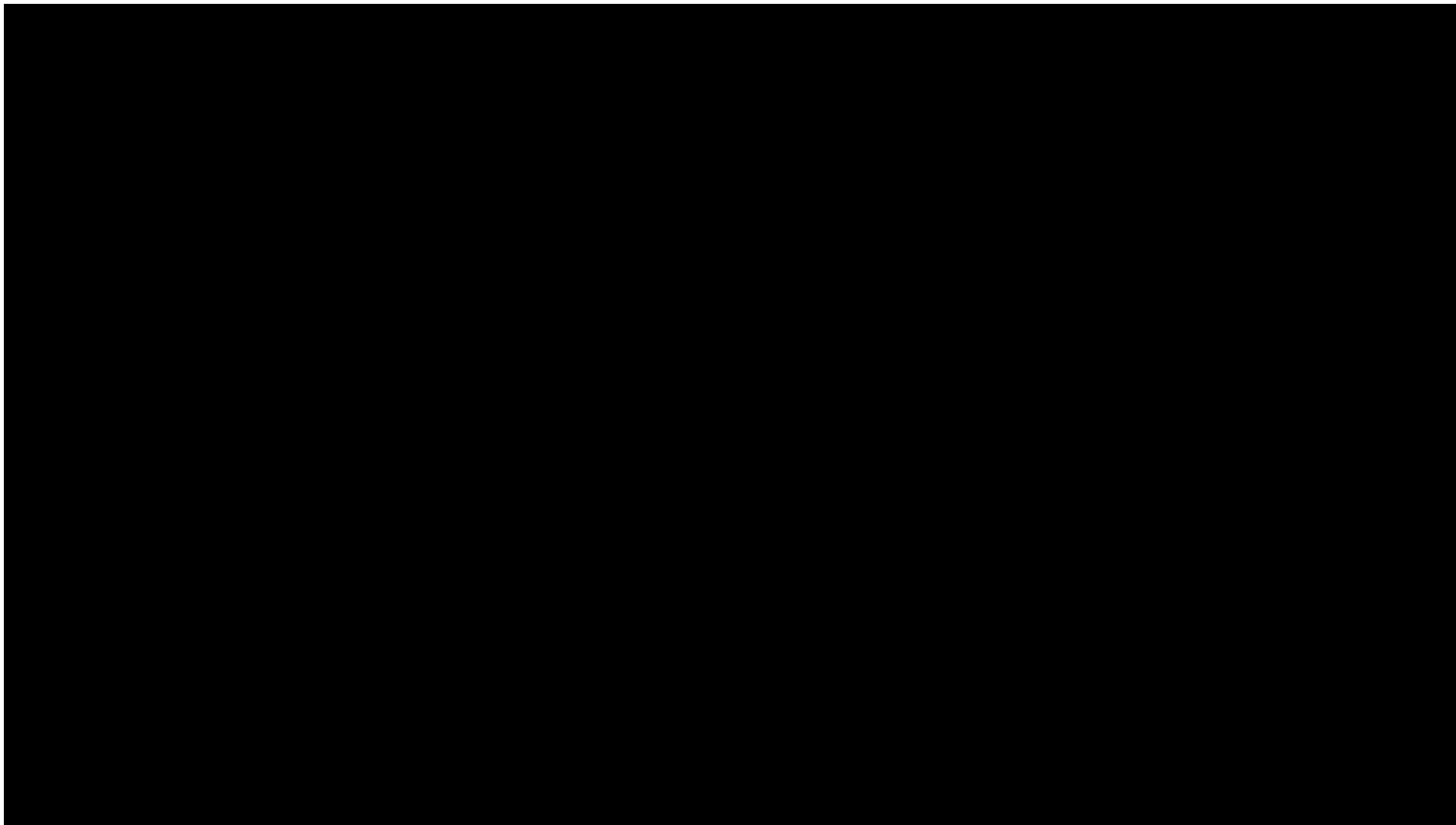
# What do you understand by the term “professional services”?



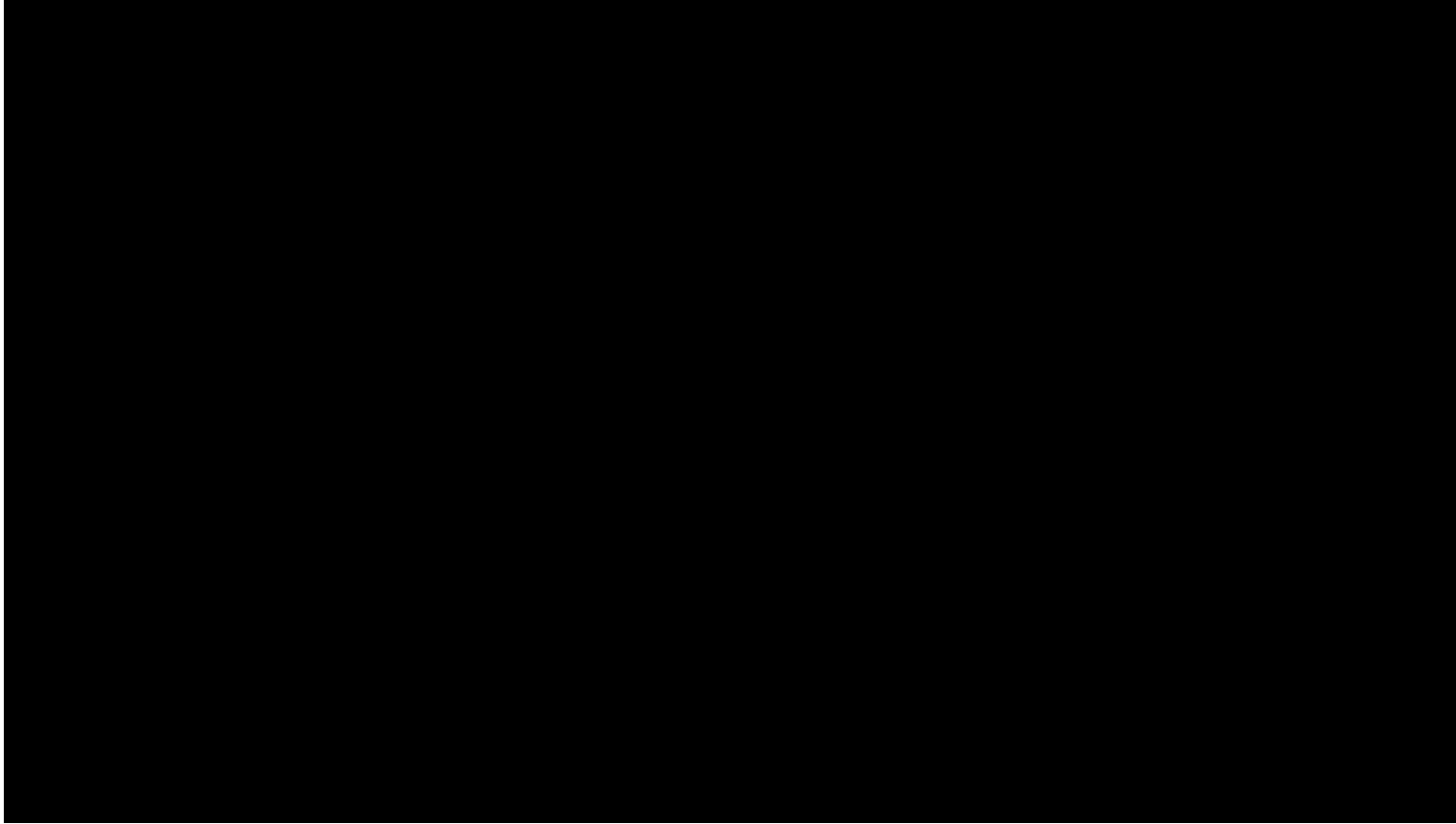
# **Would students who are not Representatives understand this term?**



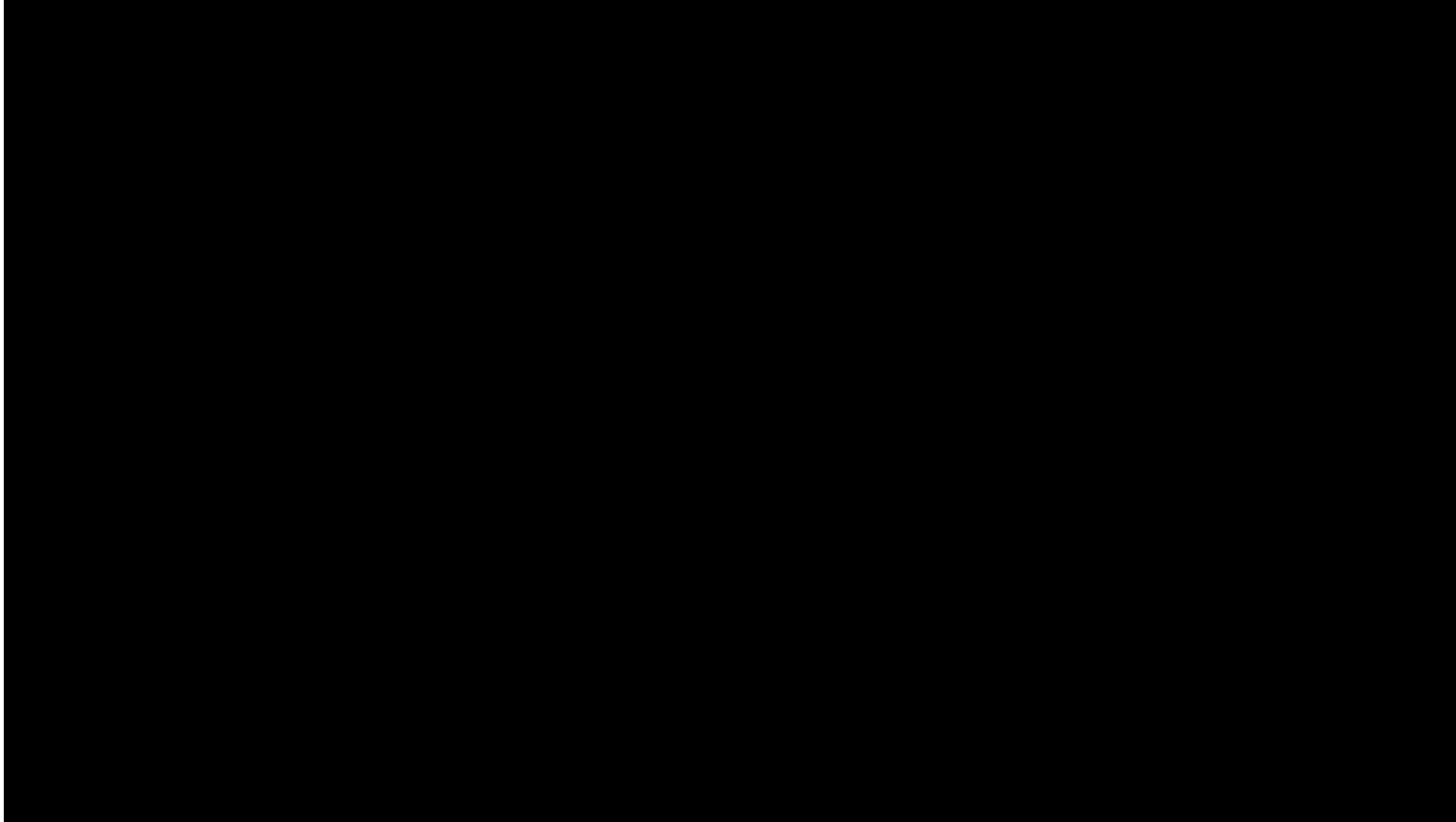
## **How do these services impact your experience?**



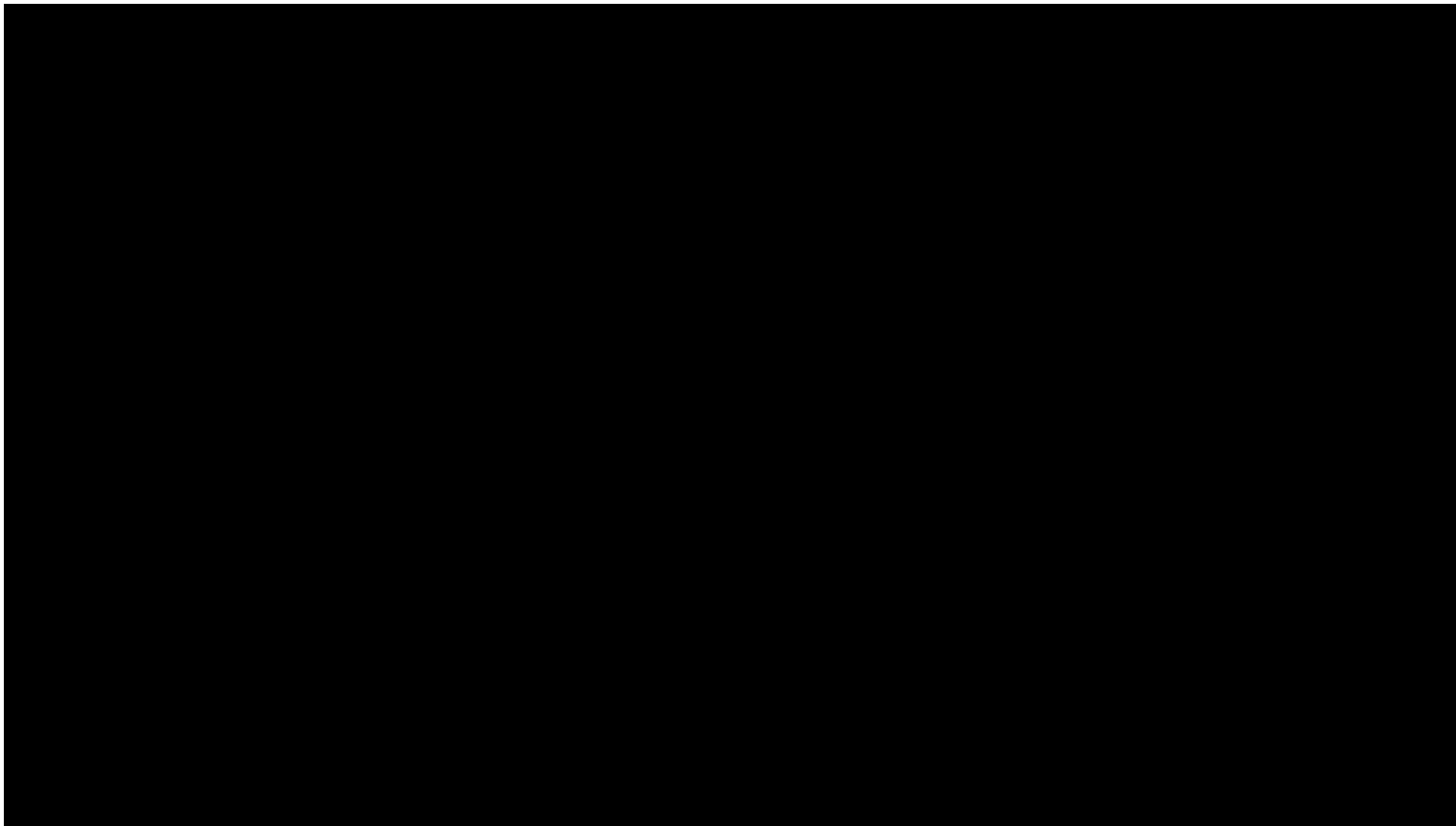
# Has engagement declined during the pandemic?



**Are you aware that your university (institution) is required to undertake a review of Professional Services? Have you, or others you know of ever been involved in specific service reviews/school reviews? Who should represent students in these reviews?**



**How were/are your views sought (questionnaire/focus group)? Was the feedback loop closed?**



**What could be done better. How can professional services be enhanced, and activities be communicated better? What works well?**





# What next – April

- Publication of the full video
- Publication of a summary document containing the broad themes from the conversations and reflective questions for providers to consider



# Break 11:00 – 11:15



# Discussion: Perspectives on Professional Services

1. Does the snapshot of student perspectives ring true for your Institution?
2. Thinking about projects or internal reviews of practice in your own institution, how do you identify who you need perspectives from?
3. How and when are these perspectives incorporated into the process? Is it a formal or an informal process – i.e. is it written down who is involved or is it a knowledge base exercise?

# **In practice: approaches to building and evaluating professional services partnerships**

# QAA Focus On: Professional Service Review

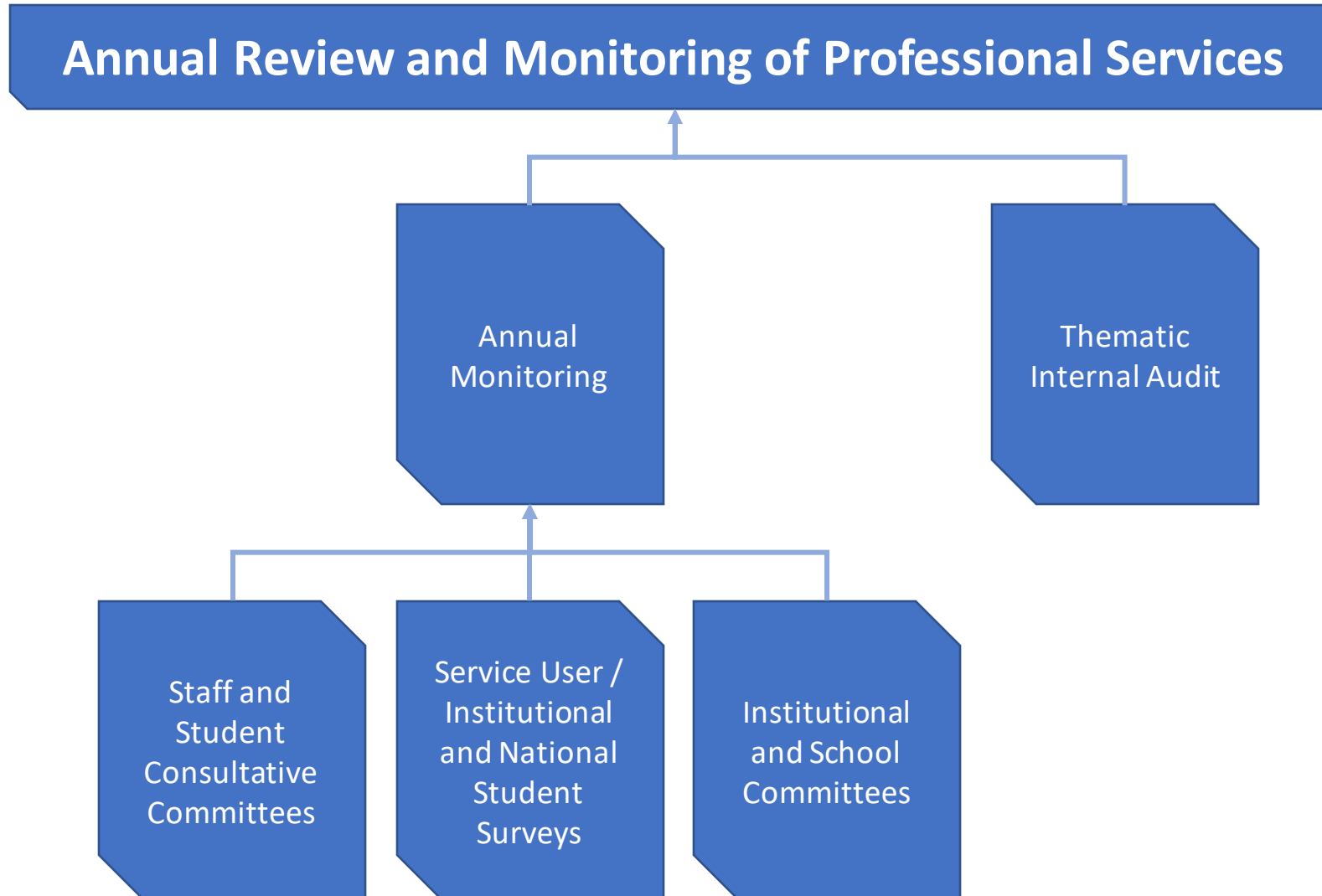
Our Journey and  
approach, what we have  
learned, and what we  
want to learn

7<sup>th</sup> April 2022

Mark Charters | Head of Learning and  
Teaching | GSA | [m.charters@gsa.ac.uk](mailto:m.charters@gsa.ac.uk)



# *Our Journey*





# *Our Journey*

Review of Good Practice sharing found an over-reliance on institutional and school-level committees, and personal communication chains.

A strategic need to better align, and make more consistent, the review of student facing professional support services with that of the academic schools.

Specific ELIR recommendation on the review of student-facing professional support services to implement a systematic and effective mechanism for reviewing the contribution of the professional support services to the quality of the student experience, incorporating external specialist expertise and student engagement.



# Our Approach: Policy and Process

- Provide staff of the student-facing professional service or thematic area with an opportunity to reflect on its operation, successes and challenges since the most recent review
- Assess the quality of the provision, and how students are engaged with to monitor the quality of services
- Evaluate the extent to which the provision meets the needs of students
- Reflect on the student-facing professional service's approach to the enhancement of provision, including recent developments and future plans
- Evaluate and enhance links to other services and Schools
- Identify examples of good practice for commendation and dissemination
- Identify areas for enhancement, and monitor action taken in response



# Our Approach: Policy and Process

## The Panel

- Deputy Director (Convenor)
- Academic Registrar
- External specialist
- A representative from the University of Glasgow
- A student representative (normally a sabbatical officer)
- A head of School or senior academic
- A Head of Department from another student-facing professional service

## The Review

- Service Review Lead and Senior Team
- Student service users
- Staff from the service area
- Conclusions, Commendations and Recommendations



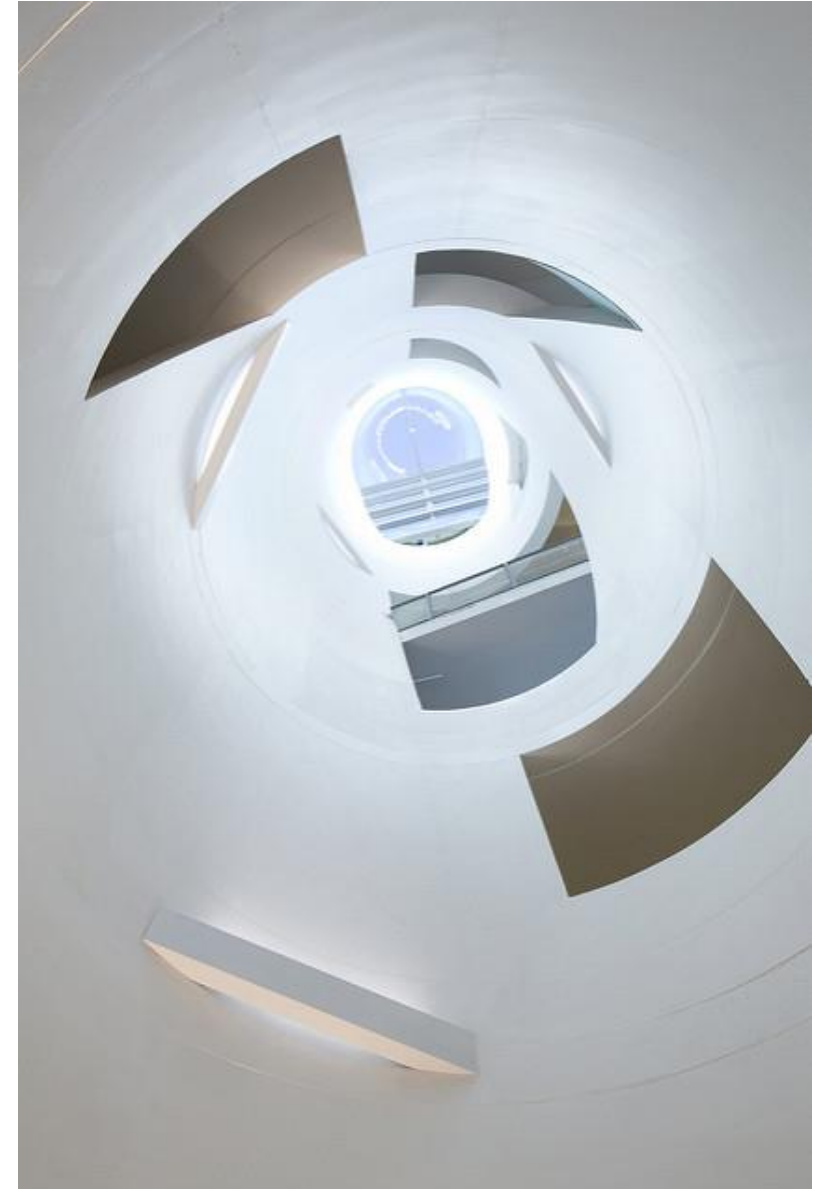
# *What We have Learned*

Our first professional Service Review: Enterprise Studio which encompasses:

- Careers and employability advice and development session
- Student vacancies and Job posts
- Curricular support
- Enterprise and business support
- Enterprise summer schools, competition support, development workshops and coaching
- Alumni support through our Creative Network

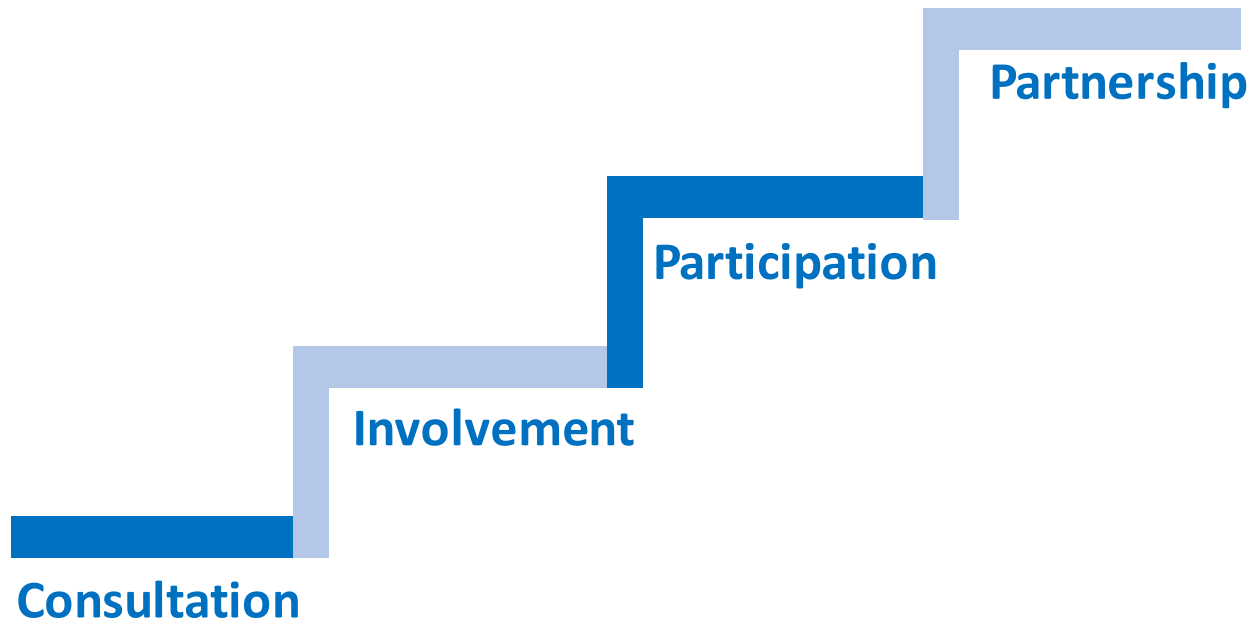
## **Lessons learned**

- Small does not mean simple - complexities and boundaries of services
- Meaningful student engagement is challenging – users and those not engaged
- Staff as service users / stakeholders/ partners



# *What we want to learn: Partnership and Student Engagement*

Partnership is a strategic priority - moving from Consultation approaches to true cultures of Partnership in quality.



## **GSASA & Student Representation roles**

- Class Reps
- Lead Reps
- Staff Student Consultative Committees/Boards of Studies, Student Forums
- GSASA Sabbatical Officers

## **All students providing feedback via Student Surveys**

- National Student Survey
- Student Experience Survey
- PGR Student Experience Survey

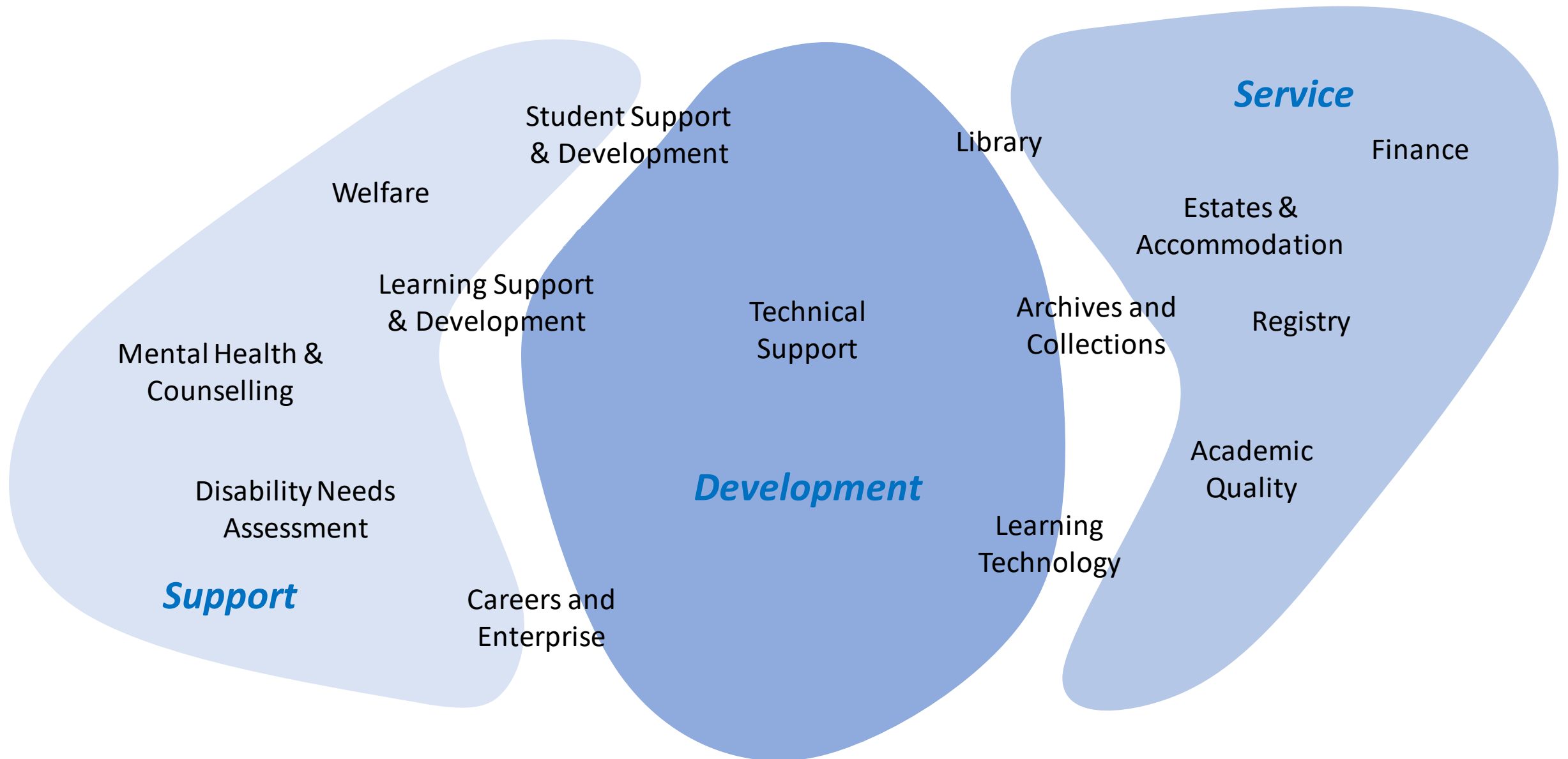
## **Quality Enhancement Student Roles**

- GSA Committee or Working Group Members
- Enhancement Project Group Members

## **Quality Assurance Student Roles**

- GSA Committee or Working Group Members
- Annual Monitoring
- Enhancement-Led Institutional Review

# *What we want to learn: Thematic approaches*





# *What we want to learn: Celebrating success and sharing practice*

Celebrate the successes and achievements of services through our approach

Opportunities are there for recognise excellence, commitment and innovation

Support for sharing, translating and adopting good practice both internally and externally growing our networks and continually learning and sharing.







Questions,  
comments  
or  
suggestions?



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# Reaching Out at Glasgow – professional services in partnership

Catriona MacIsaac, Assistant Director, University of Glasgow

Simon Varwell, Senior Development Consultant, sparqs


Megan Brown, Development Consultant, sparqs

**WORLD  
CHANGING  
GLASGOW**



## Why Reach Out?

- Based on what students have told us
- Focus groups, user feedback, survey data (eg NSS, LibQual)
- Students like what we do – once they know where and how to find us
- UofG Helpdesk project coinciding with review of services




# Reach Out

“GAVE ME STEP BY STEP INSTRUCTIONS”

Always connected   Always learning   Always here

Tell us about your Reach Out experience at [glasgow.ac.uk/reachout](https://glasgow.ac.uk/reachout)



GOT A QUESTION?

# Reach Out

Always connected   Always learning   Always here

If in doubt, **Reach Out!**

[glasgow.ac.uk/reachout](https://glasgow.ac.uk/reachout)



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GOT A QUESTION?

Reach  
Out

JUST ASK!

Get help online:

[glasgow.ac.uk/help](https://glasgow.ac.uk/help)

help with:

Accessing Student

Using the Library

Using a study lo

Connecting to WiFi

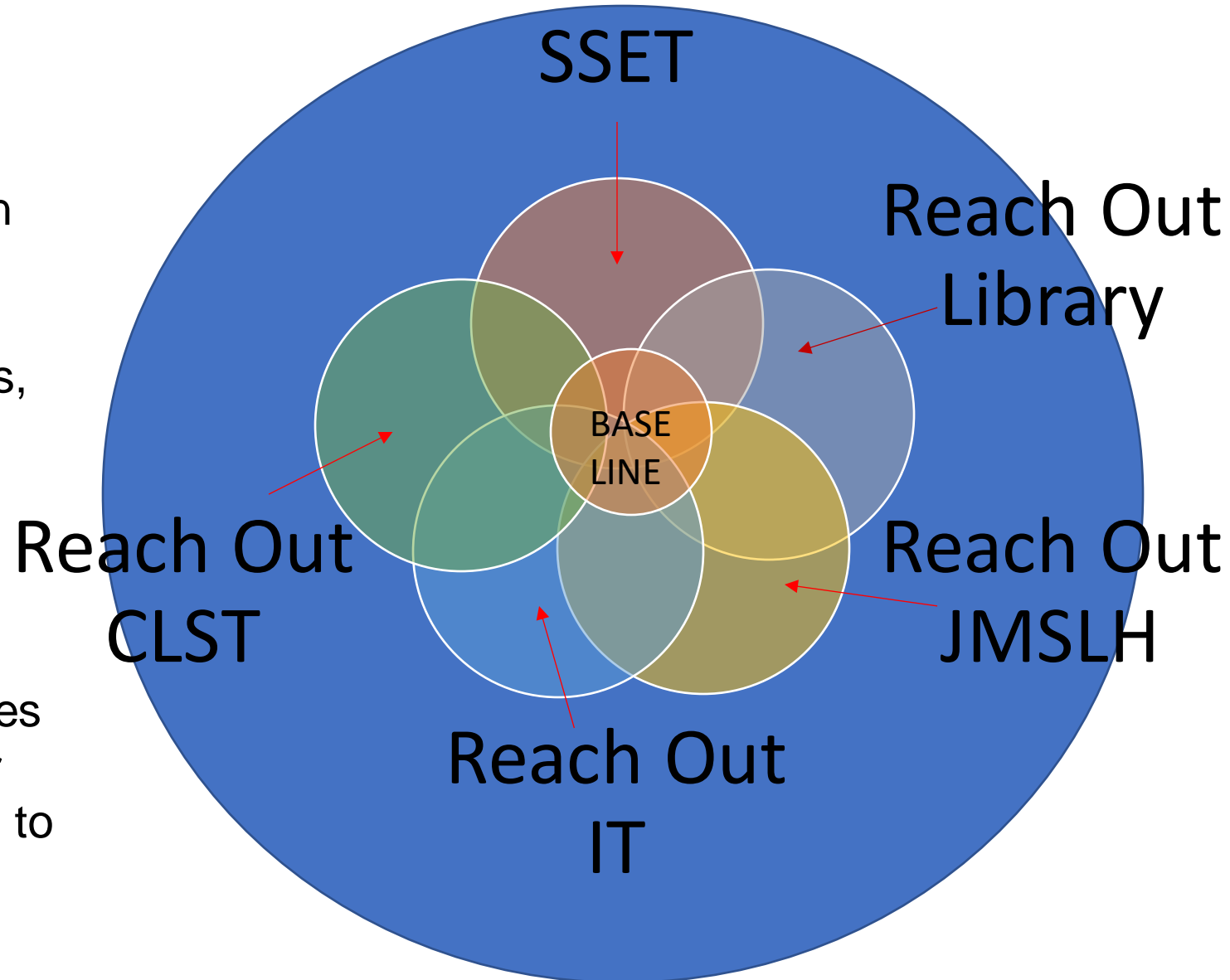
Reach  
Out

## Empowering our teams to Reach Out

- Transformational approach to supporting our students and staff
- Friendly, simple, clear front-end to main student services
- Avoiding organisational change but delivering real impact, working in partnership
- Put simply, it's about being kind and recognising how hard it can be to be a student in need of support

# Reach Out Teams

- Partnership working in action
- Teams with a single ethos, design principles, training and overall governance structure
- Delivery of individual services still key but user no longer needs to understand our structures





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# Key principles of Reach Out

- No bounce
- Shift-left
- Knowledge Base – single point of truth
- Breaking down silos of activity and ownership – critical for success
- Peer support central to service
- Continual review built-in - ROOG
- Students as partners



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GOT A QUESTION?

# Reach Out

Always connected



Always learning



Always here



If in doubt, **Reach Out!**

[glasgow.ac.uk/reachout](https://glasgow.ac.uk/reachout)





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# Reaching out virtually during Covid

- RO teams handled >60,000 virtual enquiries to date since launch in 2020
- Chat function and video calls in lieu of face-to-face
- Numbers of calls have remained comparable with pre-covid levels
- Students looking for more reassurance and in-depth support



## Reach Out

“GAVE ME  
STEP BY STEP  
INSTRUCTIONS”



Always  
connected



Always  
learning



Always  
here

Tell us about your Reach Out  
experience at [glasgow.ac.uk/reachout](https://glasgow.ac.uk/reachout)



GOT A QUESTION?

## Reach Out

Always connected



Always learning



Always here



If in doubt, **Reach Out!**

[glasgow.ac.uk/reachout](https://glasgow.ac.uk/reachout)





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## Is it working?

- Overwhelmingly positive feedback from students through first feedback exercise in late 2019 and virtual feedback during pandemic
- Good brand recognition and awareness of service amongst 1st years through positive engagement at induction and strong on-campus presence
- Increased staff confidence and new networks forming
- ROOG owning and actioning user engagement to drive improvements







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## Where do we go from here?

- Developing and strengthening our messaging throughout university – brand review
- SRC working in partnership with Reach Out
- Reach Out in new buildings?
- Built-in review and development of Reach Out
- Continuous feedback loop – users and Reach Out teams



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# Reach Out

“GAVE ME  
STEP BY STEP  
INSTRUCTIONS”



Always  
connected



Always  
learning



Always  
here

Tell us about your Reach Out  
experience at [glasgow.ac.uk/reachout](https://glasgow.ac.uk/reachout)



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GOT A QUESTION?

# Reach Out

Always connected



Always learning



Always here



If in doubt, **Reach Out!**

[glasgow.ac.uk/reachout](https://glasgow.ac.uk/reachout)

# Working with sparqs

- Random tweet kicked it all off!
- Discussion with Simon and Megan
- Opportunity for sparqs to work with professional services
- This event a good focus
- Good experience within Reach Out Operations Group (ROOG) but no training on student/user engagement

← Tweet

 **Catriona** @cmniciosai

5 topics I could talk about for 30 minutes with no prep:

1. Cultural identity & its part in a sense of self-worth
2. The best Steven Gerrard goals
3. Why putting users at the centre of services is a win-win
4. The merits of chocolate for brekkie
5. The right way to hang washing

 **Simon Varwell** @simonvarwell · Jan 8

5 topics I could talk about for 30 minutes with no prep:

1. Anything Esperanto.
2. Arnstein's ladder of citizen participation.
3. The bicycle as feminist liberation.
4. What the 2nd indyref Yes campaign should look like.
5. Efficiently loaded whirligigs and dishwashers. [twitter.com/god\\_finance/st...](https://twitter.com/god_finance/status/1481111111)

10:41 AM · Jan 8, 2022 · Twitter for Android

||| View Tweet activity

12 Likes

**Relevant people**

 **Catriona** @cmniciosai  
Libraries  
Gàidhlig  
ann and

 **Simon Varwell** @simonvarwell  
Wrote the  
the outd  
and scro  
admin. V  
He/him.

**What's happening**

War in Ukraine · LIV  
**Russia says it will  
military operation  
during peace talks**

**#nextGeneasyJet**  
Discover the next  
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## Aims of the session

- To build confidence within ROOG about user engagement and feedback
- To ensure they were trained and up to date with the range of approaches and techniques
- To give structure to their work on user feedback
- To encourage new ideas and empower them



# What we explored: ROOG interests

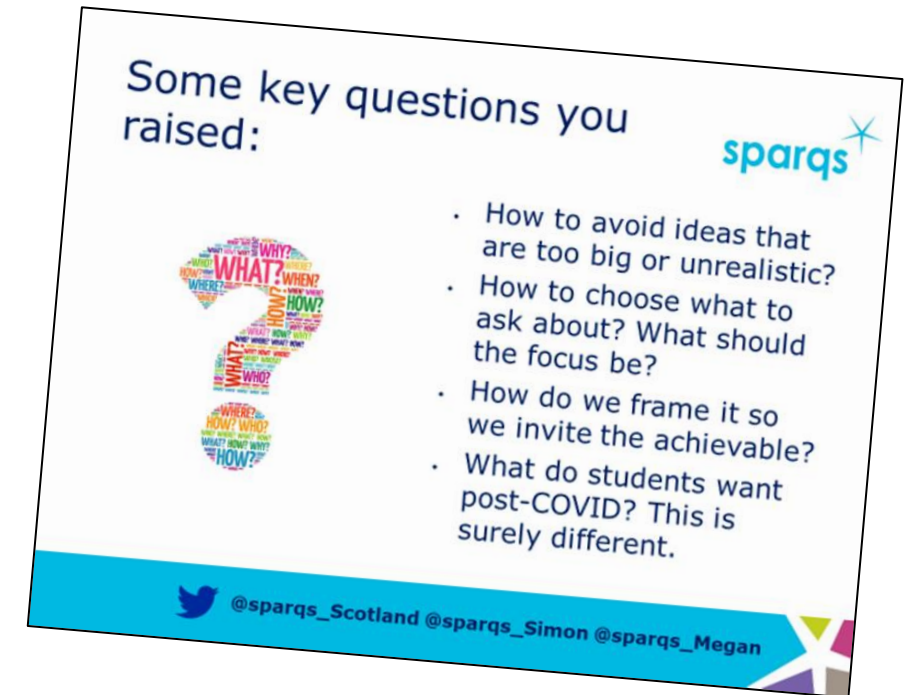
What do students think of the new study space?  
What do they want out of a study space?

How have students' expectations have changed over two years?

How can we empower students to help themselves?

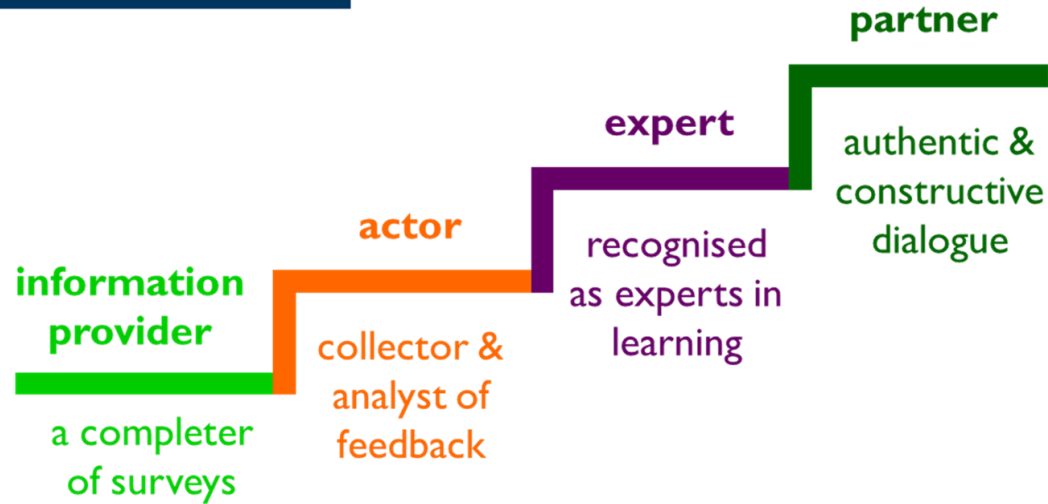
Why does everyone think is the library the first place to go for information about anything (including what to do about a squirrel bite)?

How much information do they retain? What can we stop telling them?





# What we explored: What is partnership?



Key literature, policy and practice about partnership and professional services (see resources and references).

## Highlights:

- Deepening conversations with SRC.
- Important role for course reps in gathering professional services feedback, not just academic.
- Opportunity to think more widely about the Reach Out student ambassadors.

## An example: user feedback **sparqs**

<b>Before</b>	<ul style="list-style-type: none"> <li>• Identify the need: why are we asking this? What do we want to know?</li> <li>• Co-design the tool: is this even a survey? Is it online or in paper? What wording is best?</li> <li>• Student feedback through tests or trials.</li> </ul>
<b>During</b>	<ul style="list-style-type: none"> <li>• Students as facilitators or ambassadors.</li> <li>• Agree the message: what changed last time?</li> <li>• Create space for discussion and collaboration.</li> <li>• Give views.</li> </ul>
<b>After</b>	<ul style="list-style-type: none"> <li>• Joint analysis of the data: who sees what?</li> <li>• Celebrate the successes and positives.</li> <li>• Create an action plan.</li> <li>• Evaluate student role. What would work next?</li> </ul>







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# Outcomes and next steps

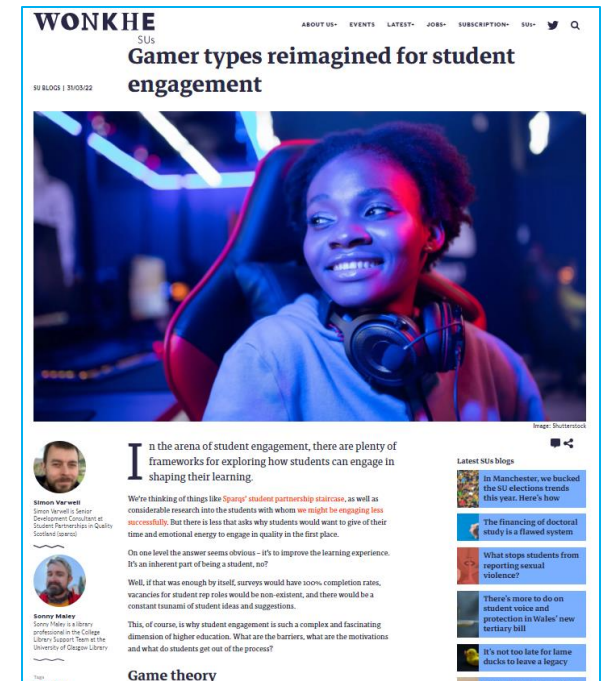


## Outcomes:

- Celebrate existing successes.
- Realisation that engagement can take multiple forms:
  - Online and in-person.
  - Providing data, analysing feedback, or creating plans.
  - Collaboration on a [Wonkhe article about student engagement "types"](#).

## The future...

- Embedding partnership and co-creation, not just feedback.
- Further work with wider Reach Out staff.
- More conversations with student representatives, SRC and Reach Out ambassadors.





# Reflections on professional services and student partnership

- There is already a lot of **great work** going on, but it's not always identified as student engagement/partnership e.g. surveys, word clouds, use of whiteboards, working with ambassadors, video pitches from students.
- **Student ambassador**-type roles are invaluable and can be utilised in more advanced partnership working e.g. co-designing the tools of feedback. But there are spaces where other students are more suitable.
- Professional services staff often say 'we are not **experts** in your subject'. This is an important foundation on which to build partnership – each party bringing their own expertise.





# Reflections on professional services and student partnership

- Student engagement is crucial to understanding the needs and wants of the **diverse student body**. Do our services work for all students? How do we know? How do we engage with the students who never use our services?
- There are opportunities for professional services teams to work with **student reps** at all levels of the institution, from course reps to sabbatical officers.
- How do we ensure that the **Enhancement Themes work** reaches teams and individuals outside of the academic/learning and teaching space?
- sparqs would be interested in working with professional services teams at other institutions – **get in touch** if you'd like to talk!





# Resources and references

## Articles:

- Appleton, L. (2020). Academic libraries and student engagement: a literature review. *New review of academic librarianship*, 26(2-4), 189-213.
- Decker, E. N. (2020). Engaging Students in Academic Library Design: Emergent Practices in Co-Design. *New Review of Academic Librarianship*, 26(2-4), 231-242.
- Dollinger, M. and Mercer-Mapstone, L. (2019). What's in a Name? Unpacking Students' Roles in Higher Education through Neoliberal and Social Justice Lenses. *Teaching & Learning Inquiry*, 7(2), pp.73-89. <https://eric.ed.gov/?id=EJ1229204>
- Varwell, S. and Maley, S. (2022). Gamer types reimagined for student engagement. Wonkhe. 31 March. <https://wonkhe.com/blogs-sus/gamer-types-reimagined-for-student-engagement/>

## Resources:

- A Guide to Basic Evaluation in Higher Education' and 'Evaluating the Overall Impact of Interventions: A Ten Point framework': <https://www.enhancementthemes.ac.uk/evaluation-of-the-enhancement-themes>
- sparqs student partnerships staircase <https://www.sparqs.ac.uk/resource-item.php?item=254>
- University of Glasgow Student Representation Toolkit for staff <https://www.gla.ac.uk/myglasgow/students/studentrepresentationtoolkit/stafftoolkit/>
- UK Quality Code for Higher Education <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/student-engagement>



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## Contacts



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- [@sparqs Megan](#)

# **Lunch 12:45 – 13:30**



# **Evaluating practice and mapping future projects**

**Focus On: Enhancing Professional Services Partnerships**



# Introduction to the afternoon - Task 1: Helping Hands

Aims:

To enable you to focus on the things that went well and not so well from the perspective of your role/service/team

Remember:

Be succinct

Be honest



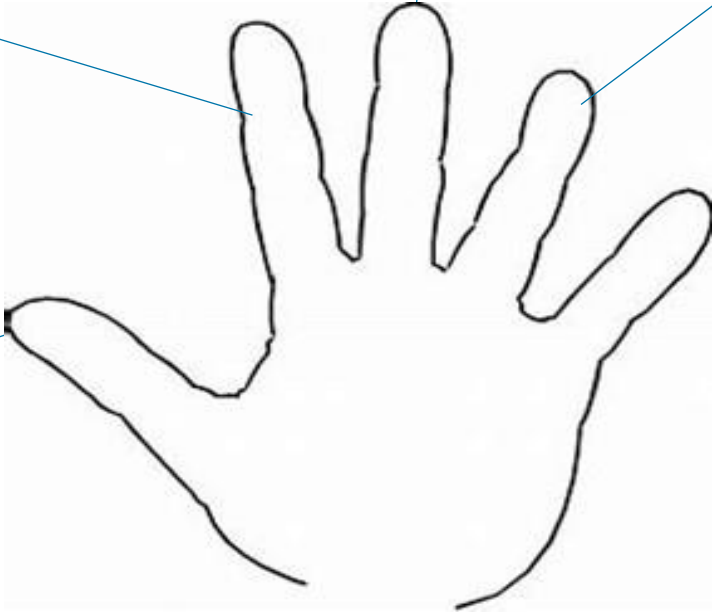
**Role:**

**Something good:**

**Something you'd like to point out:**

**Something not so good:**

**Something that you'll keep/takeaway:**



**A little something else (good or bad or an acknowledgement):**

# Break 14:40 – 14:55



## Task 2: Mapping your next collective project

Using what you have learnt from today and from task 1 - Map out your next collective project together.

Be as creative as you like!

Put your plans/considerations on the wall

Does anyone else have anything interesting?

# Task 2: Some questions to get you going

What approach will you take?

Who will be involved – How do you pick them?

What are your aims?

How will you communicate the project, it's progress and outcomes?

How will you articulate it for regulatory?

Who has responsibility for the project?

How does it align to strategic priorities?

What data should you use?

How do you evaluate success?

# Close

Thank you to all our speakers, to all our participants and to the team that brought us all together today.

Safe travels and see you again soon!