1: THE ‘STORY’ OF YOUR SUPI PROJECT

a) Please provide a narrative summary of up to 2 pages that describes the journey your SUPI project has taken from beginning to end and covering all the key developments in between.

Aberystwyth University’s Sustainability Network (SusNet) Wales School University Partnership Initiative.

Our multi-disciplinary collaborative partnership between Aberystwyth University (AU) and Ceredigion schools and colleges engages students directly with practising researchers. It delivers Blended Learning Environments (BLEs) themed around Sustainability and Social Responsibility developed and delivered by AU researchers in collaboration with school teachers to add value to, and extend, the range of A level activities. The project aims to inspire young people by directly engaging them with active researchers, enhancing their experience of contemporary research. The geographically remote location of Aberystwyth and its surrounding costal-rural communities means that local students have few opportunities to take part in national events and exposure to contemporary research can be difficult for schools to orchestrate. SusNet Wales provides unrivalled opportunities for engagement with world class research, coupled with the ability to communicate through English or Welsh, encouraging young people from diverse backgrounds and abilities to pursue relevant post-16 studies, establish their careers and become better informed global citizens.

Although diverse in content, each BLE combines face-to-face and online learning activities. Our core Research Skills and Global Citizenship BLEs underpin the academic BLEs; developing understanding of the research process and key academic communication and transferable skills.

Our partnership explores key areas of research and sustainability and promotes social responsibility with the following specific objectives:

- To provide a fun, informal interactive environment in which students and teachers can work directly with practising researchers in a mutually supportive environment.
- To provide a range of exciting activities that allows students and teachers to investigate key areas of sustainability.
• To foster, reinforce and support a sense of environmental and social responsibility at an early stage of the development of future generations.
• To develop positive attitudes to global citizenship.
• To promote social inclusion within our unique coastal-rural community, strengthen community-academic links and promote the ethos that social growth, mobility and access to Higher Education resources is achievable for everyone.

This is a true partnership where teachers, students and researchers are involved in the design of research-led academic BLEs that add value to the A level curriculum and provide a true taste of University ‘life’.

Our ethos is that learning is a lifelong and holistic experience that facilitates personal transformation and our project offers transformative opportunities for all involved. For example, students experience real research and get a taste of ‘University life’. Teachers are invited to inform the design and delivery of subject-specific BLE content and continuing professional development (CPD). Researchers are encouraged to use their SusNet experiences for professional recognition e.g. Higher Education Academy and learned societies Fellowships, which benefits the University through impact on our own teaching (and research) practice and more widely through impact in the Teaching Excellence Framework (TEF). The involvement of our Local Education Authority (LEA) in disseminating information to all target schools has been invaluable and all stakeholders are involved in raising the profile of the project across University, school and local communities. Our entire project embraces research, action, reflection, and refinement cycles of activity and is overseen by a project management board drawn from all key stakeholders.

Blended Learning Environments as Integrated Models for Personal Transformation in Diverse Learning Communities

The development of SusNet BLEs to deliver the project has created an accessible and flexible working environment for students, teachers and researchers. From the outset, it was clear that engagement time with A level students would be at a premium and we wanted to create an effective and sustainable mechanism through which researchers, students and teachers could interact. The BLEs combine face-to-face and online learning activities typically providing students with a total of 10 hours contact time in a standard SusNet academic unit. The online activities are delivered through the University’s virtual learning environment, Blackboard, which is available 24 hours a day, seven days a week. The SusNet project has its own dedicated area within Blackboard which is open to registered researchers, students, teachers and members of the SusNet Advisory Board. Students can access learning and teaching resources and use online submission through ‘Turnitin’ via Blackboard for completing tasks and assignments. Researchers are able to upload their teaching and learning resources, create discussion boards, provide feedback to students and develop creative and rich learning environments. Through the use of the BLE, SusNet students gain valuable experience and expectations of the real Higher Education environment, preparing them for potential ‘University life’. The accessibility of the BLEs has been particularly effective for the delivery of our project as many of our SusNet students (and staff) live in very rural communities. The BLE platform allows everyone involved to engage with the SusNet activities from any location with internet access. This format also maximises quality time for students, teachers and researchers to engage with each other as logistical, operational and academic questions and queries can be dealt with outside direct contact time.
We have developed core Research Skills and Global Citizenship BLEs which underpin the academic units. Teachers have noted the opportunity for holistic student development within the SusNet project including subject-specific, transferable and employability skills as well as more general life skills such as confidence:

“Even more pupils have opted to take part in the modules on offer this year which reflects their interest and engagement. Some departments have engaged with the project to the extent that whole cohorts of pupils have followed the modules. This has been particularly beneficial with regards to engagement as pupils who would not otherwise gain experience of working in a university environment were able to do so. The project has benefitted the school in a number of ways:

- pupils have been able to engage with enthusiastic researchers who clearly enjoy their work and subject;
- pupils have been able to use lab equipment that is not available in school;
- they have gained a taste of university study, including expectations, methods of study etc;
- they have been able to try courses beyond the subjects on offer in school;
- in several cases they have realised that university study is not beyond their reach;
- pupils have been able to broaden their knowledge and understanding of subjects;
- pupils have been clearly engaged with the modules and opted to take more than one;
- staff have developed links with departments that can be developed further;
- pupils have been able to use the skills gained from the Core Skills module to help with their individual investigations;
- pupils have carried out further research using the university’s facilities;
- pupils who completed the modules in Years 1 and 2 have reported back to the school that the experiences gave them an advantage in their first year of study at university;
- the benefits have been particularly great where school staff have actively engaged with the modules;
- staff are looking to the university to support their further professional development.”

Mrs. Sarah Payne, Penglais (Lead) School.

“Universities and prospective employees alike are obviously eager to hear about our students’ grades and achievements; however, to make their applications unique is essential. The SusNet course undoubtedly provides our students with experiences that otherwise our young people would not have received. It is a way for them to further develop their skills and evolve their interests in their chosen field. I am very grateful to Aberystwyth University for their continuous support and guidance and for providing our young people with this invaluable opportunity.” Mr. Llifon Ellis, Head of Bro Hyddgen School.

“The skills and knowledge developed through the practical and academic sessions can be applied to a range of different degrees and careers which is why the project has appealed to such a range of students of different abilities and who have different interests.” Miss S.N. Williams, Penglais School.

From small beginnings…… to big ambitions.

Although the Aberystwyth University (AU) SUPI project (SusNet Wales) began with a very modest pilot year our ambitions were always much bigger. Our vision was to develop a model platform for schools’ engagement that could be used by all Institutes in AU. Our pilot focussed on delivering modules in Biology and Geography from two AU Institutes. By the end of the funded period of the project all six AU Institutes were either delivering SusNet modules or engaged in SusNet activities. The project grew from engaging 12% of sixth form students in Ceredigion and surrounding areas in the pilot year (2013-14) to >80% of this
population in 2016-17. Over the funded life of the project SusNet has delivered >20133.5 SUPI engagement hours (Holliman and Davies, 2015, Figure 1).

![Figure 1: SUPI engagement hours by SusNet activity type (after Holliman and Davies, 2015).](image)

**The Growth of the SusNet Project: Flexibility and agility.**

The majority of our engagement focus was on the development and delivery of the ‘Standard’ SusNet model units, delivering diverse and rich blended learning environments with 10 contact hours for each student participant. This was in-line with our original proposal.

During the funded period of the project there was continued growth in terms of the numbers of students enrolled, the numbers of schools/colleges participating and the number of research staff engaged (Figure 2). N.B. students often enrol for more than one unit/activity. However, in Figure 2 below 1 enrolment = 1 individual, not the number of activities enrolled upon.

In our pilot year (2013-14) we delivered 2 SusNet ‘standard’ academic units and during 2016-2017, we delivered 17 SusNet ‘standard’ academic units via a blended learning approach. The project has engaged schools in Ceredigion including: Penglais, Penweddig, Bro Pedr (Lampeter), Dyffryn Teifi (Cardigan) and Aberaeron and Llandysul schools. We also engaged with schools outside of our original catchment area: Bro Hyddgen, a school located in Powys, and St. Brendan’s school in Bristol. We also engaged with Coleg Ceredigion an FE college that was not included in our original proposal.
As SusNet grew we were able, and agile enough, to be able to exploit other opportunities for deep engagement through expanding our portfolio to include both residential and non-residential SusNet research engagement experiences (Figure 1). We also became a hub, supporting additional public engagement activities linked to sustainability across the University. For example, we developed new SusNet units in Microbiology to support our local FE college following changes to the BTEC curriculum in Health and Care. The curriculum changes required the acquisition of more practical experience which the college was unable to deliver, therefore we developed a practical microbiology module to enable them to meet the learning outcomes of this nationally recognised qualification. We also developed new units in Education following feedback from our partner schools on showcasing pathways to teaching.

A particular highlight was the development of a range of residential engagement experiences which were very exciting, challenging and rewarding. The development of the residential ‘SusNet Away Days’ engagement experience resulted in new bespoke SusNet academic units in Biology, Geography and Physics. It also resulted in the creation of a SusNet social programme which included surfing, a visit to Nant-yr-Arian (a Red Kite feeding station) and evening entertainment including a trip to the cinema and a quiz held in the Student Union. SusNet also supported and delivered the residential, Welsh medium, Geography Sustainability Conference, providing opportunities for students from all over Wales to participate in a bespoke conference in their language of choice. We also advised on the organisation of, and supported two postgraduate students from the Institute of Biological, Environmental and Rural Sciences and the Department of Geography and Earth Sciences, to run a series of workshops with our lead school Penglais to coincide with World Food Day (WFD). Members of the SusNet team regularly contribute to a wide variety of other public engagement events including Aberystwyth Science Café, Royal Welsh Show, INSET days, British Science Week, STEMNET and Engage.

Data capture is essential

The engagement hours presented in Figure 1 represents a substantial underestimate, as teacher involvement in standard SusNet units was not routinely logged. It was also not possible to capture data on time spent back in class following up the SusNet activities. Also it was not possible to capture data on time spent in extension activities, in which teachers used SusNet learning and teaching resources with non-target students, in other years of study. However, verbal reports form teachers clearly indicated that they were using SusNet resources in this way.

It is important to note that the SUPI hours calculated in this summary report only include time spent in direct engagement with the stakeholders (essentially time engaged in the actual activities). The time spent in the consultation and development of the units with the stakeholders is not included. The time spent in developing the Blackboard platform, educational resources (and all of the associated routine administration, e.g. enrolment and maintenance) is not included in these data. Nonetheless, the data demonstrate the depth and richness of the SusNet models in engaging students, researchers and teachers. However, in order to capture the true impact of the SusNet project we should have logged all of these activities and we hope that others can learn from this mistake.

Recognition and reward
The success of the SusNet project has been recognised locally (within AU), nationally in Wales and more widely in the UK by learned societies and UK government. The project informs pedagogy and strategy within the University and more widely within education in Wales and beyond. For example, the SusNet team have been invited speakers and Panel members at AU teaching and learning conferences and contributed an invited case study to the UK government and Universities UK Social Mobility Working Party on working with rural communities. SusNet was Highly Commended in the Sustain Wales awards, which recognises the delivery of the seven national goals of the Well-being of Future Generations Act, Wales (2015). The work the SusNet team has been recognised by the Higher Education Academy through the award of Senior Fellowships. The SusNet academic lead is an elected Fellow of the Royal Society of Biology with SusNet contributions being recognised by her peers as evidence of sustained impact in Biology. The SusNet team are contributing Biology content to a new Welsh Government Initiative (currently known as Tri Sci Cymru) which aims to encourage improved uptake in STEM subjects in schools in our unique geographical environment; particularly where there are pockets of deprivation and stereotypic threat that prevent young people from reaching their full potential. This new initiative builds on the ethos and lessons learned from SusNet, especially introducing students to contemporary research. It uses the unique BLE models and some of the educational resources developed by the SusNet team.

**Meeting the original RCUK Schools University Partnership Initiative (SUPI) objectives**

Over the four year RCUK funded period (and beyond) SusNet met the original RCUK SUPI objectives by:

1. Developing a novel, creative, collaborative and structured approach to inspire the next generation by engaging students directly with practising researchers to bring contemporary research into the learning environment to enhance curriculum provision and raise ambition.
2. Providing a mechanism with which to target students from diverse backgrounds, abilities and linguistic origin, centred upon a consultative approach for curriculum development with teachers and researchers.
3. Providing opportunities for researchers (both early career stage and those more established) to connect with the Researcher Development Framework through the provision of training and opportunities to develop public engagement activities with young people.
4. Developing a structured, strategic and sustainable plan for school-university engagement which enhances current university initiatives and increases sustainable engagement activities between Aberystwyth University and schools in the local region.
5. Providing opportunities for training and Continuing Professional Development for researchers, Aberystwyth University staff, teachers and other stakeholders.
6. Providing a fun, informal interactive environment in which students and teachers can work directly with practising researchers.
7. Providing a range of exciting activities that allow students, teachers and researchers to investigate key areas of sustainability.
• **Breaking down barriers is key.**

There are many potential barriers to education, widening participation, raising ambition and social mobility, and ‘educational baggage’ can impact greatly on challenging and changing behaviours. In engaging students it is important to draw upon both your own personal experiences and the pedagogical literature in an attempt to provide ‘safe’ educational environments for personal development. SusNet forged and strengthened school/college-University links providing opportunities for all post-16 students in Ceredigion (and the local surrounding area) to become involved in the project.

The project gives students a taste of ‘University life’ which encompasses meeting and working with AU staff, using the university facilities (from cafes to specialist equipment); being enrolled on Blackboard, learning about current research at AU across a wide variety of subjects and having the opportunity to carry out their own research (including co-creation research). The BLEs have been designed to provide opportunities for students from diverse backgrounds to engage with inclusive curricula whilst promoting social inclusion – they are not just for the ‘high flyers’. Breaking down pre-conceived ideas about education, University and promoting ‘belonging activities’ so that students can make informed choices is pivotal to SusNet.

Inviting teachers to SusNet events (such as award ceremonies and teacher CPD) and encouraging them to attend academic units with their students, strengthens the relationship between the University and schools. Enthused teachers encourage their students to get involved in the project.

These strong school-University links have also helped remove the initial (but unfounded) negative perceptions of increased work load for the schools and teachers involved.

Where possible we offer English and Welsh-medium units, as learning is most effective when it takes place in the language of choice – which for some of our students is Welsh.

We strive to develop and maintain relationships with key teachers in each of the schools, and the local Further Education college. We have actively encouraged schools to promote their involvement in the SusNet project by sharing with them photographs and summaries of the activities their students and teachers have been involved in. This allows information to be disseminated in school Estyn reports (equivalent to English Ofsted), newsletters, local newspapers etc. and raises awareness of the project within schools (and in surrounding schools) with teachers, students, parents and the wider community. We have even seen the effects of ‘pester power’ as the SusNet team have been approached by other parents working at AU (who have, in turn, been challenged by their own children) about the involvement of ‘their’ school, or in one case an AU department, in the project!
Mrs Sarah Payne, Penglais School: “The main lessons learned have been the importance of good communication between the school and the university, the need to work together on setting up modules and to include the pupils in the planning of the best times to run modules etc. It is essential to not only have good links with the departments but a key point of contact both within the school and university to follow up on issues when necessary. We knew all of the documentation that would be required from both sides at the beginning (e.g. consent forms) and this could all be done and collected early on.”

- Evaluation is vital.

We routinely evaluate our Blended Learning Environments through structured and semi-structured student, teacher and researcher evaluation questionnaires and this provides clear evidence on how well (or not) an intervention is working (Figure 3).
Figure 3: Example student evaluations of selected academic units.

However, information on changes in perceptions or behaviours can be more difficult to capture. Introducing questions on perception or behavioural change can provide tangible data that may be of use in REF impact case studies. In the final two years of the project we introduced a simple behavioural change question “The module made me think differently about researchers and research”.

Figure 4: Evidence of post-intervention perception changes for selected modules.

The majority of respondents indicated a positive change in post-intervention perceptions and behaviours. However, with hindsight it would have been useful to design-in more perception/behavioural change questions at an earlier stage of the programme as this valuable data was lost from the first two years of the project. However, optional student free-text comments provide further evidence of the impact of SusNet in challenging, influencing and changing perceptions and behaviours.

“It’s not all about writing essays”

“It gave me a good insight into research that takes place”

“Good fun and an eye opening experience”

“I knew a bit before but didn’t realise it was so interesting”

“Never had any negative views beforehand but it showed me the amount of work and resources that researchers have/use”

“It was useful and interesting to work in a more advanced laboratory setting to get a feel for what research at University could be like and that influenced me to possibly study biology at a further level.”

“Experience has inspired me about future research careers”
“I did the chemistry module and it was interesting building on stuff we learnt in class and expanding on that in a proper laboratory setting. We worked on biofuels and it was quite interesting to see the wider picture of how the work could be translated into larger commercial projects”.

“The international politics module was interesting as the school doesn’t really have any subjects related to politics; however as I am eligible to vote it gave me a valuable insight into the way politics worked”.

“Really good fun fantastic opportunity to do own research”

- Video interviews can also reveal perception or behavioural change and provide excellent resources for recruiting potential participants – please see SusNet video.

- Developing lifelong learning promotes opportunities for nationally recognised qualifications and social mobility.

Our holistic approach to lifelong learning ensures that the SusNet project provides opportunities for social mobility for students, teachers and AU staff. Our project has demonstrated clear evidence of providing access to cutting edge research and research facilities to post-16 students, providing opportunities for challenging and changing perceptions and resulting in increased awareness of career paths and raised ambitions. SusNet students have gone on to secure places at Universities across the UK even though originally some felt that University was beyond their reach. It is important to note that simple recruitment to AU was never an intended goal of the SusNet project, our ethos is wider reaching.

“I just want to say that the SusNet Biology scheme that I was involved with at the university in Aber has been really useful when carrying out practical sessions here as the techniques learnt have allowed me to be slightly ahead when carrying out procedures in the lab. I would recommend any student thinking of doing Biology at University level to do it!” Ffion Hall former SusNet Biology student and now a Biology undergraduate at University of Manchester.

“Pupils very much enjoyed the school visit in the summer... It was very well organised and a great chance to do their own research ... The students felt they had been given a new university type experience using equipment from the university and having a research worker as their teacher...The visit to the labs was also of interest to the students and for most this was their first experience of a university, a valuable first experience as most have now been on UCAS visits to secure degree places for next year.” Dr Betsy Snow, Science Teacher, Aberaeron School.

“Ysgol Bro Hyddgen had the opportunity to attend the Sport and Exercise Science at Aberystwyth University. I believe this is a great experience and opportunity for our 6th formers to enhance their understanding of the subject. At the moment we are studying Physiology and the practical sessions we did at Aberystwyth was a fantastic way to get them to understand why and how we measure VO2.”
All of our present A level lessons are in class rooms therefore, having the opportunity to view and use your fantastic equipment has inspired many of our pupils.

After coming to Aberystwyth University, many pupils have also developed an interest in the subject and have now started applying to attend sporting universities (Some have even looked at Aberystwyth University after this opportunity). The workshop was also a fantastic opportunity for pupils at Bro Hyddgen to meet other pupils from local schools. The staff were very supportive and I will most definitely recommend this opportunity to other schools.” Ms. Kelly Fleming, Biology Teacher at Bro Hyddgen School.

SusNet provides opportunities for staff CPD (both for teachers and for researchers). Our project provides CPD for teachers which is developed in consultation with teachers and school senior management teams to address specific needs. Where possible we try to marry CPD events with nationally recognized events. For example, the SusNet Chemistry team were involved in the design and delivery of CPD events for Chemistry teachers; Salters Chemistry Festival and Nuclear Magnetic Resonance (NMR) training with the Royal Society of Chemistry. A wide variety of SusNet researchers presented their research to teachers (and the local community) in accessible poster format at our ‘SusNet Research Avenue’ as part of our annual contributions to British Science Week. Members of SusNet regularly contribute to a wide variety of public engagement events including Aberystwyth Science Café, Royal Welsh Show, INSET days, British Science Week, STEMNET and Engage providing further opportunity for engagement skills development.

Our project specifically targets researchers from various stages in their careers as they are then able to cascade-mentor less experienced researchers. Our researcher ‘resource’ includes Professors, Readers, Senior Lecturers, Lecturers, Post-Doctoral Researchers, Postgraduate and Undergraduate students. Our experienced SusNet researchers provide mentoring and support to those new to the SusNet team. There is a rolling training programme to enable new teams to develop learning and teaching resources and individual or bespoke training is offered to the researchers through working with our E-learning officer and the E-learning team. In addition, researchers are encouraged to become members of, and engage with, Aber Academy. A key role of Aber Academy is in creating multimedia learning resources using audio, video and animation to enrich the student learning experience. Aber Academy is also actively involved in educational pedagogy and shaping technology enhanced learning across the University including issues of direct relevance to schools’ engagement, such as the transition from school to University.

This training allows researchers to develop their skills and gain experience in the areas of engagement and impact; communication and dissemination and working with others. All of which are core transferable skills outlined in the Researcher Development Framework. Researchers have reported increased confidence to take on lecturing opportunities and additional teaching responsibilities after working on the SusNet project. Indeed, the engagement skills acquired have been formally reported when applying for professional status e.g. Fellow of the Higher Education Academy and Senior Fellow of the Higher Education Academy (portable, national professional recognition) and when applying for promotion within AU.
Celebrating success is vital.

Celebration events are important for SusNet students and staff alike. Students received certificates, for successful completion of SusNet units, from the Vice-Chancellor and Acting Vice-Chancellor. This not only celebrated their success, but provided them with tangible evidence of engagement with research and extra-curricular activities for their future career aspirations e.g. personal statements for UCAS applications, apprenticeships or employment.

External and internal recognition adds credibility to engagement and partnership working.

SusNet was invited to contribute a case study highlighting the work of the SusNet project in social inclusion of rural communities. ‘Blended Learning Environments for Raising Ambition, Aspirations and Driving Social Mobility. A social mobility Case Study’ invited by Universities UK and the UK Government’s Social Mobility Advisory Group. May 2016. The invitation and production of the case study provided tangible evidence that the SusNet project was contributing to knowledge at the UK level. This recognition provides valuable leverage when trying to secure both buy-in and further funding.

In November 2016 SusNet was Highly Commended in the Sustainable HE/FE category in the Sustain Wales awards for meeting the seven national goals of the Well-being of Future Generations Act (Wales), 2015. Please see link here http://www.cynnalcymru.com/resource/sustainable-fehe-institution/ The SusNet team represented Aberystwyth University at the prestigious Award Ceremony in the Senedd, Cardiff. Again this award demonstrated core evidence of the impact of SusNet within Wales.

The SusNet team are regularly invited to present the findings of the SusNet project at AU Teaching and Learning Conferences and are invited Panel Members of the Schools-University transition and Education in Wales sessions. This promotes awareness within the institution and encourages buy-in.

SusNet was Highly Commended at the Exemplary Course Awards for the design of the prototype ‘Biology’ (Drug Resistance in Parasitic Nematodes) SusNet model on which all subsequent SusNet BLE units have been based. Such awards provides validation that the BLE platform is effective.

SusNet is routinely involved in the Public Engagement Cafe, chaired by AU Professor of Engagement with the Public Imagination, Richard Marggraf Turley. Invitations to present at these events provide opportunities for dissemination and buy-in at the University level.

The strategic importance of the work of SusNet has been recognised by AU, the Higher Education Academy and the Higher Education Funding Council for Wales (HEFCW). SusNet contributes to the well-being goals identified in the Well-being of Future Generations (Wales) Act (2015) (HEFCW has duties under this Act) and is a unique selling point for AU. Senior Management of AU are fully supportive of the work of SusNet which is deeply embedded in AU culture with active engagement from all six AU Institutes.

Maintaining relationships and forging new partnerships is challenging and demanding but critical.

The continued increase in the number of students enrolled on the project presents both opportunity and risk. There is opportunity to grow the project but with enhanced growth comes the risk of
diminished quality of delivery. We are pleased to report that quality was not compromised with growth of the project.

The success of the 'SusNet Away Days' and relationship forged with St Brendan’s Sixth Form College was challenging and demanding but exciting, and provided a novel platform for delivery.

There can be difficulties in engaging new staff due to staff turnover (both within schools and Universities) that challenge time-critical projects.

b) Please list the most important learning points from your SUPI project

- **Avoid complacency.**
  
  It is vital to constantly review and strengthen existing relationship with schools and teachers. This may take place in formal meetings such as the SusNet Management meetings or informally by visiting the school to update teachers on activities, etc.

- **Develop clear communication and co-ordination pathways.**
  
  For example, all of the teachers involved in a project need to be fully informed, do not assume that information is cascaded to colleagues within an organisation (e.g. schools, colleges, academic departments and academic institutes within the University).

- **External recognition for projects is highly valued and further promoted by the University** (please also see section 2 a). It is therefore important to try to establish external recognition.

- **Ensure that sustainable academic operations are in place to promote project legacy.**
  
  Operations are in place to enrol students onto the University’s virtual learning environment, Blackboard.

  SusNet has its own area in Blackboard where resources can be added for individual modules/units. This also provides legacy resource as the site is open to all existing SusNet staff/researchers and the academic lead of the SusNet project. This repository can then be used for future schools-university projects e.g. Tri Sci Cymru (a pan Wales initiative to increase STEM uptake in schools).

  All academic staff involved have access to update, and monitor, their resources on Blackboard.

- **Ensure buy-in from all stakeholders and accept that there will be scepticism, doubt and fear at the project outset – but do it anyway.**
  
  Developing buy-in takes time, effort and resilience. There will be bumps in the road but be prepared to push on.

- **Seek funding from other sources.**
  
  Senior managers may be very supportive but there may be severe constraints that prevent financial follow-up or commitment.
The SusNet team have sought funding from the Welsh Government for a new Welsh Science Framework initiative (currently called TriSci Cymru). This is a three year Welsh Government/ESF schools engagement initiative in STEM. It will target years 7-9 (Key Stage 3) in the West Wales and Valleys area and seeks to improve both achievement and gender balance in STEM subject participation. This project uses, and builds on, the lessons learned from SusNet. It will use some of the teaching and learning resources and will incorporate the BLE models built by the SusNet team.

Don’t be afraid to try to find ways to weave existing knowledge and learning into alternative funding streams. E.g. The lessons learned by the SusNet team around the transitions from school to University allowed us to gain funding from a Learning and Teaching Enhancement Fund for the Aber’ MAPS (Mindset, Ambition, Potential and Self-Regulation) project that will benefit students at AU.

Be wary of short-term financial ‘fixes’. E.g. Administration support provided may be temporary in nature which will affect the development and maintenance of relationships between the University, schools and colleges.

Try to ensure that several members of the team are core funded. Lack of continuity will mean forging new relationships, which takes additional time, effort and commitment.

c) Please list all engagement activities that were developed and run during your SUPI project

A range of different engagement activities were developed during the SusNet project. These included the development and delivery of ‘Standard’ SusNet units, residential activities and one-off interventions (Figure 1). Students typically enroll for more than one SusNet activity/unit. SusNet engagement activities included ‘standard’ SusNet units in Biology, Geography, Sport & Exercise Science, Core Skills, Maths & Physics, International Politics, and Global Citizenship. Residential activities include the SusNet Away Days and the Welsh medium Geography Conference. SusNet provided teacher CPD in Chemistry, NMR, Molecular Biology and Bioinformatics. Other interventions included World Food Day activities and Poster Avenue (a teacher-researcher CPD event) that takes place during British Science Week. Figure 5 provides a summary of SUPI engagement hours for each SusNet activity.
3: THE IMPACT AND INFLUENCE OF YOUR SUPI PROJECT

a) Please summarise the impact(s) of your SUPI project across its lifetime

Over its lifetime, SusNet has created a mutually beneficial schools-University partnership platform where all stakeholders are invested in, and gain tangible benefits from, the project. The impact and influence of SusNet are summarised in Sections 2c, 3, 4 and 5. The key impacts of SusNet on students, teachers and researchers (including Early Career Researchers [ECRs] and more established researchers) is described below. Key impacts for Aberystwyth University both in terms of staff development, upskilling and staff mobility are also considered. The opportunities for AU staff involved in SusNet to use their SusNet experiences to gain nationally recognised, portable qualifications, will also bring direct benefits to Aberystwyth University in its Teaching Excellence Framework (TEF) application.

Impact on Students

During the SusNet project students developed core research skills including experimental design, planning and executing experiments, numerical literacy, data analysis and interpretation, digital literacy, verbal and written communication, citation, debating, presentation and reflective practice and global citizenship. Students were able to incorporate SusNet research data and skills in their Welsh Baccalaureate qualification. Students from St. Brendan’s School (Bristol) were able to incorporate SusNet research data and skills in their Extended Project Qualification.

Improved quantitative and qualitative feedback from students demonstrates inspiration and transformation of the next generation of researchers and evidence of challenging and changing attitudes to research and researchers. Students were able to use their SusNet experiences (and certificates) as tangible evidence of
engagement with research and extra-curricular activities in their future career aspirations (e.g. UCAS personal statements and employment applications, supported by SusNet staff).

Production of SusNet student videos demonstrate the power of positive experiences in transforming student attitudes to themselves, research and researchers. Please see the file submitted with this report. File name SUSNET MOV file.

Impact on Teachers/ schools/colleges

During the lifetime of the project we received improved engagement and feedback from teachers and schools. We were able to reflect and act upon the feedback to improve the impact of the individual units and the project as a whole. Teachers were able to incorporate SusNet research data and skills when preparing students for their Welsh Baccalaureate Qualification. Teachers from St. Brendan’s School (Bristol) were able to incorporate SusNet research data and skills when preparing students for their Extended Project Qualification. During the project we also delivered SusNet residential activities, specialist conferences and a bespoke module for Coleg Ceredigion. These activites had a direct positive impact on the teachers, schools and colleges involved.

We developed new partnerships outside our original catchment area (Powys, Bristol) and also with the local FE college. Partnership working with SusNet was highlighted as an example of excellent practice in the Estyn (Welsh Ofsted) report for our lead school, Penglais.

Impact on Early Career Researchers (ECRs)

SusNet engagement was used as clear evidence of (public/wider) engagement with research activities for funding body reports for our ECRs (National Research Network, Wales, BBSRC and AU). ECRs were trained in, and developed, core transferrable skills in presenting and communicating their research to a variety of audiences.

ECRs gained core teaching skills and experience that they used for their successful selection on to the HEA accredited AU Teaching for Postgraduates at Aberystwyth University (TPAU) programme. Please see here for details of the programme https://www.aber.ac.uk/en/cdsap/tpau/

ECRs who have successfully taught on SusNet modules for a number of years have been selected for the Postgraduate Certificate in Teaching in Higher Education (PGCTHE). Please see here for details of the programme https://www.aber.ac.uk/en/cdsap/pgcthe/

The original SusNet ECR project coordinator was Highly Commended at the AU Blackboard Exemplary Course Award for the development of the prototype SusNet ‘Biology’ module.

Impact on more established researchers

SusNet researchers gained valuable and transferrable research-led teaching skills. SusNet researchers gained core experience in module, unit and activity design, delivery, evaluation and reflective practice.

SusNet engagement was used as evidence of sustained commitment to public engagement with research in funding applications (Welsh Government, European Social Fund, Interreg Europe).
SusNet case studies were used in successful HEA Senior Fellowship and AU promotion applications (please see the section on CPD for researchers below). Five members of the SusNet team have been awarded Senior Fellowship of the HEA.

The SusNet lead academic was Highly Commended for Exceptional Contribution to University Life at the Student-Led Teaching Awards.

The SusNet lead academic was elected to Fellow of the Royal Society of Biology (FRSB).

The SusNet Project Co-ordinator was elected to Chair of the West Wales Association of Young Scientists.

**Impact on AU**

All six AU Institutes are involved in development and delivery of SusNet modules or activities.

SusNet is routinely invited to speak at AU Teaching and Learning Conferences and to contribute to Panel and Roundtable discussions on transitions to Higher Education and Public Engagement Cafe.

**National Recognition**


The work of SusNet was included in SUPI contributions to the national Engage Conference.

SusNet was also included in SUPI article in The Guardian. Please see here [https://www.theguardian.com/teacher-network/2017/mar/10/science-schools-universities-research-partnerships](https://www.theguardian.com/teacher-network/2017/mar/10/science-schools-universities-research-partnerships)

In 2016 SusNet contributed an invited case study on social mobility (with a focus on rural communities) to the UK Government and Universities UK Social Mobility Advisory Group.

**Continuing Professional Development (CPD) for Teachers**

During the funded life of the project (and beyond) we have offered a variety of CPD events and activities for teachers, aimed at promoting links with researchers at AU (Figure 5). These have mainly been in the STEM subjects.

CPD events have included research ‘Poster Avenues’ at the British Science Week festivals where researchers and teachers can meet to discuss and share ideas. In total 32 PhD researchers from IBERS and Institute of Mathematics, Physics and Computer Science (IMPACS) designed posters, specifically aimed at teachers, and were available to discuss their research and relate it to the national curriculum. Teachers were able to order copies of selected posters for their schools.

CWPSI and SusNet organised the Salters Festival of Chemistry for GCSE students and whilst the students engaged in the festival SusNet provided teachers attending with the opportunity to take part in interactive 2 hour workshops delivered by research biochemists at AU. In total 31 teachers attended these CPD sessions. The researchers who led the session included a Senior Lecturer who presented an overview of the research taking place at the University and 6 PhD students who delivered presentations outlining their
projects. The PhD students were chosen because they researched subject areas relevant to the GCSE/A level Biology or Chemistry specification. Tours of the research laboratories, demonstration of state-of-the-art equipment and question and answer sessions were also provided. These workshops provided excellent opportunities to forge links between the teachers, ECRs and more established researchers alike.

Other CPD activities for teachers included bespoke NMR workshops (8 teachers attended) and refresher/update sessions, particularly in molecular biology, bioinformatics and microbiology. These sessions included tours of state-of-the-art research facilities e.g. Bioimaging, the National Plant Phenomics Centre and NextGen Sequencing facilities. In total 6 teachers and a teaching technician attended the molecular biology and bioinformatics sessions (some returning over 3 consecutive years to refresh their skills).

“Being able to take part in the SUSNET project as a classroom teacher has been invaluable in opening my eyes to how several of the most complex subjects in the A level curriculum can be addressed in a series of interlinking practical activities. It certainly taught me a great deal about how I could include these practical elements into my teaching especially the microscopy, PCR and gel electrophoresis. It also showed me how I could include ICT skills into the classroom having seen DNA sequence analysis in practice” Dr Scott Tompsett Biology Teacher.

CPD for Researchers

The SUPI programme enables researchers at all levels to gain valuable skills in public and schools’ engagement. The cascade mentoring system used in the SusNet project, where more experienced researchers mentor less experienced researchers in core transferrable education skills (e.g. unit and activity design, resource development and teaching quality assurance), enables both mentor and mentee to proactively grow their professional development. Researchers use their experiences towards formal teaching qualifications and professional recognition. Over the funded period of the project 5 staff have been awarded Senior Fellowship of the Higher Education Academy (SFHEA), detailing their work on the SusNet project to demonstrate achievement of Descriptor 3 of the Higher Education Academy (HEA) UK Professional Standards Framework for Teaching and Supporting Learning. Achievement of SFHEA accreditation is recognised as a key performance indicator for successful completion of academic probation and promotion at AU. During the funded period of the project 6 successful promotion applications (1 Personal Chair, 1 Reader, 3 Senior Lectureships and 1 from E-learning Officer to Lecturer in Teaching and Learning) have used SusNet evidence (of engagement and impact, communication and dissemination and working with others) as part of their applications.

Postgraduate students involved in the SusNet project have included their experience in reports to their funding councils as specific examples of public engagement and record the activities and specific skills developed in their Researcher Development portfolio. This in turn aids compliance with the Researcher Development Framework.

“Participating in SusNet has provided me with a unique opportunity not only to showcase some of the research I am currently involved in with the wider community, but also to enhance my own skills in developing teaching modules. I was able to develop topical module resources to suit the schools curriculum as online resources as well as through hands on laboratory practicals. I have enjoyed participating in the project, particularly in actively encouraging students to participate in science based activities with great enthusiasm”. Dr Elizabeth Hart, Post-Doctoral Research Associate.
“The experience has allowed me to develop the way in which I engage with students at this level and has provided a firm base for future work.” Dr Hywel Griffiths, Senior Lecturer in Geography.

Externally SusNet has been recognised at both the national (Wales) and UK-wide scales. In 2016 SusNet was invited to contribute a case study, on working with rural communities, to the UK government and Universities UK Social Mobility Working Party. In November 2016, SusNet was Highly Commended in the Sustain Wales awards, which recognises organisations delivering the seven goals of the Well-being of Future Generations Act, Wales (2015). In 2017, the SusNet academic lead was elected Fellow of the Royal Society of Biology and her SusNet contributions were recognised as evidence of sustained impact in ‘Biology’ by her peers. In January 2017, SusNet was invited to contribute Biology content to a new Welsh Government Initiative (currently known as Tri Sci Cymru) which aims to increased participation in STEM subjects, particularly where there are pockets of deprivation and stereotypic threat, in our unique geographic environment, that prevents young people from reaching their full potential. For example, our target audience includes under-represented groups and children whose families have little or no STEM education or engagement. This is a schools-university partnership intervention that builds on the successes of the SusNet programme. We will be using the BLE models developed by SusNet and some of our educational resources to inspire, and raise ambition in the year 7-9 age group, to engage with STEM. Our plans have been met with broad approval by the Welsh Government and we anticipate a proposed start date for this pan-Wales project in April 2018, with schools interventions beginning in September 2018. This project is essentially SusNet for a younger audience and builds on the existing SusNet blended learning environment model and Blackboard resources, providing a legacy for potentially a further 4 years (with 3 years for delivery). The resources requested for Biology are £599,407.50 within a larger budget of ~1.2M for Aberystwyth University, the package includes project and financial management, a project coordinator and 3 FTE outreach scientist posts.

In the latter stages of the SusNet project we focussed on demonstrating ways in which SusNet can provide the University with a unique platform to enhance its profile, with a strong focus on research and the research process, whilst simultaneously boosting student recruitment. We provided residential SusNet activities to showcase how the SusNet model could be used to offer a unique and attractive package to schools, visiting from a distance, to encourage recruitment to the University and demonstrate sustainable income generation. In addition, we have attempted to track the number of students that have been involved in SusNet and subsequently gone on to study at Aberystwyth University.

The potential of the project to enhance student recruitment in this unique way has not detracted from the original ambitions of the project, rather it has helped to embed the project in AU culture and contribute towards securing its sustainability. Whilst there remains strong support and commitment to SusNet from the Senior Management of AU we explored other funding opportunities to develop our schools-university engagement activities, in particular the support of the Welsh Government.
b) Please summarise any influence your SUPI project has had on your institution, its culture, or that of any other institutions, cultures and projects/initiatives.

Over the four year period the SusNet project gained increasing influence in transforming the culture of engaged research in AU, in changing attitudes to research and study in schools and in breaking down barriers and smoothing school-university transitions. The project has also exerted influence on organisations outside of the University such as the West Wales Association of Young Scientists, Sustain Wales and the Welsh Government.

AU’s RCUK-funded SusNet Wales programme provides a key example of a rich coordinated platform for public engagement with research which can be extended to include the broader Public Engagement with Research (PER) remit. SusNet shares research from all AU Institutes with schools in Ceredigion and the surrounding communities, focussing particularly on creative blended engagement with year 12 and year 13 students that adds value to the A level curriculum. SusNet was funded for 4 years in total by RCUK and is one of only two Schools University Partnership Initiatives (SUPIs) funded in Wales. SusNet has created and developed the following elements for structured, strategic and influential School-University partnerships:

1. The development of sustained relationships with our target schools and the extension to schools beyond our initial catchment area. There has been a particular focus on working with students in rural communities.

2. The creation of sustainable learning and teaching resources that provide legacy beyond the funded period. The Blackboard tab and resources within it are available to all SusNet researchers and to all school teachers who enrolled with us during the funded project. Access to these resources can be maintained and developed further as the SusNet team retain curation rights.

3. Although not an original intended outcome of the SusNet project it is clear that this programme provides a unique student experience that contributes to recruitment at AU. The Recruitment and Marketing Committee are interested in the SusNet models that could be tailored more specifically for direct recruitment to AU and we are awaiting the imminent arrival of a new Director of Marketing and Recruitment.

4. SusNet has influenced key work at AU that IBERS is undertaking to improve school-university transitions thorough contributions to our Learning and Teaching Conferences and also through a Learning and Teaching Enhancement Funded programme called Aber’ MAPS. Aber’ MAPS is a holistic programme of interventions aimed at improving academic and personal success in IBERS’ students. We very much believe that well-being underpins academic success and our SusNet work provided us with a deeper understanding of student anxieties surrounding the transition from school to University. There are a number of interventions in the programme, including the production of set of study guide videos, training in self-regulation techniques, modelling positive academic and personal behaviours through our 'just like me' and peer mentoring campaigns and the development of personal resilience and coping strategies (using the NHS ACTivate principles). Core SusNet staff are involved in leading and managing the project. We were awarded the full funding for this project, the production of the study skills videos took place over the summer and we are currently evaluating the impact of the four week NHS ACTivate your Life course.
5. Beyond AU SusNet is influential in shaping the West Wales Association of Young Scientists. The SuNet Project Coordinator, Dr Paula Hughes, was elected Chair of the Association during the 2016-17 academic year and remains in this post.

6. The SusNet academic lead remains a STEMNET ambassador.

7. SusNet has also influenced a new Welsh Science Framework initiative (currently known as TriSci Cymru). This is a Welsh Government/ESF pan-Wales schools engagement initiative in STEM. It will target years 7-9 (Key Stage 3) in 30 schools (of the Pathways to Success schools) in the West Wales and Valleys area and seeks to improve both achievement and gender balance in STEM subject participation. SusNet were invited to contribute ‘Biology’ content to the initiative. Much of our SusNet legacy will be re-purposed for this younger audience and our work with rural communities is recognised in the Operation Logic Table for this proposal. This has become a much larger project, with a bid for funding for ~1.2 Million distributed between the Biology and Physics streams for Aberystwyth University alone. This pan Wales initiative involves collaboration with other Welsh HEIs (Bangor, Swansea and Cardiff) and the Institute of Physics. The proposal builds on our SusNet strengths in partnership working with schools and retains core members of the SusNet Management Groups as leaders. A larger number of posts are now associated with the proposal and we expect applications for roles from other core SusNet team players once the project is funded.

8. SusNet delivers on the seven national goals of the Well-being of Future Generations Act Wales (2015), contributing to the environmental, social, cultural and economic sustainability of life in Wales (as evidenced through the project’s Sustain Wales Award). The strategic Public Engagement work of SusNet has been recognised by the Local Education Authority, Higher Education Funding Council for Wales and beyond Wales through the Higher Education Academy, Research Councils UK and UK Government.

4: PUBLICATIONS AND PRODUCTS

a) Please list any publications that have resulted from your SUPI project.

1. SusNet has created sustainable, rich and diverse learning and teaching resources that can be used beyond the funded period. These resources are housed in a dedicated SusNet tab on AU’s virtual learning platform, Blackboard. The Blackboard tab and resources within it are available to all SusNet researchers and to all school teachers who enrolled with us during the funded project. Content and access to these resources can be maintained and expanded as the SusNet team retain curation rights. Each hyperlink in the Home Page navigates to the Specific SusNet unit resources.

2. SusNet has generated several published case studies and resources that are hosted on the National Coordinating Centre for Public Engagement website. Please see links here

https://www.publicengagement.ac.uk/work-with-us/current-projects/school-university-partnerships-initiative
here

4. SusNet was a contributor to the School-University Partnerships: Fulfilling the Potential Summary Report October 2014 Please see here https://www.publicengagement.ac.uk/sites/default/files/publication/supi_project_report_final.pdf


7. SusNet contributed presentations to the AU Learning and Teaching Conferences and Public Engagement Café.


b) Please list any products e.g. artistic, creative or educational material outputs that have resulted from your SUPI project.

1. SusNet Wales has created rich, sustainable learning and teaching resources in both English and Welsh languages that were used during the funded life of the project and provide sustainable legacy. These resources can be adapted and re-purposed for use with different age groups in schools interventions (e.g. some of the Biology content has been repurposed for the Tri Sci Cymru project).

2. SusNet was a contributor to the SUPI Lessons booklet hosted on the National Coordinating Centre for Public Engagement website. Please see here https://www.publicengagement.ac.uk/work-with-us/current-projects/school-university-partnerships-initiative/supi-lessons.
3. SusNet was a contributor to the School-University Partnerships: Fulfilling the Potential Summary Report October 2014 Please see here [https://www.publicengagement.ac.uk/sites/default/files/publication/supi_project_report_final.pdf](https://www.publicengagement.ac.uk/sites/default/files/publication/supi_project_report_final.pdf)


5: AWARDS AND RECOGNITION

Please list any awards or recognition associated with your SUPI project

SusNet Wales has received recognition and awards both within AU and nationally during the life of the project. We have also rewarded successful SusNet students with Certificates of Achievement in each year of the project.

Awards put in place.

- Certificates of achievement awarded to all SusNet students who successfully pass or complete (if work is not formally examined) a 10 hour SusNet module.

- Prize for Science donated annually to Archbishop Blanch School, Liverpool by SusNet academic lead (from her own finances, not SusNet funds but SusNet is acknowledged in the prize).

Awards received.

- The SusNet initial ECR project coordinator (Elizabeth Hart) was Highly Commended at the AU Blackboard Exemplary Course Award for the development of the prototype SusNet ‘Biology’ module. All subsequent SusNet modules are based on the principles embedded in the prototype.

- The SusNet lead academic was Highly Commended for Exceptional Contribution to University Life. Her work with SusNet was commended in the award.

- The SusNet lead academic was elected Fellow of the Royal Society of Biology (FRSB), SusNet was recognised as evidence of sustained impact in Biology.

- The SusNet Project Co-ordinator was elected Chair of the West Wales Association of Young Scientists.
In 2016 SusNet was Highly Commended in the Sustainable HE/FE category of the Sustain Wales Awards for meeting the seven national goals of the Well-being of Future Generations Act (Wales), 2015.

6: COLLABORATIONS AND PARTNERSHIP

Please provide details of any significant collaborations and partnerships that have resulted from your SUPI project

1. SusNet has maintained its internal collaborations with stakeholders in AU and our external partner (and extension activities) schools.

2. The SusNet experience has resulted in a new collaboration, Aber’ MAPS. This holistic programme of interventions is aimed at improving academic and personal success in IBER’S’ students at AU. We very much believe that well-being underpins academic success and our SusNet work provided us with a deeper understanding of student anxieties surrounding the transition from school to university. Whilst some core SusNet staff are leading and managing the project, the collaboration has been broadened to include the Students’ Union, other academic departments that have not previously been involved in SusNet. The National Health Service in involved as both a Statutory Service provider and novel external stakeholder.

3. The experiences with SusNet have resulted in a novel collaboration with Welsh Government, the Institute of Physics and other Welsh HEIs (Bangor, Swansea and Cardiff) as novel external stakeholders as part of a STEM intervention currently called Tri Sci Cymru. Please see sections 3 and 7 for further details.

4. Another novel collaboration is being explored between core SusNet staff (Hamilton and Hughes), staff from two of AU’S Interdisciplinary Research Units (Hoffmann, at the Barrett Centre for Helminth Control and Rahman at The Centre for Excellence in Rural Health Research), together with a novel external stakeholder, artist Mira Andres. This collaboration is exploring an application to the Wellcome Trust for Public Engagement funding for an application centred upon digital storytelling of Liver Fluke (*Fasciola hepatica*) epidemiology and control in Wales (and globally).

7: FURTHER FUNDING

Please list further funding that your SUPI project has leveraged across its lifetime

1. Aber’ MAPS (Mindset, Ambition, Potential and Self-Regulation) has been fully funded
2. The application for Tri Sci Cymru is currently under consideration by the Welsh Government. The expected start date is April 2018 with delivery from September 2018.
8: SKILLS AND PEOPLE

a) Please list any skills related developments that have taken place as part of, or as a result of your SUPI project

SusNet has provided key opportunities for student, researcher and teacher CPD which led to core impacts for the individuals concerned and also the schools, colleges and AU more widely. Please see Sections 3 and 5 for impacts, influence and awards resulting from SusNet activities. These tangible benefits include raising ambitions, inspiring the next generation of researchers, upskilling students, researchers and teachers, offering schools opportunities to include contemporary research into the national curriculum for post-16 qualifications (e.g. Welsh Baccalaureate and English Extended Project Qualification) and providing strong evidence of partnership working for schools and AU in their respective Estyn and HEFCW reports. In addition, SusNet experiences were used to gain nationally recognised portable qualifications and professional recognition which are not only beneficial to the individuals in demonstrating engagement with the Researcher Development Framework, but are also highly valuable to AU in its Teaching Framework Excellence application.

In addition, the new collaborations arising from SusNet experiences, notably Aber’ MAPS and Tri Sci Cymru, have resulted in the development of a programme of core transferrable skills specifically for IBERS’ students and staff.

In essence, the people and skills developed through SusNet have contributed to achieving the seven National Goals of the Well-being of Further Generations Act (Wales), 2015:

1. A prosperous Wales
2. A more equal Wales
3. A Wales of vibrant culture and thriving Welsh Language
4. A Wales of cohesive communities
5. A resilient Wales
6. A globally responsive Wales
7. A healthier Wales

b) Please list any secondments placements and internships to or from other organisations associated with your SUPI project

N/A

9: OTHER

Please state here any other information associated with your SUPI project that you would like RCUK to know as part of final reporting.