



STEP

Scotland's Tertiary
Enhancement Programme

STEP Network Members' Guide

2026-27

You have received this document because you are one of your institution's named members of the STEP Network. If you think you have maybe received this in error, please contact info@step.ac.uk or consult your colleagues.

We have produced this document to support members of the STEP Network in session 2026-27. It contains a lot of information with which you may already be familiar, but some will be new. We recommend that you keep it handy as a reference document.

We will update this document each year to ensure that it accurately reflects the role of STEP Network members as we move through the different phases of the programme.

QAA and CDN

September 2026

1 What is STEP?

[STEP \(Scotland's Tertiary Enhancement Programme\)](#) is the national enhancement programme for the Scottish tertiary sector. It is designed to enable Scotland's colleges and universities to work together to improve and enhance learning, teaching, the student experience, and staff development across tertiary provision. It is one of the delivery mechanisms of [Scotland's Tertiary Quality Enhancement Framework \(TQEF\)](#) and is underpinned by the TQEF principles. At the heart of the programme are collaborative enhancement projects that will produce outcomes and outputs of value to the entire tertiary sector.

STEP runs on a four-year cycle that moves through three distinct phases – Discovery, Implementation, and Reflection – during which projects are designed, delivered, and evaluated. The programme is sector-owned and jointly managed by the [Quality Assurance Agency \(QAA\)](#) and [College Development Network \(CDN\)](#).

During the **Discovery** phase (year one), staff and students came together for a series of Discovery Days to establish collaborative partnerships and design the projects that form the core of the programme. Between these days, there were four online Navigation Sessions to provide support and maintain momentum. In developing projects there was a focus on collaboration, clarity of outcomes and impact, and the formation of a cohesive programme of work that involves every college and university in Scotland.

The focus of the **Implementation** phase (years two and three) is to launch and conduct the projects planned during the Discovery phase. Project leads and teams are responsible for taking forward the programme of work identified in their proposals. In each of years two and three, the following activities will take place:

- In-person events to progress work already underway and support development of further projects on emerging issues
- Annual conference to share updates, develop networks, and identify new opportunities
- Topic-related CPD for which a need has been identified.

Evaluation is embedded within each project and undertaken on a continuous basis, with regular reports from each team updating on impact and progress against plans.

In the **Reflection** phase (year four), summative evaluation of the STEP programme and its constituent projects and additional activities will be undertaken to consider the impact and effectiveness of the work. As projects conclude, the Reflection phase allows for the dissemination of project outputs throughout and beyond the sector. More fundamentally, an aim of the Reflection phase is to ensure that outputs and outcomes are embedded within the mainstream activities of colleges and universities to become ‘business as usual’.

Also built into the Reflection phase is consultation on the topic for the next four-year STEP cycle. This process will involve colleges, universities, sector agencies and other stakeholders agreeing on the topic that is most relevant to the Scottish sector at that time.

2 What is the current STEP topic?

The topic for the first cycle of STEP (2024-2028) is **Supporting Diverse Learner Journeys**. This topic was determined through extensive engagement with colleges and universities during 2023-24, including sector-wide co-creation events in October 2023 and March 2024 and a sector-wide survey in April 2024. The same engagement with the sector highlighted four priority areas:

- Supporting Transitions and Exploring Pathways
- Strengthening Engagement, Community and Belonging
- Developing Skills and Capabilities for Learning
- Delivering Tailored, Targeted and Personalised Support.

Think of these priority areas as a guide, rather than ‘hard and fast’ categories – there is likely to be overlap between them, with some projects falling into more than one area. For example, a project aimed at providing tailored support for students with English as a second language might also aim to strengthen those students’ sense of belonging.

3 What is the STEP Network?

The STEP Network is the largest of three groups responsible for the governance of STEP. The other two governance groups are the Steering Group and the Project Leads Forum.

Membership of all three groups is drawn from across the sector to ensure that STEP is owned by our colleges and universities, but **the STEP Network is the only group with representation from every college and university**: one staff member and one student member, nominated by the institution. The membership also includes representatives from key sector agencies.

The STEP Network provides a space for institutional staff and students and sector agencies to work together, engendering a sense of sector ownership and strengthening the breadth and depth of engagement. It is this group that undertakes the key developmental work of projects to be undertaken in each STEP cycle.

The STEP Network is chaired by the Topic Staff and Student Leads (see below), supported by QAA and CDN.

3.1 Steering Group

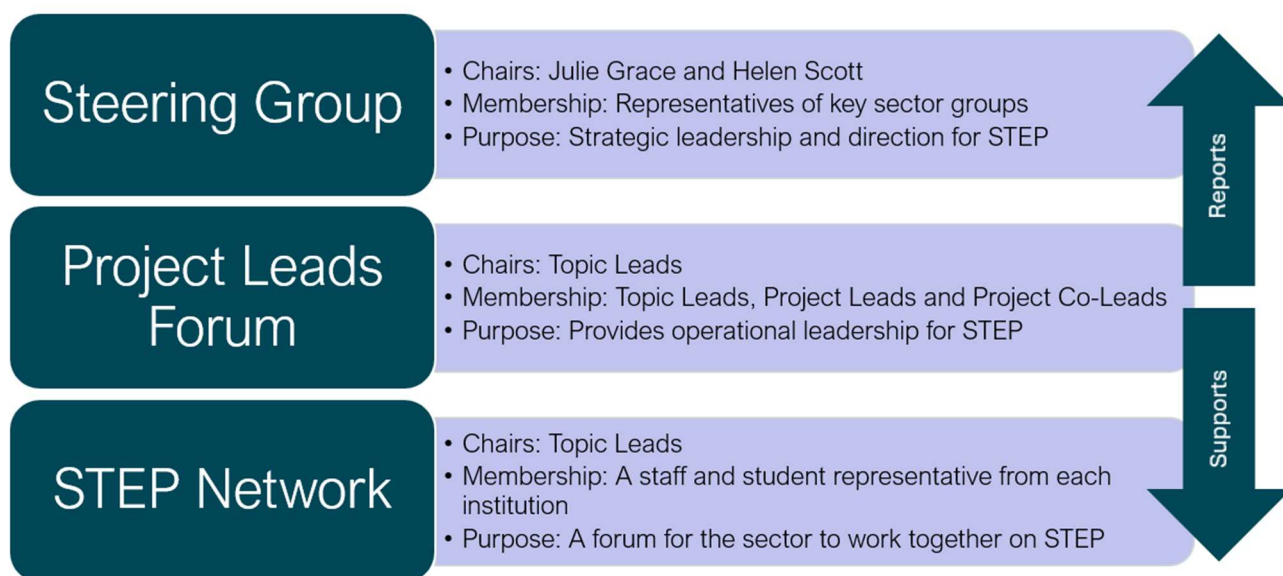
The Steering Group, made up of members from key sector groups, provides strategic leadership and direction and is accountable for the successful delivery of STEP. The Group approves the overarching STEP topic and priorities, sets aims and objectives, approves STEP projects, and establishes the STEP Project Leads Forum for each cycle. Steering Group members are responsible for ensuring information flows between the Steering Group and the other groups they represent. The Steering Group meets a minimum of three times a year and is co-chaired by representatives from colleges and universities.

3.2 Project Leads Forum

The Project Leads Forum provides operational leadership as well as topic-specific and evaluation expertise for each new cycle of STEP. It reports on a regular basis on the progress and impact of the work of the work it is supporting through STEP to the Steering Group. It also facilitates the exchange of learning between project teams and champions the work of STEP.

The Project Leads Forum meets approximately every eight weeks, with the STEP Topic Leads (see below) sharing chairing responsibilities.

The diagram below illustrates how the three governance groups work together. You can find more information about the composition and membership of each group on the STEP website.



3.3 Topic Leads

A core team of four individuals – two Topic Staff Leads and two Topic Student Leads, representing both colleges and universities – act as key sector-level leads, championing STEP across Scotland and driving forward the enhancement ambitions of the sector. STEP Topic Staff Leads are appointed for the duration of each STEP cycle, and Student Leads will be in place for at least one year. They are members of the STEP Project Leads Forum, observers on the Steering Group and support meetings of the STEP Network.

Your Topic Leads for 2026-27 are:

- Student Topic Lead (university) – Lucia Gil Dorta, University of Strathclyde
- Student Topic Lead (college) – Cherene Thomson, Borders College
- Staff Topic Lead (university) – Professor Steve Tucker, University of Aberdeen
- Staff Topic Lead (college) – Dr Derek Robertson, City of Glasgow College.

4 What is my role as a member of the STEP Network?

4.1 Champion STEP and disseminate our collective work within your institution

Key to the success of STEP will be sector engagement beyond the governance groups. It is therefore very important that STEP Network members help to share our work.

For the duration of your time as a STEP Network member, you will be one of two main points of contact for this work in your institution (staff or student). Your role is to promote STEP in general and to support the dissemination of the work we are doing together. You will know best how to do this within your institution or students' association, but here are some ideas to get you started:

- Encourage staff and students to visit the [STEP website](#) and to [sign up to the mailing list](#).
- Get to know your institutional comms team if you don't already. Ask them which channels of communication they find most effective. Are your staff and students most engaged through social media? Blogs? Email? Can you get a 'STEP slot' in any regular newsletters that go out?
- Have a look at your calendar. Are there any events coming up that relate to our topic, such as Learning and Teaching conferences? Might the audience be interested in hearing about STEP?
- What are the key committees and other groups within your institution or students' association whose members might need to know about STEP? Could you ask for a slot on the agenda, or include an update in the papers?
- On a more individual level, are there any colleagues in particular who you think might be interested in this STEP topic? Think about the priority areas and the projects that are underway: you may wish to speak to colleagues in student-facing services (for example, those working in counselling or careers services), as well as educators.

4.2 Engage fully with at least one STEP Project

For information on the projects that are currently running, please see the Appendix 1. Up-to-date information on the projects will also be available on the STEP website.

There are a number of roles within projects. Each team has a **Lead**. Most teams also have a **Co-lead** to ensure that both colleges and universities have opportunities to lead the project. Most other team members are **collaborative partners** – that is, they are fully attached to a project and expect to be present at all team meetings etc. Some teams also include **consultative partners**. These might be people who are happy to act as a ‘critical friend’ to the project or otherwise just want to be kept up-to-date with its progress.

Finally, each project has a **Key Contact**, a member of staff at CDN or QAA who can be on hand to support them and monitor progress.

You will find information on project roles and responsibilities in Appendix 2.

4.3 Engage fully with the in-person STEP meetings

During the year, staff and students will come together for a series of in-person meetings to work on the projects that form the core of the programme. These meetings will include a mix of teamworking, networking and CPD activity. You will get to hear from other teams about their projects, as well as working on your own.

Student STEP Network members will be entitled to a £100 per diem for each of the four in-person days they attend. This will be paid in the form of a digital gift card after the meeting. To receive this, you will need to complete a Volunteering Agreement on the day. This is a short form but contains important information about tax and visa implications, so you should read it carefully.

QAA manages the logistics for the in-person meetings. You will be sent diary invites, which we would ask that you accept or decline as appropriate, but we will also send registration links ahead of each meeting. Please ensure that you register if you plan to attend – this helps us to ensure that we are aware of any access and dietary requirements in advance.

STEP Nine (Tuesday 27 October 2026, John McIntyre Conference Centre, Edinburgh)

The first STEP Network meeting of 2026-27 will be a combination of project updates and project team working, with a focus on welcoming new members and re-energising for the new year. This meeting is open to members of the STEP Network and STEP project teams.

STEP Ten (Tuesday 26 January 2027, Forth Valley College, Falkirk)

This meeting will be a STEP Symposium on the theme **Curiosity: Exploring Possibility**. The aim of our STEP Symposia is to open our Network meetings up beyond the membership in order to broaden engagement with the programme. Further details will be provided in due course.

STEP Eleven (Wednesday 17 March 2027, Fife College, Dunfermline)

This meeting will be a STEP Symposium on the theme **Collaboration: Strengthening Connection**. As with STEP Ten, we intend to open this meeting beyond the core STEP Network and will provide details in due course.

STEP Twelve (Tuesday 26 May 2027, Glasgow Caledonian University, Glasgow)

The final STEP Network meeting of 2026-27 will be a combination of project updates and project team working and will be open to members of the STEP Network and STEP project teams.

4.4 Engage fully with STEP Online

This year, our online sessions will be open to all, in order to broaden engagement with STEP and raise the profile of our projects. **Please support these events by promoting them in your institution and students' association.**

CDN manages the logistics for the online sessions. You will be sent diary invites, which we would ask that you accept or decline as appropriate, but we will also send registration links ahead of each session. Please ensure that you register if you plan to attend.

STEP Online will take place on Teams on the following dates:

- STEP Online: Supporting Transitions and Navigating Pathways (Tuesday 17 November 2026, 2-4pm)
- STEP Online: Strengthening Engagement, Community and Belonging (Tuesday 16 February 2027, 2-4pm)
- STEP Online: Developing Skills and Capabilities for Learning (Tuesday 27 April 2027, 2-4pm)
- STEP Online: Delivering Tailored, Targeted and Personalised Support (Wednesday 9 June 2027, 2-4pm)

4.5 Support the evaluation of STEP

During the year, colleagues from QAA and CDN will be seeking feedback on how the programme is running. Please support us in this activity by helping us to understand what is going well and what could be improved upon. You may be asked to complete a short online survey, participate in focus group activity, and/or take part in discussions at in-person meetings or STEP Online.

4.6 Support your student colleague (staff representative only)

If you are the staff representative for your institution, it is your responsibility to ensure that you are in regular contact with your student representative and that they are supported to engage with STEP.

We also ask that you are familiar with your institution's safeguarding policies. If your student representative is under 18, please check whether parental consent is required for attendance at STEP events and obtain emergency contact information if this is required by your institution. This is especially important where students may require overnight accommodation.

5 How will QAA and CDN support me in my role?

5.1 Provide regular updates for you to share

QAA and CDN will send regular updates about STEP by email. In session 2026-27 we plan to write a monthly email bulletin, and we would encourage you to share this within your institution or students' association.

In addition, CDN manage a Teams site for STEP which includes a channel for each project, and updates and announcements are shared there. Please email networks@cdn.ac.uk to be added to the relevant project channel.

The STEP website includes useful resources as well as information on projects and events, so please keep an eye on this.

For any general enquiries, providing contact details etc, please email info@step.ac.uk.

5.2 Provide guidance on dissemination

CDN have produced an excellent [Project Dissemination Guide](#) with pointers about how to promote and embed your work. We would encourage you to use it in planning and managing your projects.

6 STEP Network Student Members: Selection and Handover

6.1 Selection

In most institutions, the STEP Network Student Member will change over the summer. Institutions should work in partnership with their students' associations to select their STEP Network Student Member. It is expected that in most cases the role will be undertaken by the elected student officer with an education remit. First refusal for the role should therefore be offered to the person in this position. In some students' associations, this remit is held by a specific post, such as a VP Education, while in others the remit is held by the President.

If the elected officer does not have the capacity to take on the role, the students' association should identify an appropriate deputy to take on the role. For example, this could be another student officer or a senior student rep (such as a School or Department Rep). If the student selected to be the STEP Network Student Member is not an officer, then a clear line of communication should be established and maintained between the officer and the student lead, with opportunities for regular communications throughout the year.

Students' association staff should be a key part of the process of selecting the STEP Network Student Member and should also be part of the support system for the student in this role throughout the year.

6.2 Handover

Where the role is moving from one elected officer to another, this should be embedded as part of the students' association's handover and induction process for officers. Where either or both of the outgoing and ingoing leads are not elected officers, a handover process should be put in

place. Ideally, this should involve a face-to-face meeting. At the very least, the outgoing student lead should provide a written summary of their time in the role and the key things the incoming student lead should know.

Incoming STEP Network members will normally be expected to join the same project as their predecessor. This is because members did a lot of work in the Discovery year to identify which projects were best aligned with their institution's strategic priorities. It's also partly to support continuity, and because the projects have been costed based on their numbers of team members.

One of our projects (Language Accessibility Promise) has met its aims and the team has now disbanded. If your predecessor was on the Language Accessibility Promise team, or if your predecessor was not a member of any project team in 2025-26, we would expect you to join the same project team as your institutional staff member.

Appendix 1: STEP Projects running in 2026-27

For up-to-date information on which institutions are involved with which projects, as well as the project aims and outputs, please refer to the [Projects page on the STEP website](#).

Project	Leads
Appreciating Belonging and Enabling Change: From Strategy to Practice	Lead: Stella Howden, Heriot-Watt University Co-Lead: Jane Roscoe, Dundee and Angus College Key Contact: Paula Christie, CDN
Regional Enhancement and Collaboration in Tertiary Scotland (REACTS)	Lead: Chris Bovis, University of Strathclyde Co-Lead: Nigel Kirby, UHI Moray Key Contact: Sandra-Jane Grier, CDN
Strategies to support student engagement and partnership within an increasingly time-poor and cash-poor student population	Lead: Chase Greenfield, sparqs Key Contact: Ruth Whitney, QAA
Supporting access, progression and successful outcomes in disabled student communities (SAPSO)	Lead: Jakki Jeffery, Edinburgh College Co-Lead: Brian Connolly, University of Edinburgh Key Contact: Gail Toms, CDN
Understanding the staff development landscape required to support diverse learner journeys in the tertiary sector	Lead: Mark Charters, Glasgow School of Art Co-Leads: Vic Boyd, City of Glasgow College; Alison Gilmour, University of the West of Scotland Key Contact: Valerie Jackman, CDN
Transforming Assessment Policy and Practice in Scotland (TAPPS)	Lead: Cameron Graham, Edinburgh Napier University Co-Lead: Alison Bell, City of Glasgow College Key Contact: Rachel Horrocks-Birss, QAA

Appendix 2: Project roles and responsibilities

Task	Responsibility
Setting up STEP Network events	QAA/CDN
Setting up additional team meetings	Project Lead
Signing contract	Project Lead and QAA
Attending meetings of Project Leads Forum	Project Leads and Co-Leads
Attending in-person STEP Network meetings	Project team and QAA/CDN Key Contact
Supporting discussion at STEP Network meetings	QAA/CDN Key Contact
Recording project progress after STEP Network meetings	QAA/CDN Key Contact
Managing project budget	Project team
Ensuring that members of your project team are supported to come to the in-person meetings	Project team
Day-to-day project work	Project team
Queries and general support about project content	QAA/CDN Key Contact
Queries about student engagement and partnership in relation to projects	sparqs
Queries relating to in-person STEP Network meetings	QAA
Queries relating to Online Support Sessions	CDN
Queries relating to MS Teams general and project channels	CDN
Queries about contracts and finance	QAA
Submitting invoices	Project Lead and QAA
Submitting mid-year report	Project Lead and QAA
Submitting end-of-year report	Project Lead and QAA
Setting up project page on the STEP website	QAA
Providing guidance on web content	QAA/CDN
Generating content project page on the STEP website	Project team
Offering slots at NEON and SESN meetings for project teams to discuss their work	sparqs

Core Responsibilities of STEP Project Leads

Project leads are responsible for guiding the project through planning, collaboration, delivery, and reflection to ensure meaningful impact across the tertiary sector.

Project Delivery and Oversight

- Lead the implementation of the project as outlined during the Discovery phase.
- Ensure momentum and progress is maintained between organised events.
- Ensure the project aligns with the overarching goals of STEP and the Tertiary Quality Enhancement Framework (TQEF).
- Maintain clarity of outcomes, impact, and relevance to the diverse learner journey.
- Manage finance and funding efficiently and equitably.

Collaboration and Engagement

- Foster collaboration across colleges and universities, ensuring inclusive participation.
- Engage with students and staff meaningfully throughout the project lifecycle.
- Represent the project at sector-wide events such as in-person meetings of the STEP Network, Online Support Sessions, and the Annual Conference
- Ensure inclusive practices and diverse learner representation.

Communication and Reporting

- Provide regular updates on progress, challenges, and outcomes to project's Key Contact and wider project team.
- Contribute to shared sector outputs and resources that benefit the wider tertiary education community.
- Keep records of activities, outputs, and impact.

Professional Development and Capacity Building

- Identify and participate in topic-related CPD opportunities.
- Feedback to Topic Leadership Group.
- Support team members in their development and engagement with enhancement practices.

Evaluation and Reflection

- Lead the evaluation of project outcomes and processes.
- Contribute to the Reflection phase by sharing insights, lessons learned, and recommendations for future enhancement work.
- Complete and submit any project related reports and documentation as directed by QAA & CDN.

Support Available to Project Leads

- In-person meetings of the STEP Network offer structured opportunities for collaboration and feedback.
- Online Support Sessions provide ongoing support and momentum between in-person events.
- Resources and guidance provided by QAA and CDN help project leads navigate their roles effectively.
- A QAA/CDN key contact is assigned to each project to provide tailored guidance, sector insight, and ongoing support throughout the project lifecycle.

By leading with clarity, collaboration, and reflection, project leads play a vital role in shaping impactful enhancement across Scotland's tertiary education sector.

Core Responsibilities of STEP Project Collaborative Partners

A Collaborative Partner is an active member of the project team, who commits to sharing responsibility for the design, delivery, evaluation, and dissemination of the project. They contribute expertise, resources, and capacity to help achieve project outcomes and maximise impact across the tertiary sector.

The Role

A Collaborative Partner is a key member of a STEP project team who:

- Is actively involved in project design and delivery.
- Attends and engages fully in project team meetings.
- Encourages reflection and continuous improvement.
- Actively promotes the dissemination of project findings and outputs.

Responsibilities

Project Delivery and Oversight

- Co-design and deliver project activities.
- Share responsibility for achieving project objectives and milestones.
- Contribute expertise, resources, and staff time to project delivery.
- Participate in project governance and decision-making.

Collaboration and Engagement

- Attend project meetings and contribute to planning and review processes.
- Share progress, challenges, and learning openly with project partners.
- Contribute to project reporting, documentation, and quality assurance activities.
- Support compliance with STEP programme requirements.

Communication and Reporting

- Attend key meetings and provide informed feedback.
- Review project outputs and reports.
- Contribute independent perspectives to project governance and decision-making.
- Actively promote project activity in home institutions and across the wider tertiary community.

Professional Development and Capacity Building

- Share knowledge, expertise, and effective practice across the partnership and the wider tertiary community.
- Support peer learning and capacity building within and beyond the project team.
- Contribute to developing skills, confidence, and leadership among all project participants.
- Promote innovation and evidence-informed practice.

Evaluation and Reflection

- Contribute to project evaluation activities and evidence collection.
- Engage in regular reflection to support continuous improvement.
- Help identify lessons learned, impact, and recommendations for future practice.
- Support the development of sustainability and legacy plans.

Dissemination and Sector Engagement

- Actively contribute to dissemination and knowledge-sharing activities.
- Present project learning through events, webinars, conferences, and networks.
- Support the development of resources, case studies, and outputs.
- Promote project outcomes through institutional and professional networks.
- Encourage adoption and adaptation of project learning across the tertiary sector.

Support Available to Collaborative Partners

The STEP team will provide:

- A clear role description.
- Guidance on the role of the Collaborative Partner in practice and evaluation.
- Opportunities to network with Project Leads, Co-Leads, Collaborative, and Consultative Partners, as well as those working on other projects, through events and networking days.
- Ongoing support from project Key Contacts.
- Opportunities for personal professional development and project dissemination.

Project Leads will provide:

- Access to project documentation and timelines.
- Opportunities to connect and feedback with Project Leads, Co-Leads, Collaborative, and Consultative Partners.

As a Collaborative Partner your expertise, commitment, and willingness to innovate will help create solutions that extend beyond individual projects and drive positive change across the tertiary sector.

Core Responsibilities of STEP Project Consultative Partners

Consultative Partners are responsible for acting as critical friends to the project through planning, collaboration, delivery, and reflection to ensure meaningful impact across the tertiary sector.

This role is pivotal to the success of STEP projects. A Consultative Partner provides independent expertise, constructive challenge, and sector insight throughout the project lifecycle, helping ensure that project activities remain aligned with objectives, deliver meaningful outcomes, and create sustainable impact across the tertiary education sector.

The Role

A Consultative Partner is a trusted advisor who:

- Offers objective feedback and constructive challenge.
- Questions assumptions and identifies risks.
- Encourages reflection and continuous improvement.
- Supports the project team while maintaining independence.

Responsibilities

Project Delivery and Oversight

- Objectively review project plans (including strategies for dissemination and student engagement) and progress.
- Provide advice on risks, opportunities, and strategic direction when required.
- Help ensure activities remain aligned to project objectives and intended outcomes.
- Collaboration and Engagement
- Support effective partnership working.
- Encourage engagement with key stakeholders, practitioners, and learners.
- Facilitate connections with relevant networks and sector organisations.

Communication and Reporting

- Attend key meetings and provide informed feedback as required.
- Review project outputs and reports.
- Contribute independent perspectives to project governance and decision-making.
- Actively promote project activity in their home institutions and across the wider tertiary community.

Professional Development and Capacity Building

- Share expertise and effective practice.
- Support team learning, confidence, and leadership development.
- Encourage evidence-informed and innovative approaches.

Evaluation and Reflection

- Support evaluation planning and impact measurement.
- Encourage ongoing reflection and learning.
- Help identify lessons learned and opportunities for sustainability.

Dissemination and Sector Engagement

- Promote project outcomes through professional networks.
- Contribute to webinars, events, and knowledge-sharing activities where appropriate.
- Support wider adoption of project learning and outputs across the tertiary sector.

Support Available to Consultative Partners

The STEP team will provide:

- A clear role description.
- Guidance on critical friend practice and evaluation.
- Opportunities to network with other Consultative Partners through events and networking days.
- Ongoing support from project Key Contacts.

Project Leads will provide:

- Access to project documentation and timelines.
- Opportunities to connect and feedback with Project Leads, Co-Leads and Collaborative Partners.

By acting as a trusted critical friend, you play a vital role in helping projects think differently, overcome challenges, and realise their full potential for learners, practitioners, and institutions across the tertiary community.

Core Responsibilities of STEP Project Key Contacts

STEP Project Key Contacts are the members of staff from CDN or QAA who are responsible for supporting project leads, co-leads, and teams through the project management process, contributing to the successful completion of the project. Key Contacts are not responsible for leading, planning, driving, or evaluating project activity, outputs, and/or outcomes.

First Point of Contact

Key Contacts will:

- Function as the initial liaison for project teams seeking support, guidance, or clarification.
- Provide timely responses to broad queries.
- Direct or signpost specific queries to relevant resource, agency, or individual, as necessary.
- Ensure Ethics requirements are discussed with project leads and that STEP Ethics Guidance documents are shared with project leads and project members

Project Implementation

Key Contacts can:

- Help project teams during in-person meetings and online support sessions.
- Help foster inclusive collaboration and engagement among project team members.
- Work with project teams to shape their proposals into clear, actionable plans.
- Help maintain momentum between official STEP events by offering ongoing encouragement and check-ins.
- Ensure clarity of outcomes and alignment with STEP's overarching goals (e.g., the current topic of Supporting Diverse Learner Journeys).

Communication, Evaluation, and Feedback

Key Contacts can:

- Relay updates, challenges, and successes from the project teams to the STEP team.
- Share relevant resources, CPD opportunities, and sector developments with project teams.
- Promote cross-organisational learning and collaboration.
- Contribute (when required) to reports or summaries that highlight project progress and sector impact.
- Facilitate the collection of feedback from project participants and stakeholders.
- Collate information on project progress. For example:
 - Ensure the completion of in-person meeting template. (Please complete on site with the project leads.)
 - Gather information to ensure that QAA, CDN and the various governance groups have an accurate understanding of project status and support needs. For example, at all in-person events ask three questions:
 - Where is the project currently?
 - What are the barriers/challenges (or potential barriers/challenges) to progress for projects?
 - What support could QAA/CDN put in place to support projects and overcome barriers to progress?

Please note that Key Contacts cannot answer specific queries about:

- Contracting - contact info@step.ac.uk
- Finance and funding - contact info@step.ac.uk
- Venues - contact info@step.ac.uk

Key Contacts are **not** expected to:

- Convene or attend interim project meetings / activities.
- Manage project communications.
- Manage project administration or reporting.
- Update Project Membership Details.

QAA and CDN Key Contacts will be able to respond or signpost to most broad questions, however any specific or detailed queries relating to the administration or financing of projects should be directed to info@qaa.ac.uk. We would advise that Key Contacts are copied into any official correspondence, for information purposes.

For an overview of STEP Network roles and responsibilities, please refer to the Members' Guide.

By fostering clarity, encouraging collaboration, and promoting reflective practice, project Key Contacts play a crucial role in driving meaningful enhancement across Scotland's tertiary education sector.