

## Vice-Principal Student Experience, Teaching and Learning's Report to Senate

**Confirmation and Clearing:** The energy everyone involved put into Confirmation and Clearing was impressive, and we have managed to exceed our overall undergraduate target. As for the student recruitment picture, as at 23 September 2016, we are predicting that at 1 December 2016 we will have 4023 Home/EU undergraduates and 840 overseas undergraduates, i.e. a total of 4,863 against a target of 4,599 (Home/EU – 3700; O/S – 899). This puts us in a position of 265 over target by the 1 December snapshot, albeit with Home/EU students 323 over target and overseas 59 under target. For postgraduate taught recruitment, we are still behind where we would like to be, with anticipated enrolment as of 1 December of 2,787 against a target of 3,348, with shortfalls in overseas students. Overall, counting both undergraduates and taught postgraduates, we are therefore predicting a shortfall of 296.

These estimates are based on historical conversion rates of applicants to enrolments and the position will change as students actually enrol in 2016/17 – the latest date for enrolment is 21st October 2016 – and we approach the 1 December census date. Enrolments of postgraduate taught students by 1 December are likely to be stronger than these estimates suggest due to impact of the deposit scheme introduced for PGT Overseas applications for 2016/17, and availability of focused resource on PGT applications during the confirmation and clearing period. While the position is likely to improve to some extent there will be financial implications.

**QMUL Model:** Faculties have submitted plans for using the resource allocated to prepare for the 2017/18 launch, and these have been considered and decisions communicated. Alongside the work in academic departments, there are a number of other work streams under way, including: piloting assessed versions of QConsult and QResearcher type activities; developing a framework for learning outcomes; establishing a student ePortfolio; and designing an evaluation framework for measuring the impact of the QMUL Model. Several funding applications are currently under consideration by the funders. Further details of these and other initiatives can be found in the dedicated [eNewsletter](#) and on the [QMplus site](#).

**Credit framework consultation:** It was agreed at Senate in June 2016 that a QMUL-wide consultation would be held to test whether to retain our 15-credit module structure, or explore alternative models. Several schools have asked that 10-credit modules be permitted, to allow more flexible programme designs. The consultation will be held in Semester 1 2016/17. Any changes would come into effect from 2018/19.

**Teaching spaces and space utilisation:** QMUL's success in recruiting students does put pressure on our space and resources. Teaching rooms and study spaces are at a premium. The new Graduate Centre will help alleviate some pressure on space when it opens in the new year, and all of the non-residential space in the Scape building across the Mile End Road has also been secured. This will provide much-needed additional teaching rooms, study areas and offices. Further options are also being explored.

At the same time, we are looking at how we might make better use of our current footprint. A Teaching Space Utilisation Task and Finish Group, which will consult widely, has been established to focus on timetabling and teaching activities.

**Grade point average (GPA):** As reported previously, a working group has been looking at the introduction of a GPA in parallel with the honours degree classification. In 2016/17, the Language Centre is piloting the scheme, which will be evaluated to judge suitability for wider application.

**Student surveys:** The National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) results were released over the summer and results suggest differing levels of satisfaction for our undergraduate and postgraduate students. Headlines for the PTES were positive, with increased scores across 35 out of 36 questions compared to 2015, and respondents were most satisfied with

teaching and learning (81.7%). QMUL continues to perform lower in the PTES, however, than sector averages and participating Russell Group institutions across many categories.

NSS results were less positive. QMUL's performance in the NSS has declined, with overall satisfaction falling to 84% from 88% in 2015, which is behind the sector average. There was a decline in satisfaction reported across most questions, with the largest decline in Assessment & Feedback (down from 72% to 66%). QMUL, however, remained top of the Russell Group London universities. It is, of course, a priority that our students' experiences are as good as possible and also, because the significance of NSS results will only increase with the advent of the Teaching Excellence Framework, it is important that we ensure our review and planning processes are appropriately focused.

The [Queen Mary Student Survey \(QMSS\)](#) runs throughout October and is open to all returning undergraduate students. In response to feedback from staff and students, the survey now has fewer questions.

Results, resources and information on student surveys and our Student Survey Policy can be found at [here](#).

**Teaching Excellence Framework:** It has been confirmed that QMUL is eligible to take part in the first year of the Teaching Excellence Framework (TEF). Later years/phases of the TEF will mean participating universities will be subject to assessments intended to measure the quality of their teaching, and the results of the TEF are likely to have financial ramifications. The performance of higher education institutions will be evaluated using certain metrics, including specific NSS responses. Therefore, NSS results, which already have a significant influence on domestic league tables, will gain even greater importance. Further details are covered under a separate Senate agenda item.

A TEF working group has been established to ensure QMUL is prepared for TEF, and to consider a range of issues related both to TEF and UK league tables.

**School of Foundation Studies:** A new School for Foundation Studies is planned, which will provide a more coherent and joined-up approach to the provision of foundation-level studies to students who are preparing for an undergraduate programme. This new approach will allow for an expansion of provision and also for an enhanced experience for students. Further details are covered under a separate Senate agenda item.