

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

**TEF Year 2:** QMUL has decided to make a TEF Year-Two submission. The working group agreed that while it had a comprehensive remit, the initial focus would need to be towards meeting the TEF-2 application deadline of 26 January 2017. The metric data were received on 31 October and Strategic Planning team is conducting detailed analysis to help inform the drafting of the 'provider submission', i.e. the maximum 15-page narrative statement.

**QMUL Model:** Schools and institutes are continuing to prepare for the launch of the QMUL Model. Work is also underway to adapt activities offered by Careers and Enterprise, including QConsult and inQUBEate, and by CAPD, including professional development courses. There are a number of other work streams in train that will help with the delivery of the Model. These include: development of an ePortfolio, defining learning outcomes, and an evaluation framework. Our interim Project Manager, Simon Hayter, has now finished his six months' secondment and returns to ARCS. He is replaced by Dallas Alexandrou, who has joined QMUL for a two-year position as the QMUL Model Project Manager. Further information is available at: <http://qmplus.qmul.ac.uk/course/view.php?id=6813>).

**Student surveys:** The Queen Mary Student Survey (QMSS) and QMUL Arrivals Survey ran during October 2016. Over 5,000 students responded, with response rates of 30% for the QMSS and 33% for the Arrivals Survey. Over 90% of QMSS respondents would recommend QMUL to others thinking of applying. Results of both surveys are being shared in time to feed into Annual Programme Reviews and School/Institute action plans. Further information is available at: <http://qmplus.qmul.ac.uk/course/view.php?id=6804>.

Prompted by the drop in satisfaction in the NSS, we want to be sure that the actions we are taking are appropriate and effective, so in parallel with the action plans, the TEF working group is looking to ensure student survey data underpins our planning processes, with the impact of actions monitored and evaluated.

**Feedback Task and Finish Group:** This group is considering a range of recommendations put forward by the QMSU about student expectations regarding academic feedback, has been established to help support improvements in student satisfaction in this area.

**Credit framework consultation:** As agreed by Senate, a consultation document has been circulated that invites responses by 27 January 2017 on three proposed frameworks: retaining only multiples of 15 credits, moving wholly to multiples of 10 credits, or a mixed system that allows multiples of both 10 and 15. The full consultation document, which includes results of a benchmarking exercise against other Russell Group and University of London institutions, can be found at: <http://qmplus.qmul.ac.uk/mod/forum/discuss.php?d=108259>)

**Online developments:** QMUL is setting up a partnership with Cambridge Education Group (CEG) Digital to develop a range of high-quality online programmes. From the 2017/18, we intend to start offering four new flexible and part-time Masters programmes, which will be designed for working professionals and which will be delivered primarily online. CEG Digital will help us develop, market and deliver the new PGT programmes to students both in the UK and internationally, with the programmes led by QMUL academics. QMUL will retain overall control of all academic matters and quality assurance.

**Degree Apprenticeships:** Work with colleagues across the institution and with employers exploring is ongoing to introduce new degree apprenticeship programmes. Areas of interest include Social Change, Aviation, Physician Associates, among quite a few others. The second

round of the HEFCE Degree Apprenticeship Development Fund opens before the end of the year. In the meantime, we have been successful in securing new employer partners for the delivery of the EECS degree apprenticeship programme [Digital and Technology Solutions](#).

**Strategic Review of QMUL's Access Agreement:** A new task and finish group has been established to undertake review of our Access Agreement, which is timely given the introduction of the new Government priorities on widening participation. This strategic review will allow us to reflect on the spending commitment to date and consider the future balance of spending between financial support for students, outreach, and student engagement, retention and success.

**Teaching Space Utilisation:** A task and finish group was being set up to explore how we might make more effective use of our teaching and study spaces. The group is focusing on current practices in use of teaching and learning spaces, the design and delivery of the curriculum to make better use of teaching space and improving timetabling processes, keeping student experience at the forefront.

**Foundation Studies:** As agreed by Senate, further exploration of options for the proposed new 'School' have been undertaken. With QMUL's campus, location, reputation, range of degree programmes and depth of experience in this area, the new 'School' would aim to increase the recruitment of Home and Overseas students onto our foundation programmes and, by extension, to increase the progression of high-quality students onto our degree programmes.

**ERS Update - Building the First-Year Experience:** One of the main focuses for our Engagement, Retention and Success (ERS) team this year is the transition into Higher Education and the first-year experience. The ERS team together with Learning Development and CAPD's Educational Development have set up a number of events to share good practice and develop understanding of the issues students face and how we can help them succeed at university. Forthcoming events in the series "Building the First-Year Experience" are available at: <http://qmplus.qmul.ac.uk/course/view.php?id=5727>

**HEFCE Catalyst Fund applications:** QMUL is a collaborative partner in two applications, which have each passed the expression of interest stage to full proposals:

- Led by Exeter: improving attainment of BTEC-entry students.
- Led by Roehampton: improving attainment of low socio-economic and BME groups.

**Honorarys and Visiting Titles:**

Following the successful pilot in Science & Engineering last year of a number of revisions to the internal academic promotion process, and the extension of this to Humanities & Social Sciences and Medicine and Dentistry for 2016/17 we have aligned our approach to the appointment of external Honorary and Visiting staff appropriately to ensure a reasonable consistency. The principal revision is the introduction of a framework of Areas of Contribution, the distinction between Honorary and Visiting has been clarified and the forms streamlined. [http://www.hr.qmul.ac.uk/procedures/hon\\_visiting/index.html](http://www.hr.qmul.ac.uk/procedures/hon_visiting/index.html).