

Senate

Paper Title	Vice-Principal (Education) – Update
Outcome requested	Senate is asked to note the report
Points for Senate members to note and further information	<p>This paper provides an update on:</p> <ul style="list-style-type: none"> • Education Leadership • Education 3.0 • Education 3.1 • Recruitment and admissions for 2020/21 • The National Student Survey 2020 • The UK Engagement Survey and Postgraduate Taught Experience Survey • Graduate Outcomes Survey • The Queen Mary Academy • Office for Students regulatory matters • Student Engagement • The Education Enabling Plan
Questions for Senate to consider	N/A
Regulatory/statutory reference points	N/A
Strategy and risk	Relates to the Education and Student Experience aspects of Strategy 2030, and associated risks
Reporting/ consideration route for the paper	For Senate only
Authors	Robert Cashman, Executive Officer (Education)
Sponsor	Professor Stephanie Marshall, Vice-Principal (Education)

Vice-Principal (Education) Update – October 2020

Education Leadership

1. As members of Senate will be aware, Professor Jo Brown retired in September 2020. I am sure Senate will join me in recording thanks to Jo for her contribution to Queen Mary.
2. I am pleased to report that Professor Stefan Krummaker has been appointed as Deputy Vice-Principal (Education). Some changes have been made to the portfolios of the Deputy Vice-Principals (Education) from the beginning of the 2020/21 academic year. Stefan will assume the portfolio of strategic projects focused on the delivery of the 2030 Strategy, to include leading the Programme Directors programme, and supporting me with the Directors of Education Forum and the Heads of School/Institute Programme. Additionally he will be working on a key strategic project to develop a range of online communities to enhance student engagement.
3. Professor Tony Michael is continuing as Deputy Vice-Principal (Education), and will take on the streamlining of our portfolio of education programmes, in support of the 2030 Strategy. A key focus will be further developing and rolling out the new Annual Programme Review process (further to the pilots conducted in 2019/20) and working with Faculties to roll out the new Programme Approval process developed during the last academic year. Additionally, he will be supporting me with a detailed 'always on' approach to the NSS, to include the new NSS taskforce approach.
4. I am also pleased to report that Gideon Shimshon joined Queen Mary in July 2020 as Associate Principal and Director of QM Online. In this role, Gideon reports to the Principal and through the On-Line Board, and also will be a member of the Education Strategy Advisory Team.
5. Programme Director and Director of Education fora have continued over the summer. The Directors of Education forum has featured a number contributions from the Faculties and Professional Services colleagues. Topics discussed have included inclusive online teaching, Advising, and lessons learned from teaching online from our TNE programmes. The programmes for the 2020/21 Programme Directors and the Directors of Education Fora are being finalised.
6. The Education Excellence Awards for 2020/21 have now been launched. Nominations can be submitted up to 2 November 2020, with the presentation scheduled for December. Full details are available on [Connected](#).

Delivering education during 2019/20 in response to the Coronavirus (Education 3.0)

7. As previously reported, matters relating to teaching, learning and assessment for the 2019/20 academic year have been considered by the Coronavirus Response – Education Support Sub Group (Education 3.0), chaired by Professor Tony Michael. The work of this group is now close to completion, having overseen the various arrangements and mitigations put in place.
8. Education 3.0 was tasked with establishing contingency arrangements around assessment, progression and award in 2019/20 which would protect both students and standards. The group has benefited from the involvement of academic and Professional Services colleagues, as well as QMSU Executive Officers. I would like to thank all those who have contributed to Education 3.0 since it was formed in March. I would also like to recognise the contribution of Annika Ramos, QMSU Vice-President (Education) who served as a member until July, and Aphrodite Liddington, QMSU Vice-President (Science and Engineering) and Cameron Storey, QMSU Vice-President (Humanities and Social Sciences), who have joined since taking up their positions.

9. Feedback from the external member of the DEBs and from external examiners at SEB meetings has indicated that Queen Mary has succeeded in putting in place appropriate contingency arrangements which have protected students and standards. EQSB has considered the lessons learned from the alternative assessments conducted in May/June 2020, and received the report of the External Member to the Degree Examination Board.
10. 2019/20 has seen an increase in students achieving good degree outcomes. This appears to have been the case at a number of institutions. 2019/20 has been an exceptional year, but in the view of our externals we have done right in protecting students and this increase has not compromised academic standards.
11. We will look to understand any differential impact of contingency measures on different groups of students, and learn from the experiences of 2019-20 should it ever be necessary to make comparable arrangements and in planning content delivery and assessment for 2020-21. A further report will be made to EQSB as soon as possible.

Education in the 2020/21 academic year (Education 3.1)

12. Since the last meeting, Education 3.1 and its sub-groups have been meeting regularly in order to prepare for education delivery during 2020/21. Education 3.1 has been co-chaired by Professor Jo Brown and myself, and forms part of the Online Transition Programme. The Education 3.1 project has now closed, having benefited from the contributions of a wide range of colleagues across Queen Mary.
13. Over the summer, work has been underway in order to develop our blended learning offer, comprising online learning enhanced with tailored onsite educational enrichment activities for students. This has included a process of reviewing our portfolio of modules and programmes, and has led to a rationalisation in order to ensure that all our modules are aligned to, and support delivery of, programme learning outcomes, as well as being well designed.
14. The E-Learning Unit and the Queen Mary Academy have been delivering a programme of training, involving external input as appropriate. A new 'Recording Yourself' training course has been launched and this is now available to all staff. Other new courses include Interactivity in asynchronous teaching and learning and An Introduction to Forums. Further information about these courses is available on the [E-Learning Unit](#) and [Queen Mary Academy](#) websites.
15. Now that teaching has commenced for 2020/21, a new series of resources have been made available on the theme of promoting healthy and harmonious online learning environments. These bring together practical advice and guidance from ELU, ITS, QMSU, SAS and the Queen Mary Academy. Further details are available from the [Queen Mary Academy website](#).
16. As part of our wider preparations for new academic year, Education 3.1 has put in place plans for supporting students who need to self-isolate.
17. Staff and students were surveyed on their access to IT equipment, and additional requirements have been captured. Laptops, graphics tablets and other equipment have been distributed to staff to support their teaching. The bursary scheme has also been extended in order to supply IT equipment to students.
18. QMplus has been updated for 2020, and load testing has been carried out to ensure the platform can manage the increased volume of usage it will experience. A set of Quality Principles and a

Quality Assurance process for online modules have been agreed and published.

19. Principles for on-campus timetabling, which incorporate social distancing, have been agreed. These have informed the production of timetables for 2020/21.
20. A new microsite for incoming students has launched, and a series of Welcome Week videos were produced. A number of activities took place during Welcome Week, with the campus dressed to mark the return of students.

National Student Survey

21. The 2020 NSS results were published in July. The overall satisfaction rate was 80.4% compared to 80.5% in 2019. Queen Mary was ranked 99th out of 131 HEIs, compared to 106th last year. The institutional response rate was 67.9%, a three percentage point decrease on the 2019 response rate.
22. The results at subject level were variable with some areas including improvements in subject areas delivered by EECS, Mathematics, SBCS, SBM and History.
23. An NSS Taskforce has been established, which will work to empower Schools/Institutes to understand their data and make judgements on which areas to focus on to improve their results. The Taskforce has begun to meet and will be communicating with Heads of School and Institute Directors.
24. On 10 September the Department for Education (DfE) published a policy paper titled *Reducing bureaucratic burden in research, innovation and higher education*¹. Among other matters, detailed below, it announced a 'radical, root and branch' review of the NSS.
25. The Office for Students has since published details of that review of the NSS. It will take place in two phases, with the first addressing concerns around bureaucratic burden, unintended consequences, and the publication of the results. This phase is expected to report later this year. The second phase will look more widely at the role of the NSS as a UK-wide survey.
26. The 2021 NSS will take place as the contract for the survey had already been awarded. The OfS will announce decisions on the publication of the results once the first phase of the review has reported. It has also been announced that providers will not be required to publicise the NSS to their students for the 2021 survey.

UK Engagement Survey and Postgraduate Taught Experience Survey

27. The UKES closed earlier in the summer with a response rate of 5.6%. The response rate in 2019 was 9.4%. The UKES results show a decrease in overall engagement (as opposed to satisfaction), from 82.7% to 77.8% between 2019 and 2020.
28. PTES also closed with a response rate of 17% (27% in 2019). The PTES results for 2020 show a slight decrease in the rate of overall satisfaction between 2019 and 2020, from 74.6% to 73.4%.
29. Full reports on both surveys will be provided to EQSB when it next meets.

¹ <https://www.gov.uk/government/publications/reducing-bureaucratic-burdens-higher-education/reducing-bureaucratic-burdens-on-research-innovation-and-higher-education>

Graduate Outcomes Survey

30. Queen Mary has received its first set of Graduate Outcomes Survey (GOS) results. This relates to students who graduated in 2017/18, with the survey replacing the DLHE.
31. The Queen Mary response rate in the GOS was 51% (the sector response rate was 47%). The last DLHE survey achieved a response rate of 77%. The results show 93% of graduates in employment or further study; 80% of employed graduates in highly skilled jobs; and 74% of graduates earning at or above the median graduate salary.
32. It is not yet known how the GOS results may come to be used in the TEF.

Queen Mary Academy

33. Since Professor Janet De Wilde joined as Director of the Queen Mary Academy in March, there has been significant work to develop the Academy's activities in response to both the 2030 Strategy and to the immediate issues affecting the institution.
34. A new website has launched for the Academy – www.qmul.ac.uk/queenmaryacademy. This brings together a range of information, good practice and other resources from across the three teams (Education and Learning; Researcher Development; and Teaching Recognition) within the Academy. The website also showcases a range of innovative approaches implemented by colleagues across Queen Mary.
35. Danielle Thibodeau joined the Academy in July as an Education and Learner Adviser. She joins Queen Mary having previously worked at the University of Toronto and in education charities in the UK and Canada. Emma Caseley also joined in July as Queen Mary Academy Manager. Emma had previously worked as Head of Strategic Projects in the Education Office at Imperial College. Alison Pettigrew joined the Academy in September as Education and Learning Manager, having previously worked as Head of Quality and Standards at Hull York Medical School. Alison will oversee the Academy's taught programmes, teaching recognition programme and educational development activities.
36. Recruitment has recently concluded for a 0.4fte Academic Practice Taught Programmes Manager to work alongside Dr Stephanie Fuller. This will result in all of the posts in the Academy's current structure being filled.
37. Dr Rosemary Clyne (SBCS) was awarded Principal Fellowship of the HEA in June. The Queen Mary Academy is working to enable other staff to achieve this recognition, and the first PFHEA workshop took place during September. We received further good news, with the Legal Advice Centre receiving a Collaborative Award for Teaching Excellence (CATE) from Advance HE in the 2020 round of these awards.
38. Colleagues across the University proposed 40 projects for funding from the Westfield Fund. Six of these were able to be funded, with projects addressing a range of topics relating to online learning and assessment, and which covering all Faculties. Full details are available at on the Academy [website](#).
39. A Digital Education Support Team has been formed bringing together colleagues from the E-Learning Unit and Queen Mary Academy. Along with the support provided by CURIO, this team has been working with Schools and Institutes to support the development of online teaching. Over the summer, the Academy has managed the introduction of training in the use of Microsoft

Teams for Education which is delivered by Hable. The Show and Share Café has also become a popular forum for sharing effective practice in online teaching and learning. This series will continue in 2020/21.

40. The Academy has also begun offering Teach Your First Session as a two-part workshop. This is designed to help prepare post-graduate students, teaching assistants, and others who are about to start teaching for the first time.
41. A further Westfield Fund round will be launched in the coming weeks. This will be administered jointly with Queen Mary Online, with funding targeted to digital teaching and learning.
42. Over the course of 2020/21, the Academy will be developing the Queen Mary Academy Fellows scheme, student engagement activities, and launching a new student internships scheme.

Office for Students and the TEF

43. Since Senate last met, the Office for Students has published details on teaching grant funding for 2020/21 and guidance on student and consumer protection during the Coronavirus pandemic. The UK Standing Committee for Quality Assessment has also published its proposals on addressing 'grade inflation'. This is being reviewed by EQSB.
44. The Office for Students has also now published a call for evidence for its review of digital teaching and learning in English higher education during the Coronavirus pandemic. Full details are available on the Office for Students [website](#). The closing date for the call for evidence is 14 October 2020.
45. The OfS Chief Executive's report to the OfS Board in May 2020² stated that preparation was underway for a consultation on TEF proposals once the Government has published its response to the independent review of the TEF. It also stated that the future TEF exercise was anticipated to be completed by 2022 rather than 2021, and that discussion was underway with Research England in order to avoid overlap with REF submission dates.
46. As referenced above, the DfE policy paper *Reducing bureaucratic burden in research, innovation and higher education* set out a number of measures relating to OfS regulation beyond the review of the NSS. Specifically, random sampling of HE providers by the OfS has been suspended and the requirements for providers relating to student transfer arrangements will be reviewed.

Student Engagement

47. At its last meeting, EQSB considered a report detailing SSLC activities since March 2020.
48. I would like to formally welcome the QMSU Executive Officers for 2020/21:
 - President - Shamima Akter
 - Vice President Welfare - Jack Jukes
 - Vice President Communities - Tiana Dinard-Samuel
 - Vice President Barts and The London - Mat Robathan
 - Vice President Humanities and Social Sciences - Cameron Storey
 - Vice President Science and Engineering - Aphrodite Liddington

² <https://www.officeforstudents.org.uk/media/0cc65413-2313-4112-b143-89dca5a32817/bd-2020-may-31-ceo-report.pdf>

49. This year we have introduced an orientation day for the QMSU Executive Officers to meet with SET members in order to consider priorities for the academic year ahead. The first session took place on 17 September and the second is scheduled for 20 October.

Education Enabling Plan

50. A refreshed Education and Student Success Enabling Plan will be considered by SET at its away-day in early October. The refreshed document reflects that a number of aspects of the Plan have been accelerated in recent months, and will set out our ambition for education towards 2030.