EDUCATION & STUDENT COMMITTEE
MEETING 1: 3 OCTOBER 2018 – UNCONFIRMED MINUTES

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✓ indicates attendance  A indicates apologies have been provided
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In attendance:
Professor Jason Chuah (Head of Academic Programmes, The City Law School)
Megan Butler (Senior Strategy Support Officer) (Minutes)
Rosie Wainwright (Strategy Support Officer)
Brendan Bacon (Head of Careers)

Part 1 - Preliminary Items

1. Welcome and apologies:
   The Chair welcomed Tuna Kunt (the new SU VP Education), Brendan Bacon (Head of Careers), Rosie Wainwright (Strategy Support Officer) and Professor Jason Chuah (City Law School).
   Apologies were received from Kristina Perelygina and Nazia Bharde.

2. Minutes
   The minutes of the meeting on 6 June 2018 were approved.

3. Terms of Reference and Membership for 2018/19
   The Committee noted the current Terms of Reference and Membership for the coming year.

4. Matters arising
   It was noted that all actions were either complete or would be discussed as part of the main agenda.
5. Chair’s Business
   a) TEF
   The TEF Subject-level Working Group had been created to coordinate preparedness activities in readiness for subject-level TEF in 2019/20. The group had had an introductory meeting and would be meeting every 6 weeks moving forward. Subject-level TEF would be built into business as usual processes. A TEF dashboard had been created to showcase the data and to support engagement.
   
   b) OfS Registration
   City had satisfied the conditions of OfS registration and had been added to the register of English higher education providers. The OfS did not impose any additional conditions of registration, however the OfS confirmation made clear that the decision was not intended to have enduring status and the OfS could reach a different view at any time based on new information, changes in circumstances such as market conditions, or more in-depth analysis of information that was used to reach the original judgement. City’s Student Protection Plan and approved Access & Participation Plan (APP) were available on the City website1.
   
   c) Attainment gaps
   The OfS expected to see analysis of gaps of inequality, particularly the BAME attainment gap, within APPs and a plan detailing how higher education providers planned to address gaps. City needed to undertake urgent work on assessment gaps therefore this would be addressed in the Education and Student Strategy.

6. Education and Student Strategy
   a) Education and Student Strategy and implementation plan
   The Committee had previously received papers on the student experience factors (SEF) and updates to the Education Student Strategy and had approved the proposal to revisit the strategy. The purpose of revisiting the strategy was to support change at institutional and programme level by providing a clearer articulation of City’s strategic ambitions for staff and students.

   The intention was for the new strategy document to have more explicit goals, to align with the SEF and to incorporate new requirements from the Office for Students (OfS). Consideration had been given to which strategic projects should continue and a preliminary gaps analysis had been undertaken. The strategy document contained actions and projects that had been approved for 2018/19 which were grouped by ‘change’ projects, projects to be ‘explored’ and projects to ‘continue’ which were critical but were business as usual. The plan was intended to be a dynamic document which could evolve over time as new activities were planned.

   It was noted that section three ‘operational excellence’ contained a lot of activity as significant work needed to be undertaken in this area.

   It was proposed that initiatives around mental health and wellbeing provision were prioritised and actions in this area needed to be more explicit. The Committee agreed to move this project from ‘explore’ to ‘change’ and initiatives would be prioritised once City’s response to StepChange had approved by the Executive Committee.

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1. City, University of London Student Protection Plan: [https://www.city.ac.uk/about/city-information/legal/student-protection-plan](https://www.city.ac.uk/about/city-information/legal/student-protection-plan)
It was also proposed that the strategy should prioritise developments around sexual harassment and assault under ‘change’ projects. The Committee agreed that this adjustment would be made following further collaborative work to establish the specific actions to be progressed in 2018/19.

It was noted that City did not currently have the resource in place for all initiatives to be personalised but City was aiming to increase personalisation for students. If a personalised experience for students was considered a priority then a business case would need to be made for additional resource.

It was noted that the strategy did not contain aspirational goals for education which would be essential to engage and inspire staff. The City Learning and Teaching Committee had also considered that the strategy document lacked a distinctive and aspirational approach.

Learning and teaching priorities currently varied across Schools therefore it was proposed that some thought be given to a philosophy for learning and teaching and staff engagement with continued professional development. It was agreed that the City Learning and Teaching Committee would work with Schools to develop a way for the strategy to align with School learning and teaching priorities.

**Action:** The Strategy document would be revised to prioritise initiatives around mental health and student wellbeing, and sexual harassment

**Action:** The City Learning & Teaching Committee would take forward discussions around aspirational goals and would also coordinate work with Schools to:
- develop a way for the strategy to align with School learning and teaching priorities
- explore the philosophy of staff engagement with continued professional development

**b) City Learning and Teaching Committee**

It was noted that the City Learning and Teaching (CL&T) Committees first meeting had focused on the development of the Education and Student Strategy document. Each School had submitted their School plan so it was hoped that these would further inform the strategy.

A report on StepChange would be submitted to ET and Deans this month. A working group for the project would be set up and a policy/strategy may be drafted if necessary.

Student and Academic Services had been collaborating with LEaD on work around attainment gaps. City was a participating institution in the AdvanceHE project on closing attainment gaps, which aimed to develop a deeper understanding of how degree-awarding gaps developed at discipline, department and institution level. Research and findings from the project would help to inform City’s approach to closing attainment gaps. It was suggested that having data on attainment gaps by subject would be helpful to understand the breadth of the issue.

Dates for the Learning and Teaching Forum had been set for 2018/19 and themes for each forum had been agreed.

Personal Tutorial training and support was offered by LEaD but uptake in the past had been poor. The Deans support was needed to encourage staff from Schools to attend and to advise how sessions could be tailored for each School.

The CL&T Committee had discussed incentives for staff engagement in learning and teaching opportunities. It had been noted that there was wide variation across Schools therefore the CL&T committee would discuss this further at a future meeting. It was highlighted that a report from the SASS ADE on staff training would be submitted to ET and Deans shortly.

**Action:** Student and Academic Services and LEaD to analysis attainment gap data by subject

**Action:** Deans to work with LEaD on how to encourage staff engagement with Personal Tutorial training

### 7. Student Progression

**a) Implementation plan for Student Engagement and Attendance Monitoring Policy**
The Student Engagement and Attendance Monitoring Policy and pilot technical solution were currently being implemented within Schools.

An implementation document had been drafted to support staff engagement in the process. It was noted that Personal Tutors played a key role in the implementation of the policy by reviewing attendance information and taking appropriate action when students were persistently below attendance thresholds. Deans were encouraged to circulate the implementation document and encourage all staff to read it.

Reports on the implementation of the policy would be produced by the Schools for Deans to review every 14 days. Regular update reports at programme level should be reviewed at the School ExCo. Every six weeks the university ExCo would receive a report on the number of students in each threshold category so that an institution-wide picture could be understood and broad actions that need to be taken could be confirmed.

The group briefly discussed operational issues with the manual process for attendance monitoring and how each Schools process differed. It was highlighted that the process was fundamentally to support students who were not engaging in their studies and may require additional support to help them succeed.

Action: Deans to circulate the policy implementation document to relevant staff and encourage engagement with the document

Action: Schools and Student and Academic Services to meet to discuss ongoing operational issues with the implementation of the policy

b) Progression improvement priorities for 2018/19

The Committee received an update on progression improvement priorities for 2018/19. Key priorities included the implementation of the Personal Tutoring Policy and the Student Engagement and Attendance Monitoring Policy. The Undergraduate Assessment Strategy Review which had been undertaken throughout 2017/18 aimed to examine and revise assessment strategies across City’s programmes. The review had helped to combat poor strategies, particularly where students had to pass a high number of discrete assessment components.

The Widening Participation Outreach team had led on a successful pre-induction event, Start@City, targeted at students with BTEC qualifications, care experienced students, disabled students, estranged students, refugees and those from low participation neighbourhoods and low income backgrounds, to support their transition to university. More work on transitional support for students would be needed moving forward.

Peer Assisted Study Support (PASS) schemes had been run in some Schools/Programmes but the feasibility of further roll out of the existing scheme needed to be examined.

Programme teams had detailed activities and interventions designed to improve progression within the 2016/17 APEs. An initial analysis of initiatives identified had been undertaken and Student and Academic Services would follow up with Schools to understand what progress had been made. The material collected would inform the development of the progression improvement plan for City. In 2018/19 work would also continue to enhance City’s impact assessment of provision to ensure that effort is focused on what works. The progression improvement plan would be presented in November.

Action: progression improvement plan to be presented to Education and Student Committee in November 2018

c) Undergraduate Assessment Strategy review and next steps

The first year of the Undergraduate Assessment Strategy review project had been completed. An output from the first year of the project would be the Assessment Toolkit which would be launched in October 2018.

It was noted that the project would continue for a second year with a focus on student feedback. Three programmes from each School would be selected and LEaD would work with the programmes to improve feedback quality and mechanisms. Deans had previously been approached to provide recommendations of
programmes LEaD could support as part of the project. Programmes that had performed poorly in the NSS would be prioritised for support.

8. Student Satisfaction

   a) Student survey results

   City’s 2018 NSS results had been released and overall scores were noted.

   b) By programme meetings to discuss KPIs/student satisfaction

   Each year the Deputy President & Provost led the annual round of meetings with undergraduate programmes to consider all three educational key performance indicators. The process operated in tandem with the APE round.

   It was proposed that for 2018/19 the process would be streamlined and that programmes meetings and the requirement for a separate KPI action plan be deferred to allow programmes to focus on the implementation of the Student Engagement and Attendance Monitoring policy and to allow time for the development of an approach to subject-level TEF. Full coverage of the KPI action planning would be required within APEs. Programmes who had performed poorly within the NSS would be expected to have programme meetings as per the normal process.

   The Committee recommended the revised approach and noted the requirement for full coverage of KPI action planning within approved APEs.

   Action: Deputy President to contact programmes that would be required to have a programme meeting

9. Student Employability

   a) Student employability and priorities and Graduate Survey Reports

   The Committee received an update on employability priorities for 2018/19. It was confirmed that microplacements would now be a permanent project and would be further expanded across programmes; 280 Industry Insights placements would be available for students to apply to; a further two employability modules would be embedded within the curriculum in 2018/19.

   The first Graduate Outcomes Survey would be run in December 2018, surveying undergraduate students from the 2017/18 academic year, with the first set of data to be published in late 2019. The survey would replace the Destination of Leavers from Higher Education survey (DLHE). The Graduate Outcomes Survey would be outsourced to an external company whereas previously DLHE data had been collected by City. It was noted that there may be challenges in securing high response rates due to the timescales of the survey.

   Student completed the internal Graduation Survey when they enrolled for their graduation ceremony. Students were asked questions around what they thought they will be doing following graduation. The 2017/18 survey had a response rate of 100%. The 2017/18 results revealed that there had been an increase in respondents who did not have any plans following graduation. The Careers Service would use the data to identify those students who are at risk of non-employment so that they could be offered additional careers support.

   b) Careers Development & Employability Subcommittee minutes

   The minutes from the subcommittee were noted.

   The subcommittee would be disbanded moving forward and would be replaced by the Graduate Outcomes Working Group. Membership of the working group was still in discussion and the Deputy President & Provost would contact Deans for recommendations for membership shortly.

10. Students’ Union Report

   The Committee considered a report on recent SU activity which set out priorities for the sabbatical officers, including: 1) Mental Health Awareness; 2) Events for Islamophobia Awareness Month; 3)
Programme Representation Review. Leadership elections were currently being held and Student Representatives would be in place within a week.

It was reported that the SU had made significant improvements in the 2018 NSS results.

City would be working closely with the SU on certain activities, particularly the Student Representation Review, lecture capture and the release of exam timetables.

Part 3 – Items to note

11. Educational Quality Committee

   The Committee noted the updates from the Committee.

12. Next Meeting

   Thursday 29 November, 11:00-12:30

Secretary: Megan Butler   Email: megan.butler@city.ac.uk   Telephone: 020 7040 4243

1 City, University of London’s Publication Scheme, produced in accordance with the Freedom of Information Act 2000, makes clear that the papers and minutes of meetings of Council and Senate and their committees are routinely published on the web. Restricted and closed papers are exempt under the Scheme. All other papers are Open and are published without hesitation on the web. “Restricted” papers are made available to staff. Staff should treat “Restricted” papers as confidential and not to share or discuss them with anyone other than City staff. 2 Recommendations included in papers not starred and not discussed will be taken as approved.