Graduate School Committee

Terms of Reference

The Graduate School Committee will act in an advisory capacity to the Dean of the City Graduate School to support him in his role in overseeing and managing the University's research degree provision, including those aspects delegated to him by Senate. The Dean of Validation will be consulted on relevant business of the Graduate School that impacts on validated research degree provision. The City Graduate School Committee has specific delegated authority from Senate:

(i) to monitor and advise on all aspects of academic quality, standards for research degrees and research degree provision; and

(ii) to make responses on behalf of the University to sector-wide initiatives, consultations and other national and international developments concerning research student activity and provision

Additionally, the Graduate School Committee will report to Education and Student Committee on matters relating to the Education and Student Strategy. The Committee will provide oversight and direction for the hubs identified by the Education and Student Strategy (ESS), and will facilitate and lead on the development of research degree provision within these areas. This includes the identification of local level activity and projects that might be developed; monitoring progress of any established projects; evaluating impact and helping students get the most from their studies and engagement with City.

Specific areas in which the Graduate School Committee will provide advice and support to the Dean of the City Graduate School include:

1. development, management and monitoring of ESS activities specifically related to research degree provision, including:

> (i) Research skills training provision across the University, overseeing the delivery of advanced training provision for research degree students

> (ii) Enhancing the research student environment and experience

> (iii) Research student progression, completion and completion rates

> (iv) Publications and other short- and long-term outputs coming from research student work

> (v) Research student employability

> (vi) The dissemination of good practices that relate to research students (involving students, staff and processes) across the University, promoting a coherence where appropriate that enhances the effectiveness and visibility of the University as a research-led institution.

The group will do this by:

a)   agreeing priorities on an annual basis
b)   reviewing draft project plans against commitments and objectives in the ESS
c)   ensuring that resource is used effectively
d)   ensuring that there are no gaps in key areas, or overlap of activity.

2.   supporting the enhancement of existing work that contributes to the strategy ('areas of strength').

3.   supporting the work of Learning and Teaching Committees and Professional Services on activities and projects aligned with the strategy and revising reports on progress towards each of the ESS hub destinations

4.   tracking and reporting progress to the Education & Student Strategy Projects Board (if/when established) and Education and Student Committee.

5~~2~~. the formulation, review and development of the University's research degree regulations, frameworks, policies and procedures for recommendation to Senate for approval~~.~~

6~~3~~. the promotion, monitoring and review of processes pertaining to the following aspects of research degree provision and recommending actions to be taken for reporting to Senate taking account of disciplinary differences that exist between fields~~.~~

~~(i) The provision of research skills training provision across the University, overseeing the delivery of advanced training provision for research degree students~~

~~(ii) Enhancing the research student environment and experience~~

~~(iii) Research student progression, completion and completion rates~~

~~(iv) Publications and other short- and long-term outputs coming from research student work~~

~~(v) Research student employability~~

~~(vi) The dissemination of good practices that relate to research students (involving students, staff and processes) across the University, promoting a coherence where appropriate that enhances the effectiveness and visibility of the University as a research-led institution.~~

7~~4~~. the review of processes, policies and practices concerning the admission of research students.

8~~5~~. Outputs from the following processes, including any actions arising:

(i) Research degree external examiner appointments
(ii) Research degree awards
(iii) Research degree Periodic Review Reports and School responses to those reports
(iv) Research degree Annual Programme Evaluations

6. the facilitation of cross-School collaboration and interdisciplinary research activity.

7. recommending procedures and review processes that relate to the giving of scholarships and bursaries and other grants to research students (and their supervisors) that use University money

~~Compostion~~Composition and Membership

Composition		Membership	
Dean of City Graduate School (Chair)		Professor Ken Grattan	Ex-officio
Associate Deans (Research/Research Students) or equivalent	Arts and Social Sciences	Professor Eugene McLaughlin	Ex-officio
	Cass	Professor Ian Marsh Professor Vangelis Souitaris	Ex-officio
	Health Sciences	Professor Christine McCourt	Ex-officio
	Mathematics, Computer Science and Engineering	Dr Youyou Yan Ms Stephanie Wilson	Ex-officio
	Law	Dr Mauro Barelli Professor Jason Chuah	Ex-officio
	LEaD	Professor Susannah Quinsee Dr Pam Parker	Ex-officio
Pro Vice-Chancellor (Research and Enterprise)		Professor John Fothergill	Ex-officio
Senate representative		Professor Charles Baden-Fuller	Ex-officio
Chair of Senior Tutor for Research Forum		Vacant	Ex-officio
CULSU Vice President Education		Issy Cooke	Ex-officio
Senate research student representative		Vacant	Ex-officio
In attendance			
Head of Graduate School Office (Secretary)		Dr Naomi Hammond	
Director of Research Office		Vacant	
Director of Enterprise Office		Dr Sue O'Hare	
Head of International Office		Adrian Dutch	
Library Information Services representative		Claire Packham	
Information Services representative		Vacant	

Operational Details

- Reporting line – Dean of City Graduate School
- Quorum - 50% of the total actual membership
- Frequency of meetings – at least three times per year

Education & Student Strategy 2014-20

The City University London Education & Student Strategy supports the University's vision for 2016:

A leading global University committed to academic excellence, focused on business and the professions and located in the heart of London. We are proud of the quality of our education, research and enterprise and are ranked within the top 2% of universities in the world.

It does so in the context of rapidly changing external factors which inform the Strategy and will require its development over time if we are to remain competitive and meet the key performance indicators for our institutional Strategic Plan. In the delivery of our Strategy we will uphold the institutional values of excellence, creativity, innovation, rigour and foster the professional, ethical, friendly and inclusive attitude enshrined within the City Vision.

The Education & Student Strategy lays out the direction of travel via five developmental hubs which collectively support the development of education and the student experience at City.

CONTENTS

Introduction

City University London is known for its links with business and the professions, for its academic excellence and for its unique location in the heart of the City of London.

Our Education and Strategy seeks to build on our already strong offering so that by 2020 we are able to state that:

- All our programmes of study are delivered by a vibrant academic community made up of teams of staff who combine research excellence, knowledge and experience of practice, and teaching excellence

- We provide a coherent educational and practice focused experience for those at all stages of their career development, including undergraduate, postgraduate, continuing professional development and doctoral level study.

- All our programmes are characterised by innovative, career focused and current curriculum content and design and teaching

- We provide a wide range of opportunities for all students that make best use of the university's links with business and the professions, urban location at the heart of a global City, and international and alumni links

The Strategy will guide the focus of our efforts and resource and places students at its heart both in terms of its content and implementation. It places a strong emphasis on support for success and career and personal development for students ensuring that graduates of City are uniquely positioned to achieve every success they foresee for their future.

Context

The Education & Student Strategy builds on the strategic theme of Education laid out in the Strategic Plan 2012-16 and recognises our existing strengths in delivering high quality, practice-focused education. It is guided by the principles laid out in the Strategic Plan that we will work in partnership with our students to create a distinctive transformational and supportive learning experience of which we can all be proud. As part of its commitment the Strategic Plan states that we will:

1. Enable our graduates to remain **distinctive and competitive** in the employment market

2. Generate a **dynamic and inclusive** approach to our students' experience and community

3. Excel amongst our peers in the **quality of educational experience** offered to our students

4. Encourage all applicants with excellent academic potential to **access and progress** on our programmes

The Education & Student Strategy reflects the international, multicultural character of our University and our city and aligns with institutional strategies for Internationalisation and Research which will also benefit our students. It identifies the characteristics of the City experience that make us the University of choice for our students and sets out how we intend to develop these over the lifetime of the Strategy through the development of five inter-connected hubs of activity.

The success of the Strategy relies on the engagement of staff and our collective efforts to develop the unique City environment through which we create a distinctive experience for our students. The Strategy seeks to support and contribute to our institutional commitment to nurture a supportive working environment and, in particular, recognises the importance of providing opportunities for intellectual inquiry and personal and professional growth.

Approach to implementation

The Strategy spans a six year period to enable meaningful, long term change. It will be recalibrated as required at the mid-point in step with the development of a new institutional Strategic Plan. Realisation of the Strategy will be supported via an implementation plan which will be:

Focused

All projects will be student centred, designed with reference to the external environment, and align with our Quality Framework. Our vision is ambitious and we are seeking to deliver it within a competitive market. Across our portfolio of provision we will compete by balancing quality and cost to ensure maximum impact and effective use of resource. The developmental hubs are mutually supportive and while some Projects may be designed to make a significant contribution to one hub; opportunities for impact across a number of hubs will be encouraged.

Informed

Decision-making will be informed by the views of our students, staff, alumni and relevant external partners including professional bodies, businesses, public sector and voluntary organisations and industries. We will make use of internal data and research, the latest sector research and developments, and our knowledge of successful initiatives at comparator institutions in the selection, design and evaluation of Projects.

Co-ordinated

Education & Student Committee will oversee the development and implementation of the Strategy. These activities will be supported by Student & Academic Services and Strategy and Planning, with Schools and Professional Services playing a fundamental role in the successful implementation of the Strategy.

Opportunistic

There is already a great deal of excellent and innovative practice within the University and many of our step-change activities focus on ensuring consistency and quality across provision and services. We will draw on existing institutional expertise, as well as our strong external connections with the professionals, research communities and industries we work with in London and globally, in support of step-change activity.

Flexible and future facing

The Strategy provides a 'direction of travel' rather than a detailed road map to ensure we are able to take advantage of internal innovation and respond to changes in the external environment. At the end of each Project consideration will be given to the way in which the Project has been embedded into 'day-to-day' operations and how impact and fitness for purpose will continue to be monitored and assured.

The five hubs

The five hubs define the focus of our enhancement activities for education and the student experience and provide the framework through which specific Projects will be developed. Whilst efforts have been made to ensure each hub has a clear focus it is important to recognise that they collectively contribute to each student's individual journey.

The hub structure is designed to be enabling and will not place artificial boundaries on developments and innovations spanning across the education and student experience. Different groups in the University will rightly prioritise the relative importance of the five hubs in different ways depending on their own role and remit. The hub framework has not sought to prioritise one hub over the other for this reason but recognises that the scope of different step change activities and number of associated Projects will differ across the hubs.

The following principles will be applied to the development of every hub:

- Discussion and development of a shared understanding concerning the definition, scope, performance indicators and measures of success associated with each step-change activity

- Recognition of the needs of different student groups and consideration of the potential impact each step-change activity might be expected to have on the undergraduate, postgraduate taught, postgraduate research and CPD student experience

- Determining in partnership with the Students' Union and student representatives how students can best contribute to the implementation of the strategy through partnership, representation and engagement activities

- Recognition of existing areas of excellent and innovative practice

- The establishment and use of robust evaluation and monitoring mechanisms to demonstrate impact and effectiveness

Research and Practice informed Education

Destination
City University London consistently offers an excellent education, informed and enriched by innovative research and sector leading practice.

Through step-change activity we will build on existing examples of excellent and innovative practice to ensure that all our provision is consistently characterised by:

- Innovative, relevant and engaging content and teaching

- Delivery by teams of staff who combine research and teaching excellence, with knowledge and substantive experience of practice

- Responsive learning environments characterised by formal and informal learning spaces, collaborative learning, engagement with sector leading practice, and independent learning and dialogue

- Flexible and engaging course content supported, where appropriate, by advanced technology facilitating different modes of delivery

- Recognition of the breadth of ways students develop as individuals and professionals via interactions both inside and outside our learning spaces

- Fostering of individual talent so our students can achieve the best possible outcomes.

Step-change activity
Step-change activity will focus on the following areas to support the consistent realisation of our intended destination across our provision:

1. Student engagement in learning and teaching development (e.g. utilising established and new models of students as partners)

2. Further development of our research informed culture enabling students at all levels to develop as critical thinkers and researchers (e.g. through student education and research training)

3. Enhanced support for doctoral students as co-providers of research and education

4. Innovative teaching and learning (e.g. enhanced and appropriate use of educational technologies)

5. Creative and innovative curriculum design to enable the development of graduates for the 21st Century (e.g. embedding themes such as employability, enterprise education, globalisation, education for sustainable development, cultural, ethical and social awareness)

6. Staff engagement in educational development (e.g. relevant accreditations and qualifications, engaging in peer review, participation in professional networks)

We will also continue to foster areas of strength in relation to:

7. Our highly relevant, innovative, engaging, rigorous and practice focused curricula

8. Enhancing pedagogical and academic practice (e.g. quality of feedback on student assessment, quality supervision for research students)

9. Our approach to recognising, rewarding and sharing good practice in education across the institution

Support for Success

Destination

Our students receive personalised support that reflects their needs throughout their journey with us, from applicants to alumni. Our student services are proactive and efficient and support the full student experience.

Through step-change activity we will continue to build a high quality student experience characterised by:

- Proactive and efficient services which are responsive to the needs of our students
- Clear and personalised information
- Professional, ethical and inclusive approaches
- Accessible and specialist support reflecting the needs and aspirations of our diverse student body
- Use of student data to target resources effectively and enhance the support available to our students
- Support for individual success

Step-change activity

Step-change activity will focus on the following areas to support the consistent realisation of our intended destination across our services and provision:

1. Student-focused services, systems and processes
2. The collection and use of student data
3. Information, advice and guidance for students
4. Personalised student support, high quality pastoral guidance and supervision
5. Personal development planning opportunities reflecting the needs of different student groups including undergraduate, postgraduate, CPD and research provision
6. Enhancing support mechanisms and training for staff who deliver personalised support to students

We will also continue to foster areas of strength in relation to:

7. Staff-student and peer-to-peer partnership (focused reciprocal learning and support activities i.e. literature review, observations, peer-to-peer mentoring, tutor support, our buddy scheme)

8. Addressing any inequalities in access, progression and success (e.g. through promoting the use of services and uptake of developmental opportunities including, importantly, care leavers, students from WP backgrounds and those with learning and mental health difficulties)

Career Development and Employability

Destination

We support our students in developing their careers, realising their individual aspirations and enhancing their employability through a range of curricular and co-curricular activities. Our graduates are highly employable and innovative professionals who have benefited from opportunities to develop the skills they need to become the leaders and entrepreneurs of the future.

Through step-change activity we will continue to build an exciting, challenging and diverse range of career development, employment and entrepreneurship focused activities characterised by:

- Support for students throughout the student journey

- Close links with business and the professions

- Academic and practical expertise derived from sector experts

- Programmes informed by sector leading practice, research, innovation and enterprise which serve to enhance our students prospects and career development

- Highly professional experts and flexible services equipped to nurture and support our students in developing the key skills and attributes they need to succeed in their prospective careers and individual aspirations including their ability to identify and follow 'non-traditional' careers paths

Step-change activity

Step-change activity will focus on the following areas to support the consistent realisation of our intended destination across our services and provision:

1. Encouraging students to engage early with the career development and employability agenda to ensure their career prospects are maximised

2. Sector leading support for student employability, career development (e.g. leadership development, international opportunities, preparation of our students as practice innovators and change agents)

3. Support for the development of key skills and reflection on personal progress and development (e.g. problem solving, leadership and creativity)

4. Experiential learning (e.g. in-class case studies and simulations)

5. Opportunities for real-world experience (e.g. core work placements embedded into curricula, support for internships)

6. Access to, and the development of skills needed to interact with, professional, employer and alumni networks, both within and across-disciplines

7. Opportunities to engage with current innovations and enterprise activities

8. Support for the identification of careers paths and employment opportunities which go beyond traditional models associated with specific disciplines

We will also continue to foster:

9. The way in which are programmes are influenced by our connections to , professional, statutory and regulatory bodies, commissioners, business and the professions

10. Our practical, professional and flexible approach

City Communities

Destination

Our Schools, Programmes, Professional Services and Students' Union work collaboratively to offer a range of opportunities for our students beyond their academic studies, to help them develop as rounded, reflective and confident individuals who see their journey at City as part of a meaningful, lifelong relationship with us.

Through step-change activity we will help our students maximise the potential of their time here at City, to develop their talent and engage with communities and opportunities characterised by:

- A diverse range of co-curricular social, cultural, volunteering, representation, professional development, sporting and wellbeing activities

- Opportunities for our students, staff and local community to work together

- Supporting students to develop their own communities and societies at programme, departmental, School and institutional level

- Opportunities for our students to reflect on their social responsibility and engage in initiatives and activities associated with environmental sustainability and development

- Recognition of achievement, celebrating our students' successes and enabling them to reflect on their own development

- A range of mechanisms for students to engage with us, provide their feedback and contribute to decision-making as part of our commitment to working in partnership with them

- Opportunities for students to take part and develop as engaged, civic minded participants in our internal and external communities

Step-change activity

1. Comprehensiveness and integration of information about activities and opportunities available to staff and students provided by the University and the Students' Union (including social media and technology platforms)

2. Supporting and encouraging student-led initiatives, student representation and activities which will enhance the development of leadership skills

3. Developing a strong student community through enhancements to our dynamic and inviting student spaces and facilities, including our CitySports facility and offer

4. Providing opportunities for our students to reflect on environmental sustainability and to engage in sustainability initiatives

5. Providing opportunities for students to engage in and build communities through clubs and societies and enhancing our offering in this area

6. Providing a range of co-curricular activities, including internal and external events and networks which maximise on our location in the City of London

7. Building on the partnership between the University and the Students' Union through fostering a well-defined and shared understanding of our roles, increasing collaboration and celebrating success together.

We will also continue to foster areas of strength in relation to:

8. Fostering a culture where staff and students are able to challenge and innovate

9. Celebrating the success of our students and staff

10. Building partnerships with the local community

In the heart of a global city

Destination

We exploit the unique advantages our London (and City of London) location affords, as well as the range of international partnerships and collaborations we are part of, to provide opportunities for our students in their studies, co-curricular activities and broader student experience.

Through step-change activity we will maximise on our global location and distinctive links with London (and the City of London) to ensure our programme, School and institutional educational offers are characterised by:

- Opportunities for our students to develop a breadth of experience as preparation for life and work in an increasingly global and fast paced-world

- Participation in partnerships and collaborations which exemplify our values of excellence, creativity, innovation, entrepreneurship

- Exploitation of the opportunities our location affords for our students to gain practical, real-world experience and exposure to the sectors, businesses and the professions City has developed alongside including, importantly, our close links with Tech City

- Active engagement in research and academic practice, and participation in the professional, business, entrepreneurial, social and cultural life of our global city

- Research collaboration and the dissemination of research produced by students

- Supporting our students in accessing the opportunities our urban location and global outlook provides

- Celebration and recognition of our pivotal positioning within the heart of the multicultural and diverse City of London and the global centre for health care, law, finance, entrepreneurism, technology, media and the arts

Step-change activity

Step-change activity will focus on the following areas to support the consistent realisation of our intended destination across our services and provision:

1. Providing opportunities for our students to undertake valuable work experience and internships with leaders in business and the professions via our London and global links

2. Building on our international profile, partnerships and global outlook for the benefit of our students (e.g. through exchange programmes and study abroad opportunities)

3. Enhancing our academic, business and professional connections and partnerships in London and internationally

4. Bringing the benefits of our location and global outlook into the curriculum (e.g. exploiting the advantages available to us through existing links, including examples such as Tech City, Inns of Court, Clerkenwell Design Quarter and Moorfield Hospital)

5. Using our distinct location to develop a rich offering of internal and external co-curricular events and activities

6. Celebrating and further enriching our own global community

We will also continue to foster areas of strength in relation to:

7. Reflecting and refining our educational offer by maintaining open dialogue and a collaborative approach at programme, School and institutional level to ensure we remain distinctive, competitive and responsive to the changing market

8. Fostering effective collaboration at all levels within the institution as well as with partners and experts to enhance our educational offer and student experience (e.g. community seminars and showcasing research and innovations)

Performance Indicators and Measures of Success

Improvements in the following areas have been identified as key indicators of the success of the Education and Student Strategy:

1. Student satisfaction

2. Student Access

3. Student progression and achievement

4. Student careers development and employability

5. Staff engagement in development activity supporting education

6. Student support

7. Student Conduct

8. Alumni engagement

9. Student community and engagement

Existing Performance Indicators

The Education & Student Strategy will use the following Performance Indicators already established with the Institutional Strategic Plan 2012-16.

- Student satisfaction - (NSS Q1-21; Your Voice 1&2; PTES)

- Access - (Location adjusted benchmark for WP; Proportion of BME students)

- Student progression and achievement - (Good honours degree; UG first year progression to second year; Maintain distinction/merit Masters level; Research degree outcomes)

- Employability - (% of graduate level jobs after six months)

When the Institutional Strategic Plan is revised the Education & Student Committee will contribute to discussions concerning educational Performance Indicators and the Education & Student Strategy performance indicators will be revised as required.

New Performance Indicators

Area	Indicator	Targets and Milestones
Student Satisfaction	Postgraduate Research Experience Survey	To be established in consultation with the Graduate School and Strategy & Planning by the end of 2014-15
Staff engagement in development activity supporting education	LEaD Advisory Board to establish which development activities should be included and monitored and what 'volume' of activity might be anticipated by end of 2014-15.	Target: 100% staff engagement on an annual basis in educational development activity. Milestones to be established via consultation between the LEaD Advisory Board and Strategy and Planning bye end of 2014-15
Student Community	Your Voice and NSS question 23	Targets and milestones to be established in consultation with Students' Union and Strategy & Planning by end of 2014-15
Student Conduct	Reduction in the number of appeals, complaints and disciplinaries remaining unresolved at local level and requiring University level review	To be established in consultation with Student & Academic Services and the Strategy & Planning Unity by end of 2014-15

Measures of Success

A single performance indicator is not always the best way of gathering data and feedback on success and impact. Different groups may engage with the activity being measured in different ways or initial research and data collection may be needed before a meaningful performance indicator can be established. In such cases a range of methodologies and evidence bases will be identified through which success can be measured.

Individual Projects are likely to include additional performance indicators and measures of success. These will contribute to the overall success of the Strategy but will need to be defined in relation to individual Project objectives. For Projects, qualitative data might also be the most effective way of gathering meaningful feedback on impact.

There are a number of areas, however, where the establishment of Measures of Success and the collection of data and feedback should be conducted at appropriate intervals during the lifetime of the Strategy as an activity supporting the Strategy rather than an individual Project. For these areas, a range of mechanisms will be considered such as working with existing data sets and conducting pulse surveys at key intervals, including, importantly, for academic and professional staff as well as students.

Careers development and employability

Valuable data might usefully be collected on areas such as student engagement with co-curricular employability focused activities. Careers, Development & Outreach will co-ordinate work to identify and develop appropriate Measures of Success.

Student Support

An ambitious change programme is planned via the Support for Success hub which will require the development of Measures of Success more sophisticated than those currently provided via surveys such as NSS, PTES and PRES. Importantly, this will need to include feedback from staff providing support to students, as well as from different student groups using services. Student & Academic Services will co-ordinate work to identify appropriate Measures of Success.

Alumni Engagement

Our alumni network is a vital part of our community and their contribution and participation is identified as essential within a number of areas of the Strategy. As such we will need to develop more robust means of measuring engagement and identifying strategies for engagement which work well. Valuable data might usefully be collected in areas such as alumni participation in School and Development and Alumni Relations led events. Development and Alumni Relations will co-ordinate work to identify appropriate Measures of Success.

Student Community

The proposed new Performance Indicator will constitute only one measure and cannot provide the richer information required to help us understand how to best meet the needs of our students in terms of supporting their engagement with City's communities. Valuable data might usefully be collected in areas such as student involvement in community focused activities, the number of Student Voice Award nominations and student engagement through web-based communications. Student & Academic Services will co-ordinate work to identify appropriate Measures of Success.

Student Engagement

Student Engagement is increasingly seen as an important means of improving retention and supporting students in realising their aspirations. A number of performance indicators and measures of success are already established through our Access Agreement. A number of services and Projects are likely to engage with the definitions and means of measuring Student Engagement. Student & Academic Services will co-ordinator work to identify Measures of Success.

Glossary of Terms

Dependency – an activity outside the scope of a particular strategy or project which will directly impact on its successful delivery and must therefore be taken account of during planning and monitoring

Destination – a statement identifying everything we want to have achieved for a particular hub by the end of the strategy period. In many cases parts of the University will already have reached the destination and activity will centre on learning from good practice and ensuring consistency across the University.

Step-change activity – areas where the University plans to make systematic enhancement in order to reach the destination set for the hub. In many cases, step-change activity seeks to establish consistency in practice, recognising that there are already established areas of excellence we can learn from.

Hub – one of the five areas of focus for the Education & Student Strategy supporting educational excellence and the development of City's unique offer to its students. The hubs have been developed to provide direction and structure for activities but, in practice, there is much overlap as the educational offer and student experience cannot (and should not) be separate out into siloed activities. ESS Projects, local projects and Operational activity will often contribute to two or more Hubs.

Education & Student Strategy Project – a time-bound piece of work designed to significantly contribute to one or more step-change activities within the Education & Student Strategy. Its intended impact must be meaningful and measurable improvement across the institution. Its scope means that oversight by the Education & Student Committee will significantly enhance its potential impact.

Local project (also see 'dependency' above) - a time-bound piece of work designed to bring about enhancement as measured against set criteria. The project contributes to the Education & Student Strategy but does not require regular oversight and reporting via the Committee (i.e. via an approved ESS Project) The local project will be initiated and brought forward via an Operational Plan, Learning & Teaching Strategy or group reporting in to the Education & Student Committee. Reporting on development, monitoring and impact will occur via annual reporting. In some cases a local project might later be selected for adoption across the institution and so form the template for an Education & Student Strategy Project.

Operational activity - an established area of work that contributes directly to the Strategy. Following the completion of an ESS project or local project on-going work will normally be transferred into an operational activity (sometimes also referred to as 'business as-usual').

Performance Indicator – an indicator established as part of the initiation of a Strategy or Project which sets a quantifiable target against which performance will be measured, normally with quantifiable milestones identified and reported on at key points during the lifecycle of the Strategy or Project.

Measure of Success – an indicator via which the success of a Strategy or Project will be determined based on level of positive impact. This will normally be used where the establishment of a Performance Indicator is not possible (e.g. there is, as yet, no dataset by which to establish a baseline), or where it would not be meaningful (e.g. different groups will engage with the activity being measured in different ways). In such cases a range of methodologies and evidence bases will be identified through which success can be measured.

Enhancement – deliberate and systematic improvement.