

Education and Student Strategy 2016/21 and Implementation Plan From: Professor David Bolton and Megan Gerrie

Summary

Education and Student Committee approved a proposal in June 2018 that work should be undertaken to refresh City's Education and Student Strategy 2016/21. The purpose of this review was to:

1. Develop a document with greater direction and clarity – for staff and students - on the goals that were implicit within the strategy and what we plan to achieve between now and 2021.
2. Align the strategy with the Student Experience Factors narrative to focus attention and effort on key priorities that will deliver a better, more coordinated student experience.
3. Incorporate actions that demonstrate our plans to address the diversity of student experiences.
4. Respond to significant sector change, including Office for Students priorities and the introduction of subject level TEF.
5. Incorporate an implementation plan with specific activities, outputs and responsibilities.

The review has not created significant additional actions at this stage, but rather has captured activity that is already approved.

The revised strategy was considered at Education and Student Committee on 3 October 2018 where minor changes were proposed and the strategy was recommended for submission to Senate.

One action required.

Recommended action

Senate is asked to **note** the refreshed Education and Student Strategy

Publication: Open

Updated Education and Student Strategy and Implementation Plan 2018/19

Context

Education and Student Committee approved a proposal in June 2018 that work should be undertaken to refresh City's Education and Student Strategy 2016/21. The purpose of this review was to:

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2. Align the strategy with the Student Experience Factors narrative to focus attention and effort on key priorities that will deliver a better, more coordinated student experience.
3. Incorporate actions that demonstrate our plans to address the diversity of student experiences.
4. Respond to significant sector change, including Office for Students priorities and the introduction of subject level TEF.
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The review has not created significant additional actions at this stage, but rather has captured activity that is already approved. The revised strategy was considered at Education and Student Committee on 3 October 2018 and minor amendments were proposed.

Key Changes

Essential features of the refreshed strategy presented here are:

- Clear goals in plain English.
- Change areas have been revised to align with the broad areas of development required to deliver the quality of student experience described in the Factors narrative.
- A small number of specific actions that provide an underpinning framework for the goals and inform which activities that we invest time in resources in.
- An implementation plan that captures specific activities that have been approved for progress in 2018/19. The implementation plan is intended to be a dynamic document and can (and will) be updated as work progresses in 2018/19.
- Grouping of activities by Change, Explore and Continue to help provide an indication of the scale of the work.

The strategy, implementation plan and factors narrative will be presented together in a final version for dissemination to staff.

Education and Student Committee Discussion

- City will prioritise initiatives around mental health and student wellbeing provision once City's response to #StepChange has been submitted approved by the Executive Committee.
- The SU proposed that the strategy should to prioritise developments around sexual harassment and assault under 'change' projects. The Committee agreed that this adjustment would be made following further collaborative work (via the working group) to establish the specific actions to be progressed in 2018/19.

- Education and Student Committee and the City Learning & Teaching Committee felt that the strategy needed to capture more aspirational goals for education; this was considered to be essential to engage and inspire staff. The City Learning & Teaching Committee will take forward discussions around aspirational goals and will 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
- Education and Student Committee will keep under review actions that might be incorporated within the document to manage change and to support staff to enable the implementation of activities. This would align with the intentions of the People Strategy.
- Feedback from Library Services will be incorporated in the final draft.

Next steps

As agreed at Education and Student Committee, further amendments will be made to the refreshed strategy which will be presented to ExCo in November 2018

Actions

Senate is asked to **note** the refreshed Education and Student Strategy and Implementation Plan 2016/21

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03 October 2018

Education and Student Strategy 2016/21

At City, University of London, we want to provide all our students with an excellent experience and environment in which to thrive and be successful, personally and professionally.

The Education and Student Strategy 2016/2021, a sub-strategy of City’s Vision and Strategy 2026, sets out how City will work to achieve our goal to ‘provide all our students with an excellent experience and environment in which to thrive and be successful, personally and professionally’. The purpose of this strategy is to help City to achieve its ambition to be ‘bigger’ and ‘better’ by building on our previous work to improve educational quality and the student experience. It sets clear priorities and provides focus for our staff and students to understand how we will invest our time and resources. Implementing the actions set out here will enable City to achieve its Key Performance Indicators (KPIs) for student progression, satisfaction and employability – the areas that we believe are most important to our students.

The Student Experience Factors – Destination 2021

The Education and Student Strategy sits alongside the *Student Experience Factors*, a narrative City has designed in collaboration with staff and students, which articulates the broad City student journey and the experience we believe our students would like to see every step of the way. While the *Factors* provides us with a detailed vision for the student experience in 2021, the Education and Student Strategy 2016/21 builds on this through providing clarity on five priority factors, where we would like to deliver our most tangible changes for students.

Student Journey

“It felt challenging at times, but I understood what was needed and got a lot of support, every step of the way. It felt like City knew what help to offer me and when”

Student Opportunity

“I am proud to be a City student. I have had some fantastic experiences that have helped me to grow as a person, I feel confident and excited about the future”

Operational Excellence

“Everything at City just worked for me. There were good communications, and I had all the resources I needed. My Programme Team made sure everything ran so smoothly, meaning I could focus on my studies.”

Curriculum Development

“My course was interesting and engaging, with a balance of academic interest and focus on future related careers. I understood exactly what was being asked of me in assessments and performed to the best of my abilities.”

Teaching and Learning Practice

“The academic staff have been great, using technology and different, innovative learning methods throughout my entire course.”

Clear actions and supporting activities under each of these priority *Factors* means that we structure our work to illustrate clear steps that we will take each year to improve student satisfaction, employability and progression. More widely, the strategy also encompasses actions that we will take to be better in our organisation and operation where this benefits the student and staff experience. Our strategy also incorporates commitments that we have made in our Access and Participation Plan, a condition of our registration with the Office for Students.

Delivery Plan

This Delivery Plan sets out institutional activities for 2018/19. The Plan will be a dynamic document, evolving in response to feedback from students and staff, and to developments in the sector during a time of significant change. So far, the advent of the Office for Students as the regulatory body for Higher Education institutions has meant that we have had to re-assess our activities, which we will continue to do in the future so that City can be sure to respond appropriately to sector requirements, in line with our own educational priorities, and our ambition to deliver an excellent student experience in line with our *Factors* narrative.

We will be realistic about our gaps, how we will work to address these, and will keep staff and students informed of our progress towards our shared goals. We will work collaboratively between Schools, Programmes, Professional Services and the Students' Union. Our Annual Programme Evaluation process will support programme-level action planning on KPI performance and other strategic priorities. By implementing actions in tandem across the institution we can ensure that we meet our objectives and deliver on the *Factors* by 2021.

Change, Explore, Continue

To help staff and students understand the scale of change that we are looking to deliver in each academic year, activities are grouped into the three following categories:

- **Change** – priority activities for each academic year, which will directly enhance the ways we work and deliver our educational provision or broader student experience. Change activities are likely to have significant impacts for students, staff, or both.
- **Explore** – activities that we are committed to developing alongside our staff and students, and which will require further internal review and sector research to consider if they will become *Change* activities.
- **Continue** – critical business-as-usual activities that contribute directly to our priority factors and new activities where we are still embedding a change into our practice.

Priority Factor 1: Student Journey

By 2021, we will provide students with increasingly personalised, expert and timely support as they progress from their initial enquiry about studying at City, to their future careers.

To support this aim, we will undertake the work described in the following actions, and supporting activities below:

Action	Description of action	Supporting activities
1.1	Develop an infrastructure that will help us to better understand and support the needs of students as learners and individuals.	1A, 1B, 1C, 1E, 1F, 1G, 1H
1.2	Help students to access the right support at the right time to ensure their success and protect their wellbeing.	1A, 1D, 1H
1.3	Encourage peer-to-peer support and mentoring as tools to foster a supportive community and to build students' skills and potential.	1I

		Headline activities to be delivered in 2018-19	Coordinated by	Intended impact	Progress report as at [add date]
Change	1A	<p>From September 2018, to implement the Student Engagement and Attendance policy across all UG programmes (Yr1 students only).</p> <ul style="list-style-type: none"> Monitor student attendance at specific taught sessions. Course Officers/Personal Tutors to undertake systematic follow up with students who may need support. Personal Tutors to meet with students at risk of disengaging. Monitoring of student data by-programme (Deans) and by School (ExCo). Pilot the student engagement and attendance monitoring (SEAM) project of Modernising Administration for Students. S&AS to work with staff and students to evaluate the implementation and effectiveness of policy, practice and technology to inform actions for 2019-20. 	<p>S&AS with ADEs and HoAS</p> <p>MAfS for SEAM pilot activity</p>	<p>Students: Timely support, improved outcomes</p> <p>Staff: Improved data enable personalised and timely support</p> <p>City overall: Longer term improvement in retention, progression and attainment outcomes</p> <p>KPIs: Progression, Satisfaction</p>	<p>Oversight of the implementation via Education & Student Committee</p> <p>Executive Committee for oversight of School data and approval of pilot activity in 2019/20</p>
	1B	<p>Prepare for the implementation of Personalised Timetables for students.</p> <ul style="list-style-type: none"> Undertake a pilot of Personalised Timetables for Year 1 students in Music and Law. Develop an implementation plan for a wider pilot in 2019/20. 	MAfS with PAF	<p>Students: Personalised, timely information</p> <p>KPIs: Satisfaction</p>	MAfS Project Board

	1C	<p>Implement enhancements to support successful graduate employment outcomes for all students.</p> <ul style="list-style-type: none"> • A new Graduate Outcomes Working Group will lead City’s response to the new national graduate outcomes survey and focus on crucial engagement with our students on their support needs. • Careers Service will deliver enhanced graduate careers services, including a new Careers Consultant to undertake work with graduates from undergraduate and postgraduate programmes. • Careers Service to work alongside The Careers Group (UoL) to engage BT Open Reach in a career management skills programme to enable our students to maintain sustained career progression once in employment. 	Careers	<p>Students: Access to holistic and well-informed careers support, even after graduation</p> <p>Staff: Improved data</p> <p>City overall: High quality and quantity of response rates</p> <p>KPIs: Employability</p>	Education & Student Committee
Explore	1D	<p>Develop City’s approach to providing integrated student support from a student perspective:</p> <ul style="list-style-type: none"> • Recommend the University’s urgent response to #Stepchange and developing a whole-institution approach to mental health support. • Enhance partnership working across City’s student support services to ensure a joined-up and responsive approach to supporting students’ needs, including interaction with Personal Tutors and School staff. This will include reviewing sector practice and adopting approaches that are relevant to the City context. • Enhanced Welcome Week provision – including delivering and evaluating ‘Thriving at City’ wellbeing-focussed seminars and targeted events for international students. • Assess students’ needs of academic skills provision within Schools. 	LEaD with S&AS	<p>Students: Managed delivery of information, integrated student focussed support, and improved ease-of-access to the most useful support service for each student</p> <p>Staff: More joined-up ways of working and clearer action planning around meeting student needs</p> <p>City overall: Enhanced infrastructure to facilitate joined up services and support. Improved access to most appropriate form of support for each student.</p> <p>Efficiency and improved access to student data to meet student</p>	Education & Student Committee

				needs and enable personalised support KPIs: Progression, Satisfaction	
	1E	Develop an institutional approach to support progression that is based on current internal and sector good practice. <ul style="list-style-type: none"> Consultation on the development of a Progression Improvement approach for the institution. This will outline support for programmes which will enable Programme Teams to better understand and act on relevant progression data, including an evaluation framework (taking into account student feedback) to help demonstrate the effectiveness of localised actions designed to improve progression outcomes for particular student groups. 	S&AS	Students: Tailored, localised interventions to enhance the progression rates and outcomes of students Staff: Access to a clear framework and supporting data to support progression improvement activity City overall: A joined-up, cross institution approach to enhancing student progression outcomes	Education & Student Committee
	1F	Continue to pilot Learning Analytics as a tool to analyse educational data to better understand student engagement and learner requirements.	LEaD	Students, Staff and City: Improved information for staff to enable personalised and timely student support, leading to improved student outcomes. KPIs: Progression	City Learning and Teaching Committee
Continue	1G	Careers Service to continue to collect and analyse careers registration data. This will be provided to Schools to enable personalised careers support for specific cohorts and to enable the introduction and use of impact assessments to understand students' learning gain. <ul style="list-style-type: none"> Career Service to work with Prospects to embed use of the Job Match career exploration tool in MPP and CEAIG services to develop students' career readiness. 	Careers	Students, Staff and City: City has a greater understanding of student needs and expectations, leading to enhanced service provision and better outcomes for students. KPIs: Employability	Oversight via Education & Student Committee
	1H	Ongoing implementation of the Personal Tutoring Policy. <ul style="list-style-type: none"> LEaD to develop additional training to support the implementation of the attendance policy and mental health awareness. 	Schools	Students: Enhanced, holistic pastoral support	Oversight via Education & Student Committee

			LEaD for PT training and support	<p>Staff: Greater understanding of student support and feeling better equipped to act as frontline support for students</p> <p>City overall: Better outcomes for students, staff feeling better supported in their roles</p> <p>KPIs: Progression, Satisfaction</p>	
11	<p>Build on the success of the CityBuddies so that more students can benefit from having a student mentor in their first year.</p> <ul style="list-style-type: none"> • Student Development to work with programmes to promote the scheme and to explore supply and demand for buddies. • Student Development to engage mentors and mentees to enhance impact assessment for the scheme to inform continued growth. 		S&AS	<p>Students, Staff and City: Transition support, community. Students feels supported in their transition</p> <p>KPIs: Progression</p>	Education & Student Committee

Priority Factor Two: Student Opportunity

In 2021, for all of our students will feel part of a vibrant community and have variety and equality of opportunity to enrich their student experience.

To support this aim, we will undertake the work described in the following actions, and supporting activities below:

Action	Description of action	Supporting activities
2.1	Inspire students to enjoy their time at City and to join in opportunities that help them to meet people, explore new perspectives and develop their career goals and employability.	2A, 2D, 2E
2.2	Collaborate with the Students' Union to ensure that the student voice is represented in significant strategic change priorities.	2C, 2D
2.3	Celebrate City's diversity and promote an inclusive, dynamic and sociable community for students.	2B, 2C
2.4	Strengthen City's approach to widening participation in order to address inequality in access to, participation in and differential outcomes for students.	2B

	Headline activities to be delivered in 2018-19	Coordinated by	Intended impact	Progress report as at [add date]
Change	2A The Careers Service will use data to develop tailored provision to facilitate improved graduate outcomes for WP groups. <ul style="list-style-type: none"> Careers will target recent graduates identified as being at risk of not securing a positive graduate outcome through graduation survey to offer additional graduate careers advice and appointments. Extend the number of programmes who are able to offer Micro-placements to students. Measure the learning gain of Micro-placement students through Careers Registration data to understand the effectiveness of these opportunities in supporting graduate outcomes. Careers will work with the UoL Careers Group to commission a HECSU report on the London graduate labour market, improving tailored WP services and our students' career readiness. 	Careers Service	<p>Students: All students have access to a responsive careers service which understands the needs of WP groups</p> <p>Staff: Improved information for staff to enable personalised and timely student support</p> <p>City overall: Enhanced Careers offering and successful graduates from WP backgrounds</p> <p>KPIs: Employability</p>	Education & Student Committee Graduate Outcomes data will also be considered by the Executive Committee

Explore	2B	<p>Continue to deliver equality of opportunity in fair access, successful transition in to higher education, participation and progression through course of study and successful outcomes for students after graduation. This long-term initiative will deliver on our commitments to the OfS included in our Access & Participation Plan, it will connect to and support the objectives of the Progression Improvement Plan (1E) and the Attainment Project (4A).</p> <ul style="list-style-type: none"> • Widening Participation Outreach (WPO) Team to establish a new WP advisory group. • WPO will work with Schools to increase the scope and impact of programmes that support successful transition into higher education and identify the specific target groups that will benefit from these initiatives (Start@City, Snapshot and UniMentors). • WPO will develop a distinct programme of work to support mature students into higher education. • The Progression and Strategy Support Team will undertake work to improve access to data (the 'WP flag') that will help programme teams identify WP students in their cohort so that they can be supported more effectively. • S&AS will engage with the OfS Evidence and Impact Exchange project, and sector best practice, to ensure that our approaches are evaluated, assessed for impact and outcome and contribute to sector understanding of widening participation students. 	S&AS	<p>Students: Students have equality of opportunity and are able to access and progress at City regardless of their background or identity</p> <p>Staff: Staff are equipped support WP students with improved data and understanding of needs</p> <p>City overall: City is a diverse and vibrant place with successful and equipped students from all different backgrounds</p> <p>KPIs: Progression</p>	Education & Student Committee
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2C	<p>In collaboration with the Students' Union, agree significant steps to promote a 'positive campus' approach at City.</p> <ul style="list-style-type: none"> • Work towards the achievement of the Race Equality Charter for City. • S&AS will work with the SU to agree a code of conduct to promote positive campaign activity in City's physical and virtual spaces. • Engage in sector-wide developments to enhance processes and support for students who are the victims of bullying, harassment or sexual assault. • Develop Chaplaincy Team led initiatives both to increase the number of students that are supported and represented through the service and to ensure that expert guidance on religious observance is available to support student-facing operations. • Install gender neutral changing facilities in CitySport. 	SU and S&AS	<p>Students: Students feel supported as part of a university which takes equality seriously and listens to student concerns and priorities</p> <p>Staff: Staff also feel part of an equitable institution</p> <p>City overall: Students and staff recognise that City takes equality and diversity seriously and is taking steps to improve the experience of equality groups</p> <p>KPIs: Satisfaction</p>	Education & Student Committee
2D	<p>Work in partnership with the Students' Union to explore how we will maximise student input and collaboration as we progress work to support the student experience and broader community.</p> <ul style="list-style-type: none"> • Provide support to the SU in assessing options for greater community focused space to benefit students. • Contribute to the Students' Union review of Programme Representation. • Contribute to SU work to enhance the representation of international and postgraduate students. • S&AS to work with the Students' Union to develop explicit consultation and engagement processes to underpin significant education and student related change priorities. 	SU and S&AS	<p>Students: Strengthened student voice allows students to feel listened to and respected by City</p> <p>Staff: Staff get the best possible impact from student representatives</p> <p>City overall: City can demonstrate that we are working positively on behalf of our student body</p> <p>KPIs: Satisfaction</p>	Education & Student Committee and SU Executive Committee

Continue	2E	<p>S&AS to work with Schools to promote the range of existing opportunities for students to extend their academic experience and develop the skills which will help them to secure graduate-level employment and develop robust careers in the future.</p> <ul style="list-style-type: none"> Continue to build better awareness of the wide range of SU and City developmental and social opportunities (Societies, Leadership Award, CitySpark, volunteering, CityVentures etc.) through new student communication channels. Student Development will engage with the SU and programmes to promote Experience City as a means for students to demonstrate the value of their experiences. CitySport to continue work to build student numbers accessing fitness, wellbeing and competitive sporting opportunities. 	Schools and S&AS	<p>Students, Staff and City: Students develop skills and passions which will support them throughout their studies and careers</p> <p>Students gain the skills and confidence needed to navigate the graduate job market in the future and to achieve positive employability outcomes</p> <p>KPIs: Satisfaction, Employability</p>	
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Priority Factor Three: Operational Excellence and Cultural Change

By 2021, we will ensure that our education-related operations and services are increasingly seamless and continuously deliver an excellent student and staff experience.

To support this aim, we will undertake the work described in the following actions, and supporting activities below:

Action	Description of action	Supporting activities
3.1	Create a simplified, harmonised and transparent approach to the implementation and management of core processes that underpin the student journey with documented frameworks and clear accountabilities.	3A, 3B, 3F, 3G, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 3O, 3P, 3Q, 3R, 3T
3.2	Create an IT infrastructure that will enable the delivery of projects designed to improve the student journey and personalised experience in the context of the Education & Student Strategy.	3A, 3C, 3D, 3M, 3S
3.3	Operate a robust framework of academic policies that are student-focussed and meet both internal and external requirements.	3H, 3K
3.4	Evolve our communications with students; providing clear, timely and personalised information in appropriate formats.	3S
3.5	Invest in vibrant and state-of-the-art physical and virtual spaces to facilitate learning, wider student life and community.	3C, 3F
3.6	Join-up with intentions of the People Strategy to support academic and professional staff working in a changing environment.	

	Headline activities to be delivered in 2018-19		Coordinated by	Intended impact	Progress report as at [add date]
Change	3A	<p>Progress the development of the process (S&AS) and IT infrastructure required to support extending the pilot of the Student Engagement and Attendance Monitoring Project and the Personalised Timetables Project into 2019-20, as well as other projects that ultimately enhance or personalise the student journey. In relation to IT this will include:</p> <ul style="list-style-type: none"> • Upgrade the Enterprise Service Bus to improve data integration and agility • Work to improve data quality to support a 'single source of truth' with regard to the student data journey. • Network upgrades and desktop imaging will ensure a better student experience of IT provision. 	IT with S&AS	<p>Students: Students experience seamless support technology and feel well-informed</p> <p>Staff: Staff understand City's technological capabilities and are supported by technology in student-facing processes</p> <p>City overall: Robust infrastructure that enables City to deliver improved student-facing services and associated staff experience</p>	MAFS Programme Board and Education & Student Committee oversight in relation to student-facing projects. Ultimate reporting to ExCo.
	3B	<p>Embed the implications of the national Teaching Excellence Framework (TEF) into our working practices. A TEF Steering Group has been established to oversee preparations in 2018/19. The group will:</p> <ul style="list-style-type: none"> • Oversee the coordination of activities to prepare our next TEF submission(s) in 2019/20 which will likely be at both institution and subject-level. The Group will support Schools and programme teams to review performance in relation to subject-level TEF data (OfS pilot data) and in the collation of evidence to explain performance and trends. • Propose steps to embed requirements for subject level TEF within programme evaluation and review mechanisms. • Start to develop our next institutional submission. 	S&AS with ADEs	<p>City overall: Ensure that City is in as strong a position as possible to respond to the operational implications of TEF</p>	TEF Steering Group reporting to Education & Student Committee

3C	<p>Create modern and technology-rich teaching and learning spaces, undertaking consultation with students to ensure that developments are fit-for-purpose and any negative impact on the student experience is minimised.</p> <ul style="list-style-type: none"> • Sebastian Street and associated City Innovation Centre remodelling project, for the strategic relocation of City Law School. • Develop plans for the expansion of the Main Library, providing additional study spaces. • Progress projects and upgrades to enhance technologies that enable discipline-specific teaching and learning. Specifically in 2018/19, installation of a new multi-media space, music and psychology labs are being equipped and the creation of a new lab to support the AI programme. • DALI project continues work to upgrade and standardise teaching and learning equipment across all of our learning spaces. 	S&AS, PaF, IT, LEaD, Schools, Students' Union	<p>Students, Staff and City: Students and staff experience high quality teaching and learning spaces which impact positively on their experience and produce positive student outcomes.</p>	
3D	<p>Continue to implement the MAFS Migration to e-Vision Project for student records management and processes.</p> <ul style="list-style-type: none"> • During 2018/19 the Notice to Transfer and Withdrawal process will be developed that will give Schools earlier notification that a student is thinking of transferring or withdrawing. 	MAfS	<p>Students, staff: An easier to use process, reduction in manual paper-based tasks, significant reduction in processing of paper forms. more secure storage of sensitive information</p> <p>KPIs: Progression</p>	MAfS Project Board
3E	<p>Identify and deliver new catering and cleaning contracts for City spaces.</p> <ul style="list-style-type: none"> • PaF to work with the Students' Union to scope impact on students and student operations to ensure these requirements are addressed within proposals. 	PaF and Students' Union	<p>Students, staff and City overall: Students and staff have access to improved services and spaces, and are more likely to utilise what City has to offer KPIs: Satisfaction</p>	Executive Committee
3F	<p>Agreement of the broad timeline to create a simplified and harmonised approach to core processes and accountabilities that underpin the student</p>	S&AS	<p>Students, Staff and City: Plan for scope of change agreed,</p>	Executive Committee

Explore		journey. This decision will also inform the direction of the MAfS Process Improvement Project.		with expected improvements to experience identified	Autumn/Spring 2018-19
	3G	Progress the work of the MAfS Management Information Project. MAfS to undertake foundation work to review and agree data quality, data definitions and processes. Subsequently, work requirements gathering for a tool to better visualise and present our management information will start.	MAfS, S&AS with Schools	Staff: simplified, harmonised and transparent processes, clear accountabilities and support networks	MAfS Programme Board
	3H	Undertake a joint project with the Students' Union to understand more about how City students perceive value for money.	S&AS with SU and Finance	Students: Students feel engaged with on this topic, demonstrating the importance of their views to City City overall: Student views inform our strategic decision making.	Executive Committee
	3I	Create a new approach to managing graduate contact data to support City's engagement in the new Graduate Outcomes Survey (replacing DLHE)	S&AS with DARO	Students, Staff and City: Maximise engagement with graduates and therefore quality of GO survey to inform further developments and enhance outcomes	Education & Student Committee oversight of GO Working Group
	3J	Ensure that City is fully engaged in the national Data Futures initiative that will manage data reporting on all aspects of our students.	S&AS	Students, Staff and City: City can develop a better understanding our student cohort and successfully fulfil our reporting obligations.	Executive Committee
3K	Implementation of the action plan arising from the 2017/18 review of module evaluation. <ul style="list-style-type: none"> Revise policy and develop guidance for students to help their understanding of constructive and actionable feedback. Clarify the parameters to be used for determining how modules are evaluated (e.g. modules and roles to be included, maximum evaluations per module, survey requirements for individuals and tutorials). 	S&AS	Students: Modules are evaluated more effectively and with greater capacity for review and advancement, leading to improvements to the student experience	Educational Quality Committee	

	<ul style="list-style-type: none"> Make recommendations to the MAfS Management Information Project on how improvements can be made to data quality provided for module evaluation. 		<p>Staff: Improved data available to support programme level actions in response to student feedback, resulting in enhanced experience of the module evaluation process</p> <p>City overall: Module evaluation is consistent and effective, and able to consider specifically the needs of equality groups at City</p> <p>KPIs: Satisfaction</p>	
3L	Review the undergraduate admissions processes across the university admissions office, Cass and SHS, with proposed institutional systems and enhanced reporting improvements, including within Confirmation & Clearing.	S&AS with Cass and SHS	Students, Staff and City: Our approach is robust and fit for purpose in a changing external environment.	Strategy and Planning Board reporting to Executive Committee
3M	Scope requirements for a Customer Relationship Management system to support joined-up operations across the Student Centre.	S&AS with IT	Students, Staff and City: Students experience a higher quality of service and staff experience of Student Centre processes is enhanced	Education & Student Committee
3N	Undertake a review of the academic year to identify any opportunities to optimise its structure so that it best supports the delivery of education and the student experience (within operational parameters). Recommendations will be proposed for implementation from 2020/21.	S&AS	Students, Staff and City: Academic year structure better supports the needs of students and programmes within operational constraints	Education & Student Committee to report to Senate.
3O	Review the way in which the Access and Participation Plan budget is deployed to support future strategic decision-making, planning and evaluation of the impact of funded activities.	S&AS with Finance	Greater transparency in the way in which the budget is deployed in line with new	Executive Committee

				guidance for A&P Plans from Office for Students. KPI: Satisfaction, progression, employability	
3P	Undertake external research to benchmark our strategic actions against other parts of the sector in terms of specific initiatives or change projects aimed at improving student satisfaction, progression and employability and management of the student journey, that are relevant to City's strategic context.	Deputy President with S&AS and LEaD		Students, Staff and City: City are informed and able to conduct a gap analysis to inform future prioritisation, cultural change and strategic investment, to the benefit of all	Education & Student Committee report by March 2019
3Q	Create the appropriate infrastructure to support City's future engagement in the delivery of Degree Apprenticeships.	S&AS, Finance, Schools		Students, Staff and City: Our approach is robust and fit for purpose in a changing external environment.	Strategy and Planning Board reporting to ExCo
3R	Develop policy and consistent process for extensions and late submission of assessed work for implementation from 2019/20.	S&AS		Students: Students treated consistently and have equality of opportunity to progress on their programmes Staff: Staff have clarity and clear process to follow KPIs: Satisfaction, progression	Senate

Continue	3S	<p>Implement ongoing enhancements to student communications infrastructure as Phase 2 of the MAFS Student Communications Project.</p> <ul style="list-style-type: none"> Following the full launch of the Student Hub, promote the wide use of the new resource. Agree further enhancement in response to student feedback via the induction survey. Scope the requirements for more mobile and accessible communication methods such as a student app or a new student portal. 	MAfS with Student Communications Team and Marketing	<p>Students: Students operating as partners in the development of communications, and experience enhanced access to information to support student experience, community etc.</p> <p>Staff: More effective communication channels for students in place</p> <p>City overall: Information is effectively shared amongst the City community, including more tailored student messaging</p> <p>KPIs: Satisfaction</p>	MAfS Project Board
	3T	Respond to forthcoming requirements from the Office for Students in a way that is consistent with our goal to create simplified, harmonised and transparent approaches to management of core processes.	S&AS	<p>Students, Staff and City: Confidence and efficiency in our approach to students under a regulatory regime, City is able to have confidence in our provision and developments for students</p>	Executive Committee

Priority Factor Four: Curriculum Development

By 2021, develop innovative, research-led and engaging curricula which prepare students for future employment and lifelong learning, supported by a learning environment that fosters different forms of learning.

To support this aim, we will undertake the work described in the following actions, and supporting activities below:

Action	Description of action	Supporting activities
4.1	Support staff at all stages of programme design so that students develop both generic graduate attributes but also those relevant to their discipline enabling them to gain appropriate employment on completion.	4C, 4D
4.2	Support staff to use appropriate learning and teaching approaches to actively engage students in their learning.	4B, 4D
4.3	Support staff to use appropriate authentic assessment tools which enable students to demonstrate success and achievement.	4A, 4B
4.4	Support staff to engage with data to understand any differential outcomes for student groups and to work with LEaD to explore teaching, learning and assessment approaches that improve student outcomes.	4B

	Headline activities to be delivered in 2018-19	Coordinated by	Intended impact	Progress report as at [add date]
Change	4A To begin phase 2 of the Assessment Project <ul style="list-style-type: none"> Develop and launch the Assessment Toolkit Continue working with identified programmes to review their assessment and feedback practice and identify enhancements that can be made. Key commitment for all Schools to identify up to three programmes to be included in pilot activity to improve assessment strategies in 2018/19. 	LEaD	Students, Staff and City: City continues to enhance the experience of students and staff regarding assessments, resulting in better student outcomes KPIs: Satisfaction	Education & Student Committee
	4B City will commence work to scope a long-term project with the aim to close student attainment gaps; its short-term focus will be to better understand the issue in the context of City. This work will incorporate an analysis of the	LEaD with S&AS	Students: Students receive equitable degree outcomes, regardless of	Oversight via City Learning and Teaching Committee

Explore		<p>differential outcomes of students from Black, Asian and Minority Ethnic (BAME) groups and will connect to widening participation priorities set out above (2B).</p> <ul style="list-style-type: none"> • Undertake sector research to better understand the role of teaching, learning and assessment practices. • Explore practical and evidence-based approaches to improving the outcomes for students from different groups. • Provide Programme Teams with relevant data and guidance to support early discussion and exploration of the challenge within different disciplines. • Following an exploration of the issues, scope priorities for year two of the project in consultation with Schools and the Students' Union. 		<p>background, and have confidence in City's ability to provide this</p> <p>Staff: Staff have the skills and confidence to ensure their educational practices effectively support and enhance the ability of all students</p> <p>City overall: Student attainment and progression are improved</p> <p>KPIs: Progression</p>	and Education & Student Committee
	4C	<p>Develop and launch a City Programme Development Toolkit. Resources include: City's programme development framework but also guidance on employability, research and practice, entrepreneurship and internationalisation</p>	LEaD	<p>Students, Staff and City: City's programme development aspirations are consistently applied with supportive guidance and tools in place for Programme Teams, resulting in enhanced student and staff experiences of our programmes</p> <p>KPIs: Employability</p>	Educational Quality Committee
	4D	<p>Careers Service to develop a new careers curriculum e-learning resource; 6 modules that will be available online for graduates and students.</p>	Careers Service with the University of London	<p>Students: Access to additional careers resources which can be accessed virtually and after-graduation to enhance the employability of our students.</p> <p>KPIs: Employability</p>	Education & Student Committee

Priority Factor Five: Teaching and Learning Practice

By 2021, to effectively, consistently and proportionately support staff to engage in continuing professional development to enhance their teaching practice and promote excellent teaching and student support.

To support this aim, we will undertake the work described in the following actions, and supporting activities below:

Action	Description of action	Supporting activities
5.1	Support and encourage staff to gain recognition for their education activity.	5A, 5C
5.2	Recognise and celebrate staff excellence in teaching and student support.	5B
5.3	Develop staff excellence in teaching and student support.	5C, 5D, 5E

		Headline activities to be delivered in 2018-19	Coordinated by	Intended impact	Progress report as at [add date]
Change	5A	<p>Ensure that education activities are underpinned by evidence supporting their use:</p> <ul style="list-style-type: none"> Build a community of staff who through LEaDER will provide literature reviews on a range of areas related to learning and teaching 	LEaD	<p>Students: Students are receiving teaching which is at the cutting edge of practice and continually developing based on sector evidence</p>	City Learning and Teaching Committee reporting to Education & Student Committee
		<ul style="list-style-type: none"> Engage in appropriate research projects to provide evidence such as exploring educational leadership and CPD for career development of education roles. Work with staff in schools on their Education Enhancement Grants to ensure grants complete on time and provide a final report as well as disseminating their project 		<p>Staff: Staff receive recognition for their commitment to developing teaching practice, and are supported to continually be developing their professional practice</p> <p>City: City fosters sector-leading teaching which enhances the experience and outcomes of students, and supports academic staff to progress through their careers</p>	

Explore	5B	<p>Recognise and celebrate staff excellence in teaching and student support.</p> <ul style="list-style-type: none"> • Increase the number of staff registering and submitting application for the RISES scheme. Ultimately, the hope is to increase the number of Fellows at City to 35% - 40% • Continue to work with Associate Deans Education for each School in developing their learning and teaching awarded schemes so that each School has a scheme and a clear plan around submission for the Presidents' award. • Continue to provide support and development for staff who are nominated for the National Teaching Fellowship Scheme. 	LEaD	Students, Staff and City: City staff are recognised internally and nationally for teaching innovation and excellent practice, which raises the profile of City amongst both students and prospective academic employees	City Learning and Teaching Committee reporting to Education & Student Committee
	5C	<p>The provision of professional development opportunities through the MA Academic Practice, a range of workshops and individual consultations</p> <ul style="list-style-type: none"> • Monitor recruitment to all modules of the MA so that we can assess the need for additional iterations of modules and resources to support this • Collate the workshop themes and information about individual consultations so that where appropriate some cross-institution development can be provided 	LEaD	Students, Staff and City: Staff undertaking the MA Academic Practice gain the best possible experience from the programme and are able to support colleagues and students at City to benefit from their learning	City Learning and Teaching Committee reporting to Education & Student Committee
	5D	<p>Supporting staff to engage annually in the Peer-Supported Review of Education</p> <ul style="list-style-type: none"> • Promote the Peer-Supported Review of Education and work with Associate Deans of Education to evaluate engagement with this process 	LEaD and S&AS	Students, Staff and City: Academic staff at City are supported to continually develop excellent teaching practice, to the benefit of colleagues, students in terms of their outcomes, and City's reputation externally	City Learning and Teaching Committee reporting to Education & Student Committee
	5E	<p>Employability in the curriculum</p> <ul style="list-style-type: none"> • Develop modern-learning teaching capabilities within the Careers teaching team to enable flexibility and enhance digital literacies in our employability modules 	Careers Service with University of London	Students, Staff and City: Careers teaching practice will be enhanced in-line with teaching practice across City, providing students with an enhanced experience overall KPIs: Employability	City Learning and Teaching Committee reporting to Education & Student Committee

Appendix A

Vision & Strategy 2026 Academic Output KPIs for Education

	<i>Target by 2021</i>
Student Employability	Top 20 in <i>The Times</i> and <i>The Sunday Times</i> University League table
Student Progression	90% average across all undergraduate programmes
Student Experience	Consistently best National Student Survey results in London, top 20% in the UK.

Appendix B

The Student Experience Factors 2018-2021 Recruitment, Selection, Admission

The information I need about what City has to offer is easy to find and understand. I know I can make direct contact to ask any questions I have and, when I do, staff are friendly and helpful. I understand the fees and the other costs of studying my course and this helps me to budget. I can imagine myself being at City and am excited by the course, opportunities and friendships that lie ahead. I am confident I made the right choice and I am looking forward to starting

Pre-arrival

I received a welcoming email from my Course Officer to let me know they were my main point of contact. My Personal Tutor also got in touch to say hello and to tell me about what their role was. They also talked with me about any extra help I might need to bridge the knowledge and skills I have from school to what I will need to know before I start my degree – they even asked what my career aspirations were which showed they were interested in my plans.

I have all the information I need about practical arrangements to start my programme and most are already in place and it all makes sense. It's great that I can complete so much on-line so when I get to City I can focus on settling in to my new life. The online pre-arrival information and activities really boosted my confidence. I've already had the opportunity to meet my peers online - and my CityBuddy from Year 2 of the programme has also emailed me.

Overall, I feel reassured that City makes a real effort to help me be part of its community, understand my needs and helps me prepare to arrive.

Transition, Induction, Welcome

Arriving at City meant I could finally meet with those people I'd connected with virtually. This early contact gave me confidence in meeting other new people and helped me to feel at home. I have already started to make friends on my course and across the university.

My induction planner really helped me organise my time and activities that most interest me and I accessed all the information on my phone. The induction itself was planned so that I didn't feel overwhelmed by all the information that I needed to absorb and the people that I needed to meet.

I was so pleased to have had pre-arrival information, including from my CityBuddy, about how the relationship with my lecturers worked, as well as expectations of us such as independent learning and critical

thinking. The academic and career readiness assessments I've done provided a good basis for my first face-to-face personal tutorial.

I really liked the chance there was to chat informally to academic staff at the welcome lunch as well as hear about the more formal parts of university life at the presentation.

The Students' Union is active around campus and helping to bring students together through lots of relevant societies and diverse events, and the Freshers' Fair was fantastic.

Programme, Teaching and Learning

Starting my programme was definitely a very different experience to studying at school so I was pleased to have had some information and discussions beforehand about what it might be like. The study skills sessions help me with this change, especially the ideas of independent learning and more extensive academic writing and research.

The content of my programme is what I expected based on the prior information I received. The modules are relevant to the knowledge and skills I need to succeed on my degree and future employment. Later in the programme, I get some choice in which modules I take to suit my interests.

The rooms in which I have lectures and seminars have great technology and rarely are any of the sessions disrupted or delayed due to technical issues.

I like the variety of approaches that keep me interested – I particularly like the smaller group sessions as I feel more able to ask questions and connect with other students and the module tutor. On a 1-1 level, any module tutor will also offer extra advice if there is a topic I'd like to understand better, and this even happens when the module tutor is just visiting City. If I want to revisit a topic by myself, I can do this by accessing Lecture Capture which is used consistently across my programme.

Those parts of my programme that connect directly to developing my future employability and skills make a real difference; it is helpful that I am able to access employability resources online. I am encouraged to think about and plan for life after City and my Personal Tutor helps this. Also, the variety of placement opportunities that fit around my other commitments have a good way of gaining practical experience that will stand me in good stead with future employers.

I understand that it is important that I engage with teaching and tutorial sessions and that my attendance is checked so that both my Personal Tutor and I can make sure I am doing OK, including around my non-City commitments. I know that I can speak to my Personal Tutor and Course Officer if I need to be absent from my course for a short time. Overall, my programme is really interesting, I feel supported and I would recommend it.

Assessment

It took me some time to get used to how assessment works at university, but I understand that this is normal. The pre-guidance I received from the university was really helpful as was the information from my CityBuddy. The study skills sessions in Year 1 were really useful to help me adapt, and in Years 2 and 3 these developed to support the different skills required of me such as more extensive writing.

I understand that assessments are designed to assess my skills, knowledge and understanding – sometimes this will be assessment of facts or skills I have been taught and some will require my own critical thinking and individual research. I understand what I need to do to succeed; when and how I will be assessed in each of my modules and the criteria against which my work will be marked.

I know exactly when and where my marks and feedback will be available. It's great to access this online from wherever I am. This feedback is useful, provided in good time, consistent across modules, importantly it helps me to improve as I progress through my course. I welcome early attempts in a module to test my understanding and thinking of key concepts and how to apply them. Personal feedback on all of my exams is especially beneficial so that I can understand where I could do better in the next year.

Having an approachable tutor who I can go to for further advice makes a massive difference too. Some of my friends have needed more support in several modules and tutors understand that each student learns in different ways.

I expect tutors to have considered the pacing of assessments across my modules, so tests and essays don't unfairly all come at once making it difficult for me to achieve my best. I receive an assessment schedule for my overall programme at the start of each term.

I understand why there are assessment submission deadlines and I know that City is fair in applying late penalties consistently across the whole university. Where I have had a genuine reason for not being able to make a deadline, I can discuss this with my Personal Tutor or Course Officer and I understand the extenuating circumstances process.

I review my academic progress when I meet my Personal Tutor. This takes into account my marks, feedback I have received and my overall engagement with the programme. My tutor is also aware of my commitments outside City when we meet.

The Students' Union Study Well campaign was a real community event and reminded me of the wide range of support and advice that was available to me to support my performance and wellbeing during the exam period. I enjoyed the fun aspects as much as the study skills.

Learning Resources

Moodle is my one place to go for everything relating to my modules. This material can be accessed on my phone or tablet on my way into City so I can make best use of my time.

The resources uploaded by all my module tutors - in advance - help me plan and get ahead. The resources are organised in an intuitive way that really helps my learning.

I am part of the module on-line learning community, which includes the tutor, where questions are answered that everyone can see, and I am reassured by the type of questions I see other students asking.

Where I need specialist software and equipment this has been of a really high standard and available at a time that worked for me.

There is a clear match between the reading list and the on-line resources and books in the library. The Library Services staff are also really helpful if I am not sure where to find something. The Library is always open when I need it to be.

I enjoy spending time in the university and my independent learning is supported by vibrant study space which I can easily find available. Sometimes we are asked to do group work and we book spaces to do this with the resources we need.

Organisation, Management and Communications

The organisation of my course make sense to me. My Course Officer is my key contact for everything about the organisation of my course; they know who I am and they are helpful in answering my questions and ensuring that I can find the information I need. I know who my Programme Director is and have contact with them about academic matters.

I go to Moodle for my programme guide which I refer to a lot – this is easy to read and tells me about how things are structured, my assessments, rules and regulations and other useful background. The hard copy of my handbook is really helpful for me to annotate.

I access my personalized timetable on my phone. I can see my timetable before term starts so I can plan my work and social life around lectures, tutorials and meetings with my personal tutor.

I understand timetabling and exam scheduling must be really complicated, but it's great if my own timetable is not too congested and teaching doesn't go into the evening. Having my exams timetable early helps me to plan my revision schedule and for holidays. I guess teaching will sometimes get cancelled at short notice, but I know City will always tell me straight away so I don't have a wasted journey.

The Citystudent app, StudentHub and Campus News are really useful communication tools as information is clear and easy to understand. I receive regular communications throughout each week which may be about my programme or something else going on at City, and this keeps me well-connected without feeling overloaded. My Citystudent app is especially great in that it splits the information into what I have to know and what I might just want to browse and this really helps me focus my time and attention.

Student Support

The university is friendly and supportive and academics and the course office work really well together to support me. Aside from my module tutors, I see my Personal Tutor regularly throughout my course, and they have all the information they need to know how I am doing. I am supported to make the right personal choices on which electives to take, and I really value the effort and time from that tutors put into this both face-to-face and on-line.

As I progress through my course there are opportunities to attend revision sessions and other workshops that are designed to help me succeed on my course.

I know which services to contact when I need broader support and if I am unclear I know that I can ask my Course Officer or Personal Tutor where to go. Staff in the Student Centre are always welcoming and quick to advise me where to go or when I need help with something practical. I know the Students' Union also have staff who can advise me on academic matters if I am in difficulty. It is easy to make appointments to meet 1-1 and I know students feel well-supported.

Student Wellbeing

Student wellbeing is a high profile theme within City. My Course Officer, Personal Tutor and other student services work together so that I know where to go if something should go wrong. Services collaborate to

promote awareness of relevant issues and to ensure that the environment at City is safe, supportive and inclusive. There is very clear information about how services like counselling and faith can help me. My friends and I agree that having information about why other students have used this support has given us much better understanding and confidence to know how and when we might need it too.

All staff tend to respond to me within at least 48 hours during the working week. I also feel supported by other students including the CityBuddies network. In my second or third year I know that there is the opportunity to apply for the Professional Mentoring scheme and that will provide me with even more one-to-one support, this time from a professional. I imagine joining the scheme as a mentor after I graduate and start my career so that I can support students.

I regularly discuss my future plans with my Personal Tutor and the Careers Service offers some fantastic one-to-one help and group sessions tailored to my needs. I am excited and confident about life after my undergraduate course.

Broader Student Life

I feel part of broader City life and this has happened through the many opportunities made available to me by City and the chances that I have taken to get involved. These experiences make the university experience even better and have helped me to develop as an individual.

Working at City through Unitemps or as a Student Ambassador or Tutor helps us meet new people, earn some money and develop new skills. The Student Volunteering programme has been fantastic for other students in getting involved in the local community. The Students' Union hosts many diverse student societies which provide space to share common interests or even lead the society. City promotes schemes like the Employability Award and the Student' Union Leadership Award that help me to demonstrate how this experience is relevant to my professional career.

CitySport, and Sports and Leisure provide chances to team-up with other students – either through sport or spectating. At other times, I enjoy getting involved in events run by the Students' Union. I also know my friends have gained so much through being part of CitySpark. It is also OK to have some time to myself and there is plenty of space within City to do so. Overall, the physical and social space at City is welcoming and helps me engage with other students.

I also really like it when my programme holds social events or opportunities to hear from inspiring people from the professions. I have also attended events held by other Schools which has given me a broader insight to topics less familiar to me. These opportunities make me think about my own career planning but also help me to feel more connected to my programme, profession and City.

Student Voice

Much of my City experience is positive, but sometimes there are things that could be improved or I want to share my ideas. What I really like about this university is the genuine interest in what students say. Even when it is not possible for something to be fixed right now, I receive really clear information about what will be done into the future – and that gives me confidence about City's commitment to its students.

The programme reps work well with staff on the 'feedback cycle' to us, and they get great support from the Students' Union. I'm asked to complete quite a few surveys which can sometimes be a bit time-consuming, but in the end I just see it as a real commitment to wanting to know what I think and responding to that.

Alumni

I had a great time at City overall and I am really pleased that there is the opportunity to stay in touch and even to become an alumni ambassador for the university. City keeps me connected to a huge network of alumni and I am looking forward to attending some of the events planned and accessing the CareersHub as I progress in my career.