

Learning and Teaching Strategy, 2009-2012: January 2012 progress report on the action plan

A list of acronyms and abbreviations can be found at the end of the document.

Learning and Teaching Strategy ref 5: Tripos

Summary of aim	Action	By whom/when	Additional notes	Progress
Support supervision system by encouraging UTOs to contribute to supervisions and Direction of Studies and improving communication between faculties, departments, and the Colleges.	Develop a strategy to encourage UTOs to supervise.	STC supported by GBEC. End of 2011-12		STCEd reported to the full STC on the future of the supervision system in July 2010. A set of actions was agreed and are being taken forward. These include, as a priority, establishing Tripos supervision norms and determining ways of reducing the number of 1-1 supervisions. Data on numbers of supervisions has been circulated to Faculties and Departments for consideration by DoS groups.
Make academic expectations clear to students at application and during their studies through clear information about workload, development of study and examination skills, and marking criteria.	Publication of KIS. Development of Student Charter	GBEC in consultation with Senior Tutors in relation to supervisions. End of 2011-2012	A new website for current students (the Student Gateway) is being developed for launch in the Lent term 2011. The Student Gateway will signpost students to information about policies and procedures as well as available study skills support, and student support units.	National requirements for the KIS have now been published and data on workload (lectures, supervisions and other forms of teaching) and examination methods is being compiled in consultation with faculties and departments for publication summer 2013. Discussions have been initiated between the Officers of the education Section and CUSU/GU about development of a student 'charter'.

<p>Support students in making the school-university transition and skills development.</p>	<p>Transkills Project</p>	<p>Take forward work of the Transkills Project to develop subject-specific study skills resources in additional subject areas. Develop training material for supervisors and integrate work of CARET, UL and CPPD on study skills. End of 2011-2012</p>		<p>Funding has been secured from the University in partnership with the Colleges and Newton Trust to continue the Transkills Project for a further 3 years. The Project will focus on providing subject-specific resources across a broader range of subjects. Work is underway to evaluate the effectiveness of the resources and to ensure that faculties and departments take ownership them</p>
<p>Encourage course sharing and paper borrowing as a way to promote interdisciplinarity and eliminate duplication of provision across Triposes.</p>	<p>Main example, development of the 'Twin' Triposes of CPBS and HSB. Use as part of the criteria for assessing new proposals. <i>Produce guidance for Directors of Studies on Tripos transfers and possible routes</i></p>	<p>'Twin' Tripos Management Committee/GBEC in consultation. End of 2011-2012 <i>GBEC in consultation with STC. By end of 2011-2012</i></p>	<p><i>New action added in October 2010</i></p>	<p>New Triposes approved for the first intake in 2013.</p>
<p>Encourage and reward teaching innovation and excellence through individual initiatives and career structure.</p>				<p>Senior Academic Promotions revised to include provision for applicants to include evidence of student feedback. The Teaching Innovation Fund has been launched and the first grants will be awarded by the TLSSSG in Easter term 2012.</p>

Learning and Teaching Strategy ref 6: postgraduate provision (general)

Summary of aim	Action	By whom/when	Additional notes	Progress
Monitor and manage numbers.	Develop a strategy for student numbers	UCJC in the first instance, by the end of 2011-12	Monitor via the planning process.	A Working Group on strategy for student numbers reported to the University and Colleges Joint Committee in Michaelmas term 2011, and is under discussion. A Masters numbers 'cap' system is in place.
Maintain and increase competitiveness in recruiting graduate students through increased funding opportunities and earlier funding and College placement decisions.	Improve information about existing funding opportunities which BGS has identified as a key marketing opportunity for student recruitment.			GRADFund was launched in September 2010. Deadlines for funding applications are being aligned. A Fees and Funding Office covering all undergraduate and graduate students has been established Discussion with the Schools on selections through "gathered fields" of applicants. .
Distribute categories of postgraduate students across the Colleges.	Ensure fairness and transparency in College allocation.	PAC and GTC		Further discussion will be required by joint University/College bodies in the context of numbers management and planning.
Maintain quality of graduate supervision.	Monitor effectiveness of, and compliance with, BGS' Code of Practice. Identify the most effective forms of student support and, if securing (and acting on) feedback, determine University-wide means of measuring student satisfaction and of addressing generic issues which arise from student surveys.	BGS, Graduate Schools and Directors of Graduate Education. Analysis of PRES data.	Student feedback is also available through the equivalent of PRES for taught courses – PTES.	PRES data has been analysed by School and distributed for comment. PTES was conducted in Easter Term 2010 and data has been reviewed by the GBEC in Michaelmas Term 2011 and distributed to Schools for comment. GBEC has approved new guidelines on use of student surveys with the aim of reducing survey fatigue, improving participation rates, and making better use of available data. Greater efforts are being made to analyse data from NSS,

				PRES and PTES and to seek response from Faculties, Departments and Schools.
	Require more frequent reporting by graduate supervisors.	BGS		Ordinances have been amended to require termly reports. CGSRS has replaced CamGRAD as a facility to issue automatic reminders.

Learning and Teaching Strategy ref 7: postgraduate provision (Masters courses)

Summary of aim	Action	By whom/when	Additional notes	Progress
Greater consistency in the level of Masters provision and compliance with European Frameworks.	Review of examination procedures for masters courses with taught elements.	GBEC and BGS End of 2011-12	Both the QAA and the Steering Committee for the Review of Graduate Education have encouraged a review of Masters provision.	A framework, based on course length and level, for assigning ECTS equivalences to Masters courses has been developed. A common marking scheme for MPhils is now in place.
Ensure that what students can reasonably expect of their course and what is expected of them is made explicit at the outset.	Ensure that clear information is available to students at the point of admission.	BGS in consultation with Graduate Schools and Degree Committees. End of 2010-11	The 2009 PRES survey has identified that Cambridge falls below the national aggregate in terms of meeting students' expectations.	BGS are consulting Schools on PRES data.

Learning and Teaching Strategy ref 8: postgraduate provision (the PhD)

Summary of aim	Action	By whom/when	Additional notes	Progress
Embed generic skills training of postgraduates.	Develop guidelines of good practice to ensure that all	STC End of Easter	Develop policy in line with the UK	A protocol for training graduate students who supervise has been approved by the

	graduate students who wish to supervise undergraduates receive appropriate training.	Term 2010	Research Councils and the QAA.	STC and GBEC and distributed to Colleges, Faculties and Departments. CamCORS has been reconfigured to allow self-certification of training and collection of data. CPPD, working with the STC, has developed an online training package which was launched at the start of the Michaelmas Term 2010. An Administered Fund with a Chest allocation of £1.1M per annum has been created to support Researcher Development activities, wef 2012/13.
	Encourage training of PhD supervisors. Development of transferrable skills post-Roberts funding.	BGS in collaboration with CPPD and the Schools. TSSG		
Ensure that PhD submission and completion rates both meet Research Council requirements and reinforce University's position in the REF.	Increase the University's submission to rate to above 70%.	BGS and the Schools.		Schools are actively monitoring the position, and have been asked to review and respond to PRES data which includes feedback on student supervision and support.

Learning and Teaching Strategy ref 9: international policy

Summary of aim	Action	By whom/when	By when	Additional notes
Agree a protocol for international activity to assess opportunities and risks, and for identifying which types of activity require approval.	Development of a strategy for international students as part of the wider International strategy.	International Strategy Office Strategy to advise General Board by end of Easter term 2012.		A proforma set of questions aimed at identifying risks in legal, financial, and education aspects of overseas provision has been developed and approved by the General Board. A protocol for international engagements was approved by the General Board in the Michaelmas term 2011. BEPE to deal with non-accredited overseas educational provision.

Learning and Teaching Strategy ref 10: lifelong learning and continuing professional development

Summary of aim	Action	By whom/when	Additional notes	Progress
Improve the integration of ICE's activities with those of other University institutions and ensure that the Institute's provision has actual or potential linkages with provision elsewhere in the University.	Develop a new strategy for ICE.	ICE Strategic Committee. BEPE, for University-wide initiatives.		The General Board endorsed a new Strategic Plan for ICE in the Easter Term 2010. Administering body status was granted to the Faculty Board of Business and Management in the Lent Term 2010. BEPE is developing endorsement processes for non-accredited CPD work.
Ensure that the activities of the University's main CPD (ICE, the JBS, IfM and CPSL) are complementary. Pursue the potential for other institutions to become better engaged with CPD activity.		PVC (Institutional Affairs). By end of 2009-10		The General Board has established a Board of Executive and Professional Education (BEPE) to develop a University-wide approach to executive and professional education and to support its promotion and publicity. Schools are being consulted on the details. Council for Lifelong Learning has been dissolved.

Learning and Teaching Strategy ref 12: communication and engagement

Summary of aim	Action	By whom/when	Additional notes	Progress
Develop improved methods of identifying and disseminating good practice to encourage the enhancement of teaching and learning.	Establish and agree detailed terms of reference for the TLSSG as recommended in the General Board's Review of Teaching and Learning Support Services (July 2008).	General Board By end 2009-10		TLSSG has been established and members are being appointed. Review of LTS events conducted and future programme devised in response. Events are growing in popularity. Additional "Have you tried...?" sheets to be developed.

<p>Develop ways of increasing student engagement; continue to build relationships with, and to support, Faculty Board and Council of the School student representatives.</p>	<p>Explore online voting for Faculty Board elections.</p>			<p>GBEC approved arrangements for online voting in Faculty board elections from Michaelmas Term 2010.</p> <p>Arrangements and electorate for the Councils of the Schools has been reviewed and changes implemented. Elections to be held online in Lent 2012.</p>
<p>Enhance the University's capability to analyse and act on data generated through CamSIS, CamCORS, CamGRAD, CamTOOLS and CamDATA.</p>		<p>Officers of the Education Section.</p>		<p>Report of the Gender Working Party recommended greater use of exam stats by gender. Guidelines to faculties and Departments on marking and classing have been amended accordingly.</p> <p>Equalities legislation will require greater use of available data for monitoring purposes.</p>

Acronyms and abbreviations

BGS	Board of Graduate Studies
CamSIS	Student Information System
CamCORS	Colleges' Online Reporting System for Supervisions
CamGRAD	Online graduate reporting
CGSRS	Cambridge Graduate Supervision Reporting System
CamTOOLS	Online learning and teaching module
CamDATA	Statistics for Triposes, MPhils and MSts
CARET	Centre for Applied Research in Educational Technologies
CPD	Continuing Personal Development
CPPD	Centre for Personal and Professional Development
CPSL	Cambridge Programme for Sustainability Leadership
CUSU	Cambridge University Students' Union
GBEC	General Board's Education Committee
GTC	Graduate Tutors' Committee
ECTS	European Credit Transfer Scheme
ICE	Institute of Continuing Education
IfM	Institute for Manufacturing
JBS	Judge Business School
MISD	Management Information Services Division
MPhil	Master of Philosophy
MRes	Master of Research
MASt	Master of Studies
PAC	Postgraduate Admissions Committee
PRES	Postgraduate Research Experience Survey
PTES	Postgraduate Taught Experience Survey
PVC	Pro-Vice Chancellor
QAA	Quality Assurance Agency
QA	Quality Assurance
REF	Research Excellence Framework

RMC	Resource Management Committee
SST	Social Sciences Tripos
STC	Senior Tutors' Committee
STCEd	Senior Tutors' Standing Committee on Education
TLSSG	Teaching and Learning Services Steering Group
UTO	University Teaching Officer
UL	University Library