

## Outline contents for SED covering Teaching & Learning SED, MPLS

In general: As far as possible, weave relevant statistics into the main narrative using tables and graphs, rather than placing the data in lengthy annexes.

The Annexes are placed in a separate document, and are used to add:

- Examination regulations for UG and PGT programmes
- Internal and external examiners reports from the last two years.
- Handbook for undergraduate students, postgraduates taught, and postgraduate research students
- Minutes from the last two years of JCC(U) meetings

### **(1) UNDERGRADUATE PROGRAMMES**

#### **Scene setting**

Bearing in mind many of the externals will be non-UK, set out the degrees that you offer, the number of UG students split by gender, ethnicity and whether they are UK/EU/non-EU.

Supporting statistics: [Annual Programme statistics](#), APS populations

#### **Governance and administration**

How is the senior management team for undergraduate courses composed e.g. a Head of Teaching?

Which body has overall decision making powers for teaching (e.g. Faculty meeting, Academic Committee), and to whom does that body report.

Provide an organogram and/or terms of reference of departmental committees relating to teaching and learning.

How is administrative support organised? How many people?

#### **Access and admissions**

- What is the department doing to attract more applications from highly able students from target groups 1, 2 and 3, as well as other under-represented groups (e.g. women), as identified in the [Access Agreement](#)?
- Who are your key competitors and how are you placed? What makes your degree different to theirs?
- How does the department act to ensure that the best candidates applying to Oxford are admitted?

Supporting statistics:

- Annual data on [applications, acceptances and success rates](#), compared with Divisional averages
- Include widening participation statistics: proportion of applicants and acceptances with an overall contextual flag

### **Curriculum design and programme structure**

(Remember to introduce/explain any local jargon)

- Overview of the curriculum structure
- Processes used to review the design of the curriculum e.g. does the department review each 'year' of the course every four years? Does it review the overarching structure of the course every x years?
- Details on accreditation, and how reports are reviewed and responded to.
- Points raised in recent accreditation reviews and reports.
- Details on how further external input is received on the structure of the curriculum e.g. external advisory panel or equivalent

### **Teaching, Learning, and Assessment**

*Teaching and Learning:*

- Induction arrangements and any 'bridging' provision
- Pattern of teaching and learning: lectures, tutorials, classes, demonstrating, practicals, project work, fieldwork, industrial placements, team work, etc.
- Co-ordination of teaching and learning between department and colleges. i.e. how does the department ensure that tutorials reinforce what has been taught in lectures in each term in y1 and y2?
- How do students receive feedback on their learning?
- How does the department identify and share good practice in teaching? How does innovation in teaching arise and get shared?
- Guidance to faculty for all forms of departmental teaching: lectures, classes, demonstrating, fieldwork, project supervision.
- How does the department ensure the departmental teaching load on staff is shared equitably?
- How does the department monitor teaching quality, to include:
  - How does the department know if lectures are good or poor quality?
  - How does the department assure the quality of teaching delivered in the department by those who are not faculty? What training is provided for postdocs or PGR who teach in the department?
  - What issues have merged from the NSS, [Student Barometer](#) or course feedback forms, and how has the department responded.
- Exchanges and other collaborative provision (where applicable): Description of exchange agreements. Confirmation that written agreements exist. Description of mechanisms for the annual review of the collaboration and procedures for review prior to renewal.

Supporting statistics:

- NSS and , [Student Barometer](#) (provide a table of the past three years of NSS data for each course in the main body of the text)

*Assessment:*

- Processes (very brief): mechanisms for approval of examination conventions, how are examiners nominated, what support is given to new internal examiners
- Assessment review: Has the department reviewed the balance of assessment methods? What issues have been raised by external examiners in the recent past, and how has the department adapted
- Outcomes: What are the key patterns in the FHS data e.g. proportion achieving a first, gender split, ethnicity split, drop-outs? What action has the department taken to understand and address any gaps e.g. gender gap

Supporting statistics:

- Annual Programme Statistics for [progression, outcome, and award data](#)
- [FHS classification data](#)

*Student representation*

Process: JCC structures and reporting lines, involvement of students in curriculum review

### **Study skills**

What study skills are required in your subject and how are they taught? What does the college provide and what does the department provide?

How is good academic practice (and avoiding plagiarism) taught and who is responsible (college/dept)

### **The provision and use of learning resources**

A description of the learning resources provided by the department e.g. teaching laboratories, online or physical library

### **Employability**

Data on UGs from the Destinations of Leavers from Higher Education ([DLHE](#)) survey.

Any destinations data the department collects.

## **(2) POSTGRADUATE TAUGHT**

Essentially the same as for UG courses, with the obvious adaptations. Ensure you include details on issues that are given high priority by Education Committee at the moment i.e.

- Student representation e.g. are there PGT student representatives on MSc Supervisory Committees
- [Formative feedback](#): how does each course 'ensure written feedback is provided to students on at least one designated piece of formative assessment during the course of the first term'
- The encouragement to 'consider providing feedback, via examination boards, on any elements of [summative assessment](#) which are undertaken prior to the final term of the course.'

This would also be the place to outline your competitive positioning for your PGT courses, and the avenues you are considering.

## **(3) POSTGRADUATE RESEARCH PROVISION**

Bearing in mind many of the externals will be non-UK, set out the programmes that you offer, the number of PGR students split by gender, ethnicity and whether they are UK/EU/non-EU.

Supporting statistics: [Annual Programme statistics](#), APS populations

### **Admissions and funding**

How does the department act to ensure that the best candidates applying to Oxford are admitted?

What is the department doing to broaden/diversify the sources of funding for doctoral students e.g. philanthropy, industry?

Statistics:

- [Application and admissions data](#)
- Funding data: what proportion of doctoral students are fully funded. What proportion are funded by RCs, industry, other.
- Number of PGR students per supervisor: maximum and median number of students per supervisor, noting that some supervisors will be a second supervisor.

### **Governance and administration**

Director of Graduate Studies. Role, and structure of support within the department for the DGS. For larger departments – structure under DGS.

Graduate Committee (or equivalent) and its role and reporting line.

Organogram, or terms of reference of the relevant committee.

How is administrative support organised? How many people?

## **Programmes**

An outline of the different programmes and the relative size/numbers of students

E.g. standard DPhil; CDT programmes based in the department; Cross-departmental CDT programmes that 'feed' students to the department e.g. Systems Biology

## **Skills development and career development**

Induction arrangements

Provision of skills training for non-CDT students.

Provision of training for CDT students.

Description of the Process of transfer of status and confirmation of status

Preparation for doctoral examination

How does the department prepare PGR students for the next step in their career, be that in academia/research or outside of academia/research?

## **Guidance, supervision, and support**

Monitoring of supervision, support/co-supervision for new supervisors, staff development needs in relation to supervision.

Does transfer and confirmation generally take place on time? Has the department changed procedures at all recently?

Data on submission rates and steps taken by the department to improve them. Identification of subject areas/sub-departments with relatively high or low submission rates.

Statistics: [Annual Programme Statistics for PGR progression and outcome data](#), including timing of transfer and confirmation, and submission rates

## **Monitoring**

### *Student feedback*

Process: JCC structures for PGR students and reporting lines, departmental mechanisms for gathering PGR student feedback, including the scope of the coverage, feedback to students on their feedback, departmental consideration of central feedback exercises, e.g. [Student Barometer](#); mechanisms for feedback to the department from colleges on (a) the programme as a whole, and (b) individual student concerns.

What issues have emerged from JCC(G) or the Student Barometer and how has the department responded?

**Employability**

Data on PGs from the Destinations of Leavers from Higher Education ([DLHE](#))