I, [redacted] represent to the Vice-Chancellor under Statute K.5 that the General Board is in breach of **Statute C, I, 2:**

Subject to the provisions of the Statutes the General Board shall have power after consulting other bodies as appropriate to enact Ordinances and to issue Orders relating to

(a) the administration and management of the institutions under its supervision other than the Schools and the Councils of the Schools

in that it has put before the Council for publication a Notice published in the *Reporter* of 26 November, 2009 (Review of Teaching and Learning Support Services)[1] in which it declares the intention of proceeding with a plan

(a) radically to reconfigure several institutions under its supervision, including the University Library, without consulting the Regent House except insofar as particular elements in the plan may ultimately require a Grace, and

(b) to put such Grace or Graces at its own discretion by way of Notice and Grace and not by publishing a Report.

In circumstances where there has already been a Discussion on a Topic of Concern to the University on this matter where the overwhelming thrust of the speeches was to express concern about the scheme, I submit that it is contrary to the intention of the Statutes and Ordinances for the General Board to seek to proceed as though it could any longer be deemed 'appropriate' not to consult the Regent House about proposals of this magnitude and importance.

I further represent to the Vice-Chancellor under Statute K.5 that the General Board is in breach of **Statute A,II,1** which requires that no conflict be allowed to arise in the Statutes and Ordinances, in failing to create a Statute C Ordinance or to publish such Ordinance if it is deemed to have been created by any act of the General Board, with the result that uncertainties have arisen in the Statutes and Ordinances about the authority on which the Review of Teaching and Learning Support Services is being taken forward. The action of the General Board is therefore *ultra vires*.

Statute D, XI states that

1. There shall be in the University a Library Syndicate which shall have power to make rules for the management of the University Library, **provided that such rules shall not be inconsistent with any Ordinance.**

2. **The Librarian is placed under the direction of the Library Syndicate** and shall act

---

[1] http://www.admin.cam.ac.uk/reporter/current/weekly/6168/section4.shtml#heading2-12

as Secretary to it. It shall be the duty of the Librarian

(a) to be responsible for the management of the University Library in all respects as determined by Ordinance and by the rules made by the Library Syndicate;

(b) to act as the General Board's principal adviser on matters relating to libraries;

(c) to be responsible, in consultation with the Registrary where appropriate, for the custody and arrangement in the Library of the University archives and of documents that are added thereto at the request of the Registrary or otherwise, provided that the Registrary shall be entitled to require the temporary deposit in the Registry of any document to which he or she may need to refer.

The General Board's Annual Report, published in the *Reporter* of November 30, 2009[2] states at (12) that ' an Implementation Steering Group' has been set up 'to progress the implementation' of the proposals 'and that as a result, the strategic and logistical challenges involved in working towards a more co-ordinated structure are being identified and addressed by the new University Librarian.'

In the absence of clarity about the Ordinances under which the integration of the Library with other bodies in the University is being taken forward the 'implementation' of 'proposals' may prove to be inconsistent with existing Ordinances and with the Statutes. To avoid such uncertainty, there must be an implied expectation that General Board Ordinances should be published in the *Reporter* at least as promptly as the Reporter notifies the Regent House of the approval of a Grace creating a Regent House Ordinance.

I further represent to the Vice-Chancellor to the Vice-Chancellor under Statute K.5 that if any act of the General Board relating to these proposals is alleged to have created an Order, that is *ultra vires* unless such Order has been published in the *Reporter* and declared to be an Order of the General Board because it creates uncertainty about what is and is not part of the University's domestic legislation in breach of **Statute A,II,1** which requires that no conflict be allowed to arise in the Statutes and Ordinances. Again, there must be an implied expectation that General Board Orders should be published in the *Reporter* at least as promptly as the Reporter notifies the Regent House of the approval of a Grace creating a Regent House Ordinance.

If no Ordinance or Order is deemed to have been created by the General Board, the present course of action by the General Board directed towards the radical and irreversible reconfiguration of the operation of the University Library without consulting the Regent House in a Report is likely to be *ultra vires*.

[redacted]

[2] http://www.admin.cam.ac.uk/reporter/current/weekly/6169/section3.shtml

[redacted]

Kirsty Allen

From: [redacted]
Sent: 23 December 2009 12:06
To: [redacted] ROLE Vice-Chancellor
Cc: DIST Registrary
Subject: RE: Statute K.5 Representation

Dear [redacted]

The Vice-Chancellor acknowledges safe receipt of your e-mail, fax and letter. The matter is being dealt with.

Yours sincerely

[redacted]

[redacted]
Personal Assistant to the Vice-Chancellor
University of Cambridge
The Old Schools
Trinity Lane
Cambridge CB2 1TN

Tel: [redacted]
Fax: [redacted]

From: [redacted]
Sent: 20 December 2009 13:07
To: ROLE Vice-Chancellor
Cc: DIST Registrary
Subject: Statute K,5 Representation

I, [redacted], **represent** to the Vice-Chancellor under Statute K,5 that the General Board is in breach of **Statute C, I, 2:**

Subject to the provisions of the Statutes, the General Board shall have power, after consulting other bodies, as appropriate, to enact Ordinances and to issue Orders relating to

(a) the administration and management of the institutions under its supervision other than the Schools and the Councils of the Schools;

in that it has put before the Council for publication a Notice published in the *Reporter* of 26 November, 2009 (Review of Teaching and Learning Support Services),[1] in which it declares the intention of proceeding with a plan

(a) radically to reconfigure several institutions under its supervision, including the University Library, without consulting the Regent House except insofar as particular elements in the plan may ultimately require a Grace, and

(b) to put such Grace or Graces at its own discretion by way of Notice and Grace and not by publishing a Report.

In circumstances where there has already been a Discussion on a Topic of Concern to the University on this matter where the overwhelming thrust of the speeches was to express concern about the scheme, I submit that it is contrary to the intention of the Statutes and Ordinances for the General Board to seek to proceed as though it could any longer be deemed 'appropriate' not to consult the Regent House about proposals of this magnitude and importance.

I further represent to the Vice-Chancellor under Statute K.5 that the General Board is in breach of **Statute A,II,1** which requires that no conflict be allowed to arise in the Statutes and Ordinances, in failing to create a Statute C Ordinance or to publish such Ordinance if it is deemed to have been created by any act of the General Board, with the result that uncertainties have arisen in the Statutes and Ordinances about the authority on which the Review of Teaching and Learning Support Services is being taken forward. The action of the General Board is therefore *ultra vires*.

Statute D. XI states that

1. There shall be in the University a Library Syndicate which shall have power to make rules for the management of the University Library, **provided that such rules shall not be inconsistent with any Ordinance.**

2. **The Librarian is placed under the direction of the Library Syndicate** and shall act as Secretary to it. It shall be the duty of the Librarian

(*a*) **to be responsible for the management of the University Library in all respects as determined by Ordinance** and by the rules made by the Library Syndicate;

(*b*) to act as the General Board's principal adviser on matters relating to libraries;

(*c*) to be responsible, in consultation with the Registrary where appropriate, for the custody and arrangement in the Library of the University archives and of documents that are added thereto at the request of the Registrary or otherwise, provided that the Registrary shall be entitled to require the temporary deposit in the Registry of any document to which he or she may need to refer.

The General Board's Annual Report, published in the *Reporter* of November 30, 2009[2] states at (12) that ' an Implementation Steering Group' has been set up 'to progress the implementation' of the proposals 'and that as a result, the strategic and logistical challenges involved in working towards a more co-ordinated structure are being identified and addressed by the new University Librarian.'

In the absence of clarity about the Ordinances under which the integration of the Library with other bodies in the University is being taken forward the 'implementation' of 'proposals' may prove to be inconsistent with existing Ordinances and with the Statutes. To avoid such uncertainty, there must be an implied expectation that General Board Ordinances should be published in the *Reporter* at least as promptly as the Reporter notifies the Regent House of the approval of a Grace creating a Regent House Ordinance.

I further represent to the Vice-Chancellor to the Vice-Chancellor under Statute K.5 that if any act of the General Board relating to these proposals is alleged to have created an Order, that is *ultra vires* unless such Order has been published in the *Reporter* and declared to be an Order of the General Board because it creates uncertainty about what is and is not part of the University's domestic legislation in breach of **Statute A,II,1** which requires that no conflict be allowed to arise in the Statutes and Ordinances. Again, there must be an implied expectation that General Board Orders should be published in the *Reporter* at least as promptly as the Reporter notifies the Regent House of the approval of a Grace creating a Regent House Ordinance.

If no Ordinance or Order is deemed to have been created by the General Board, the present course of action by the General Board directed towards the radical and irreversible reconfiguration of the operation of the University Library without consulting the Regent House in a Report is likely to be *ultra vires*.

I will fax a signed copy of this representation.

[redacted]

Kirsty Allen

From: [redacted]
Sent: 23 December 2009 12:24
To: ROLE Vice-Chancellor
Cc: Alan Clark: Kirsty Allen
Subject: FW: Statute K.5 Representation

From: [redacted] [mailto:[redacted]]
Sent: 23 December 2009 12:17
To: [redacted]
Cc: DIST Registrary
Subject: Re: Statute K,5 Representation

Thank you. I am aware that in a recent invocation of the Statute by Professor A.W.F.Edwards a deputy was appointed to consider the matter and a proper process of consideration is to be gone through. The issues I have raised go to important questions in the interpretation of the statutes, with enormous implications for the operation of Statute C, so I trust the present invocation will similarly prompt the appointment of an appropriately-qualified deputy and thorough consideration.

If the Statutes and Ordinances are indeed to be overhauled as many of us have been asking for years, it may be well for the committee dealing with this in the first instance to bear in mind the need for better clarity about the operation of Statute C powers to create Ordinances and Orders.

There is justified concern in the Regent House and more widely about perceived trends to substitute managerial processes for democratic procedures; it is of course the purpose of the Statutes and Ordinances to set limits to that kind of thing. The 'Lift' K,5 and this present one arise from concerns in this area. Similar concerns prompted the enormous Discussion on the Statute U proposals. It is to be anticipated that Statute C reform will now prove to be an area of controversy in any proposed reforms .

Please will you confirm that this email is made available to whoever is appointed to consider this representation?

[redacted]

On 23 Dec 2009, at 12:05, [redacted] wrote:

Dear [redacted]

The Vice-Chancellor acknowledges safe receipt of your e-mail, fax and letter. The matter is being dealt with.

Yours sincerely

[redacted]

[redacted]
Personal Assistant to the Vice-Chancellor
University of Cambridge

The Old Schools
Trinity Lane
Cambridge CB2 1TN

Tel: [redacted]
Fax: [redacted]

From: [redacted]
Sent: 20 December 2009 13:07
To: ROLE Vice-Chancellor
Cc: DIST Registrary
Subject: Statute K,5 Representation

I, [redacted] ([redacted]), **represent** to the Vice-Chancellor under Statute K.5 that the General Board is in breach of **Statute C, I, 2:**

Subject to the provisions of the Statutes, the General Board shall have power, after consulting other bodies, as appropriate, to enact Ordinances and to issue Orders relating to

(a) the administration and management of the institutions under its supervision other than the Schools and the Councils of the Schools;

in that it has put before the Council for publication a Notice published in the *Reporter* of 26 November, 2009 (Review of Teaching and Learning Support Services),[1] in which it declares the intention of proceeding with a plan

(a) radically to reconfigure several institutions under its supervision, including the University Library, without consulting the Regent House except insofar as particular elements in the plan may ultimately require a Grace, and

(b) to put such Grace or Graces at its own discretion by way of Notice and Grace and not by publishing a Report.

In circumstances where there has already been a Discussion on a Topic of Concern to the University on this matter where the overwhelming thrust of the speeches was to express concern about the scheme, I submit that it is contrary to the intention of the Statutes and Ordinances for the General Board to seek to proceed as though it could any longer be deemed 'appropriate' not to consult the Regent House about proposals of this magnitude and importance.

I further represent to the Vice-Chancellor under Statute K.5 that the General Board is in breach of **Statute A,II,1** which requires that no conflict be allowed to arise in the Statutes and Ordinances, in failing to create a Statute C Ordinance or to publish such Ordinance if it is deemed to have been created by any act of the General Board, with the result that uncertainties have arisen in the Statutes and Ordinances about the authority on which the Review of Teaching and Learning Support Services is being taken forward. The action of the General Board is therefore *ultra vires*.

Statute D, XI states that

1. There shall be in the University a Library Syndicate which shall have power to make rules for the management of the University Library, **provided that such rules shall not be inconsistent with any Ordinance.**

2. The Librarian is placed under the direction of the Library Syndicate and shall act as Secretary to it. It shall be the duty of the Librarian

(a) to be responsible for the management of the University Library in all respects as determined by Ordinance and by the rules made by the Library Syndicate;

(b) to act as the General Board's principal adviser on matters relating to libraries;

(c) to be responsible, in consultation with the Registrary where appropriate, for the custody and arrangement in the Library of the University archives and of documents that are added thereto at the request of the Registrary or otherwise, provided that the Registrary shall be entitled to require the temporary deposit in the Registry of any document to which he or she may need to refer.

The General Board's Annual Report, published in the *Reporter* of November 30, 2009 [illegible] states at (12) that ' an Implementation Steering Group' has been set up 'to progress the implementation' of the proposals 'and that as a result, the strategic and logistical challenges involved in working towards a more co-ordinated structure are being identified and addressed by the new University Librarian.'

In the absence of clarity about the Ordinances under which the integration of the Library with other bodies in the University is being taken forward the 'implementation' of 'proposals' may prove to be inconsistent with existing Ordinances and with the Statutes. To avoid such uncertainty, there must be an implied expectation that General Board Ordinances should be published in the *Reporter* at least as promptly as the Reporter notifies the Regent House of the approval of a Grace creating a Regent House Ordinance.

I further represent to the Vice-Chancellor to the Vice-Chancellor under Statute K,5 that if any act of the General Board relating to these proposals is alleged to have created an Order, that is *ultra vires* unless such Order has been published in the *Reporter* and declared to be an Order of the General Board because it creates uncertainty about what is and is not part of the University's domestic legislation in breach of **Statute A,II,1** which requires that no conflict be allowed to arise in the Statutes and Ordinances. Again, there must be an implied expectation that General Board Orders should be published in the *Reporter* at least as promptly as the Reporter notifies the Regent House of the approval of a Grace creating a Regent House Ordinance.

If no Ordinance or Order is deemed to have been created by the General Board, the present course of action by the General Board directed towards the radical and irreversible reconfiguration of the operation of the University Library without consulting the Regent House in a Report is likely to be *ultra vires*.

I will fax a signed copy of this representation.

[redacted]

[illegible]

[illegible]

04 01 2010

[redacted]

From: [redacted]
Sent: 24 December 2009 11:27
To: [redacted]
Cc: ROLE Vice-Chancellor; DIST Registrary
Subject: RE: Evidence in connection with K.5 invocation

I confirm that this e-mail will also be made available to the Vice-Chancellor's Deputy.

[redacted]

[redacted]
Personal Assistant to the Vice-Chancellor
University of Cambridge
The Old Schools
Trinity Lane
Cambridge CB2 1TN
[redacted]

From: [redacted]
Sent: 24 December 2009 10:34
To: ROLE Vice-Chancellor
Cc: DIST Registrary
Subject: Evidence in connection with K,5 invocation

May I ask that whoever is appointed as the Vice-Chancellor's Deputy to consider my representation under Statute A,5

) to read the postings on this topic on the ucam.governance newsgroup, particularly the various URLs provided by ruce Beckles in connection with his series of FOI requests which led to the calling of a Topic of Concern iscussion.

o read the consultant report disclosed in response to an FOI request from Bruce Beckles. This may be found at:

tp://www.whatdotheyknow.com/request/23916/response/61392/attach/html/3/FOI%202009%20142%Beckles.pdf.html

ese all provide evidence about the failure to consult as the Statutes and Ordinances require or expect and the guably unstatutory behaviour of the General Board in this matter. I would draw attention in particular to the GB's parent failure to ensure that the consultants were made aware of the University's statutory requirements in making ir recommendations, but were given to understand that the plans were to go ahead and it was only a question of ciding how they were to be implemented.

where does the subject of the creation of Ordinances seem to have been addressed, nor the need to change the rarian Statute.

ould be most grateful for confirmation, once the Old Schools reopens after the Christmas break, that this email l also be made available to the Vice-Chancellor's deputy.

[redacted]

01/2010

UNIVERSITY OF CAMBRIDGE
Vice-Chancellor's Office

Professor Alison Richard, [illegible]
The Vice-Chancellor

gs

6 January 2010

Dear

I am writing formally to acknowledge your representation of 20 December 2009 under Statute K5. I have asked Professor Eilis Ferran to undertake an investigation on my behalf and to advise me as to the decision I might make under the Statute. Professor Ferran will have full access to all relevant documents and be able to speak to anyone whom she believes is relevant to her inquiry. I will, of course, as requested, provide Professor Ferran with your subsequent emails of 23 and 24 December 2009. I would, however, like to make clear at this point that Professor Ferran, whilst undertaking this investigation on my behalf, is not acting as the Vice-Chancellor's Deputy as you suggest in your email of 24 December.

As you know, I am required to make a decision promptly but in any event within three months, unless the person making the representation has agreed in writing to an extension of time.

Yours sincerely,

Alison Richard

A F Richard

The Old Schools
Trinity Lane
Cambridge CB2 1TN

UNIVERSITY OF CAMBRIDGE
Vice-Chancellor's Office

Professor Alison Richard, [illegible]
The Vice-Chancellor

Professor Ellis Ferran
St Catharine's College

6 January 2010

Dear Professor Ferran,

Representation under Statute K5

As you are aware, [redacted] has sent me a representation under Statute K5. I enclose her email. I am very grateful to you for agreeing to make such inquiries, on my behalf, as you think necessary. I envisage that you would then advise me as to the decision I might make under the Statute with regard to whether there is substance in [redacted] representation. Under the Statute I am required to give my decision promptly but in any event within three months, unless the person making the representation has agreed in writing to an extension of time.

You will, I am sure, wish to have some assistance in retrieving relevant documents and minutes for your inquiry. As you know, this will be provided by Dr Kirsty Allen of the Secretariat. You may also of course speak to anyone you think relevant in assessing the merit of the representation.

[redacted] has asked that I make available her follow-up emails of 23 and 24 December to whoever is appointed to consider the representation; I enclose them accordingly. I am also enclosing a copy of my letter of today's date to [redacted]

Yours sincerely,

Alison Richard

A F Richard

The Old Schools
Trinity Lane
Cambridge CB2 1TN

Kirsty Allen

To: [redacted]

Subject: K5 Representation

Dear Ellis

I understand that the Vice-Chancellor has now been in touch by phone - and I hope that you might also have received her formal letter inviting you to make enquiries into [redacted] K5 representation on her behalf.

I wonder if it might be helpful to meet and discuss what documentation and information you might require and how best we take the matter forward? My diary is quite congested on Monday and Tuesday but clears somewhat towards the end of the week. Why don't you suggest a couple of suitable times? I am, of course, happy to come to you if that's more convenient.

With best wishes
Kirsty

Kirsty Allen, MA PhD
Senior Assistant Registrary
Secretariat
The Old Schools
Trinity Lane
Cambridge, CB2 1TN

Email: [redacted]
Telephone (direct dial): [redacted]
Telephone (Secretary: [redacted]

This e-mail (together with any files transmitted with it) is intended only for the use of the individual(s) to whom it is addressed. It may contain information which is confidential and/or legally privileged. You may not forward it without the sender's permission. If you have received this e-mail in error, please notify the sender by return e-mail (or telephone) and delete the original message.

The sender has taken reasonable precautions to check for viruses but the recipient opens this message at his or her own risk.

All correspondence and documentation passing between our respective organisations shall remain subject to contract until such time as a formal agreement is signed and exchanged.

Report itself - sent July
Minute in July OS.
Notices published
GB Annual report 2007-8.
Says they'll report to Min

[illegible]

[illegible] to be responsible for the management of the University Library in all respects as determined by Ordinance [illegible]

[illegible]

[illegible] to be responsible [illegible] the Registry [illegible] custody and arrangement in the [illegible] of the University archives and of documents that are added thereto [illegible] the request of the Registrary or otherwise, provided that the Registrary shall be entitled to require the temporary deposit in the Registry of any document to which he or she may need to refer.

The General Board's Annual Report, published in the *Reporter* of November 30, 2009[7] states at (12) that 'an Implementation Steering Group' has been set up 'to progress the implementation' of the proposals 'and that as a result, the strategic and logistical challenges involved in working towards a more co-ordinated structure are being identified and addressed by the new University Librarian.'

In the absence of clarity about the Ordinances under which the integration of the Library with other bodies in the University is being taken forward the 'implementation' of 'proposals' may prove to be inconsistent with existing Ordinances and with the Statutes. To avoid such uncertainty, there must be an implied expectation that General Board Ordinances should be published in the *Reporter* at least as promptly as the Reporter notifies the Regent House of the approval of a Grace creating a Regent House Ordinance.

I further represent to the Vice-Chancellor to the Vice-Chancellor under Statute K.5 that if any act of the General Board relating to these proposals is alleged to have created an Order, that is *ultra vires* unless such Order has been published in the *Reporter* and declared to be an Order of the General Board because it creates uncertainty about what is and is not part of the University's domestic legislation in breach of **Statute A,II,1** which requires that no conflict be allowed to arise in the Statutes and Ordinances. Again, there must be an implied expectation that General Board Orders should be published in the *Reporter* at least as promptly as the Reporter notifies the Regent House of the approval of a Grace creating a Regent House Ordinance.

If no Ordinance or Order is deemed to have been created by the General Board, the present course of action by the General Board directed towards the radical and irreversible reconfiguration of the operation of the University Library without consulting the Regent House in a Report is likely to be *ultra vires*.

- http://www.admin.cam.ac.uk/reporter/current/weekly/6169/section3.shtml

Kirsty Allen

From: Kirsty Allen
Sent: 06 January 2010 14:28
To: 'Eilis Ferran'
Subject: K5 Representation
Attachments: FW Statute K5 Representation.htm

Email attached. I assume you have your S&O always to hand - but, in case you don't, Statute K is at http://www.admin.cam.ac.uk/univ/so/pdfs/oso_2_statutek_70_71.pdf.
Obviously, you can access all of the references to the Reporter in [redacted]epresentation on-line.
K

Kirsty Allen, MA PhD
Senior Assistant Registrary
Secretariat
The Old Schools
Trinity Lane
Cambridge, CB2 1TN

Email: [redacted]
Telephone (direct dial): [redacted]
Telephone (Secretary: [redacted]

This e-mail (together with any files transmitted with it) is intended only for the use of the individual(s) to whom it is addressed. It may contain information which is confidential and/or legally privileged. You may not forward it without the sender's permission. If you have received this e-mail in error, please notify the sender by return e-mail (or telephone) and delete the original message.

The sender has taken reasonable precautions to check for viruses but the recipient opens this message at his or her own risk.

All correspondence and documentation passing between our respective organisations shall remain subject to contract until such time as a formal agreement is signed and exchanged.

I, [redacted] represent [illegible] Statute K.5 that the General Board is in breach of Statute C, I, 2:

[illegible]

in that it has put before the Council for publication a Notice published in the *Reporter* of 20 November 2009 (Review of Teaching and Learning Support Services) in which it declares the intention of proceeding with a plan

(a) radically to reconfigure several institutions under its supervision, including the University Library, without consulting the Regent House except insofar as particular elements in the plan may ultimately require a Grace, and

(b) to put such Grace or Graces at its own discretion by way of Notice and Grace and not by publishing a Report.

In circumstances where there has already been a Discussion on a Topic of Concern to the University on this matter where the overwhelming thrust of the speeches was to express concern about the scheme, I submit that it is contrary to the intention of the Statutes and Ordinances for the General Board to seek to proceed as though it could any longer be deemed 'appropriate' not to consult the Regent House about proposals of this magnitude and importance.

I further represent to the Vice-Chancellor under Statute K.5 that the General Board is in breach of **Statute A,II,1** which requires that no conflict be allowed to arise in the Statutes and Ordinances, in failing to create a Statute C Ordinance or to publish such Ordinance if it is deemed to have been created by any act of the General Board, with the result that uncertainties have arisen in the Statutes and Ordinances about the authority on which the Review of Teaching and Learning Support Services is being taken forward. The action of the General Board is therefore *ultra vires*.

Statute D, XI states that

1. There shall be in the University a Library Syndicate which shall have power to make rules for the management of the University Library, **provided that such rules shall not be inconsistent with any Ordinance.**

2. **The Librarian is placed under the direction of the Library Syndicate** and shall act

---

[1] http://www.admin.cam.ac.uk/reporter/current_weekly/6168/section1.shtml#heading2-12

Kirsty Allen

From: Kirsty Allen
Sent: 06 January 2010 15:41
To: 'Eilis Ferran'
Subject: RE: K5 Representation

Dear Eilis.
That's great news. The Vice-Chancellor is most grateful and will be in touch with you formally to confirm the arrangements.
I look forward to working with you again.
Best wishes
Kirsty

Kirsty Allen, MA PhD
Senior Assistant Registrary
Secretariat
The Old Schools
Trinity Lane
Cambridge, CB2 1TN

Email: [redacted]
Telephone (direct dial): [redacted]
Telephone (Secretary: [redacted]

-----Original Message-----
From: Eilis Ferran [redacted] On Behalf Of Eilis Ferran
Sent: 06 January 2010 14:53
To: Kirsty Allen
Subject: Re: K5 Representation

Dear Kirsty

Thank you for sending this through. Getting to grips with the intricacies of the statutes and ordinances will be a steep learning curve for me but I'm sure it's manageable. So please take this as confirmation that I'm willing to do it.

As ever

Eilis
On Jan 6 2010, Kirsty Allen wrote:

> mail attached. I assume you have your S&O always to hand - but, in
> case you don't, Statute K is at
> http://www.admin.cam.ac.uk/univ/so/pdfs/cso_2_statutek_70_73.pdf.
> Obviously, you can access all of the references to the Reporter in
> [redacted] representation on-line. K
>
>
>Kirsty Allen, MA PhD
>Senior Assistant Registrary
>Secretariat
>The Old Schools
>Trinity Lane
>Cambridge, CB2 1TN
>
>Email: [redacted]
>Telephone (direct dial): [redacted]
>Telephone (Secretary: [redacted]
>
> This e-mail (together with any files transmitted with it) is intended
> only for the use of the individual(s) to whom it is addressed. It may
> contain information which is confidential and/or legally privileged.
> You may not forward it without the sender's permission. If you have
> received this e-mail in error, please notify the sender by return

> e-mail (or
> telephone) and delete the original message.
>
> The sender has taken reasonable precautions to check for viruses but
> the recipient opens this message at his or her own risk.
>
> All correspondence and documentation passing between our respective
> organisations shall remain subject to contract until such time as a
> formal agreement is signed and exchanged.
>
>
>

Kirsty Allen

From: Kirsty Allen
Sent: 12 January 2010 15:01
To: 'Eilis Ferran'
Subject: RE: K5 Representation

Let's say 2.15pm then. And if you're sure you're happy to come to the Old Schools, just get reception to give me a call and I'll come and pick you up.
K

Kirsty Allen, MA PhD
Senior Assistant Registrary
Secretariat
The Old Schools
Trinity Lane
Cambridge, CB2 1TN

Email: [redacted]
Telephone (direct dial): [redacted]
Telephone (Secretary: [redacted]

-----Original Message-----
From: Eilis Ferran [redacted]
Sent: 12 January 2010 14:59
To: Kirsty Allen
Subject: Re: K5 Representation

Any time you like. I'm flexible

Eilis

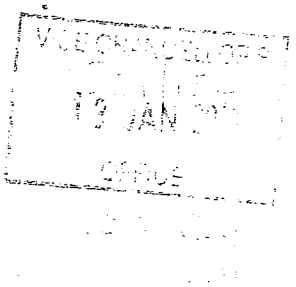
Kirsty Allen wrote:
> Dear Eilis,
> I have got hold of a copy of S&O for you.
> What time would work best for you tomorrow?
> K
>
>
> Kirsty Allen, MA PhD
> Senior Assistant Registrary
> Secretariat
> The Old Schools
> Trinity Lane
> Cambridge, CB2 1TN
>
> Email: [redacted]
> Telephone (direct dial): [redacted] Telephone (Secretary: [redacted]
> [redacted]
>
>
> -----Original Message-----
> From: Kirsty Allen
> Sent: 09 January 2010 20:24
> To: Eilis Ferran
> Subject: RE: K5 Representation
>
> Dear Eilis,
> How about either 9am or 2pm on Wednesday?
> There are still hard copy versions of S&O and I am sure that we can find one for you. I'll see what I can do.
> As ever
> K
>
> _____

> From: Eilis Ferran [redacted] On Behalf Of Eilis
> Ferran [redacted]
> Sent: 09 January 2010 18:47
> To: Kirsty Allen
> Subject: Re: K5 Representation
>
> Dear Kirsty
>
> I've had the documentation and plan to begin looking at it early next week so it would be good to meet up midweek. Wednesday is fairly free and I would be happy to come to you. When would suit?
>
> Do we still maintain a hard copy version of the full statutes and ordinances or or have we moved onto an electronic-only basis? If there is a hard-copy version I would find it useful to have a copy because the one I have is very out-of-date.
>
> As ever
>
> Eilis
> On Jan 8 2010, Kirsty Allen wrote:
>
>
>> Dear Eilis,
>>
>> I understand that the Vice-Chancellor has now been in touch by phone
>> - and I hope that you might also have received her formal letter
>> inviting you to make enquiries into Professor Evan's K5
>> representation on her behalf.
>>
>> I wonder if it might be helpful to meet and discuss what
>> documentation and information you might require and how best we take
>> the matter forward? My diary is quite congested on Monday and Tuesday
>> but clears somewhat towards the end of the week. Why don't you
>> suggest a couple of suitable times? I am, of course, happy to come to
>> you if that's more convenient.
>>
>> With best wishes
>> Kirsty
>>
>>
>> Kirsty Allen, MA PhD
>> Senior Assistant Registrary
>> Secretariat
>> The Old Schools
>> Trinity Lane
>> Cambridge, CB2 1TN
>>
>> Email: [redacted]
>> Telephone (direct dial): [redacted] Telephone (Secretary [redacted]
>> [redacted]
>>
>> This e-mail (together with any files transmitted with it) is intended
>> only for the use of the individual(s) to whom it is addressed. It may
>> contain information which is confidential and/or legally privileged.
>> You may not forward it without the sender's permission. If you have
>> received this e-mail in error, please notify the sender by return
>> e-mail (or
>> telephone) and delete the original message.
>>
>> The sender has taken reasonable precautions to check for viruses but
>> the recipient opens this message at his or her own risk.
>>
>> All correspondence and documentation passing between our respective
>> organisations shall remain subject to contract until such time as a
>> formal agreement is signed and exchanged.
>>
>>
>>
> >

--
Professor Eilis Ferran
Professor of Company and Securities Law
Law Faculty, University of Cambridge
10 West Road, Cambridge, CB3 9HW
[redacted]

[redacted]

From: [redacted]
Sent: 13 January 2010 11:39
To: ROLE Vice-Chancellor
Cc: [redacted]
Subject: K.5 invocation



Dear Alison.

Thank you for your letter of 6 January which tells me that you have asked Professor Ferran to undertake an investigation on your behalf. I am interested that you say she is not acting as your deputy. As far as I can see under the Statutes she could in principle be appointed as a deputy for this purpose but if she is not then surely the investigation cannot be handed to someone else without your also handing the decision-making to the investigator? Statute K.5 says:

'the Vice-Chancellor shall inquire into the matter and shall declare either that there has been no such contravention, or that the said act or matter is of no effect, or, if the Vice-Chancellor is of the opinion that the contravention has not affected the result, that in his or her opinion the validity of the act or matter is not affected by the circumstances represented. Where the Vice-Chancellor finds that there has been a failure or omission to act he or she may give such directions in the matter as shall seem to him or her to be appropriate.'

You say Professor Ferran is to carry out this investigation 'on your behalf' so you are not going to be inquiring yourself. There is no provision in the Statute for you to delegate the inquiry and then decide on the basis of advice received from someone else's conduct of the inquiry (including quite a bit of potential discussion with 'anyone' as you put it) is there? You will not be making the inquiry your own but merely receiving advice as to your decision, won't you? The inquiry and the decision will be disjoined and the Statute does not provide for that to happen. This seems to be an interesting public/administrative law question in its own right which might be something the Commissary could be asked to rule on.

Please may I have your/Professor Ferran's assurance that I shall be shown any responses or discoveries made during the 'investigation' and be allowed to comment on them?

[redacted]

Kirsty Allen

From: Eilis Ferran [redacted]
Sent: 13 January 2010 11:40
To: [redacted]
Subject: [Fwd: K.5 invocation]

For our discussion this PM.

Eilis
-------- Original Message --------
Subject: K.5 invocation
Date: Wed, 13 Jan 2010 11:39:26 +0000
From: [redacted]
To: [redacted]
CC: [redacted]

Dear Alison,

Thank you for your letter of 6 January which tells me that you have asked Professor Ferran to undertake an investigation on your behalf. I am interested that you say she is not acting as your deputy. As far as I can see under the Statutes she could in principle be appointed as a deputy for this purpose but if she is not then surely the investigation cannot be handed to someone else without your also handing the decision-making to the investigator? Statute K,5 says:

'the Vice-Chancellor shall inquire into the matter and shall declare either that there has been no such contravention, or that the said act or matter is of no effect, or, if the Vice-Chancellor is of the opinion that the contravention has not affected the result, that in his or her opinion the validity of the act or matter is not affected by the circumstances represented. Where the Vice-Chancellor finds that there has been a failure or omission to act he or she may give such directions in the matter as shall seem to him or her to be appropriate.'

You say Professor Ferran is to carry out this investigation 'on your behalf' so you are not going to be inquiring yourself. There is no provision in the Statute for you to delegate the inquiry and then decide on the basis of advice received from someone else's conduct of the inquiry (including quite a bit of potential discussion with 'anyone' as you put it) is there? You will not be making the inquiry your own but merely receiving advice as to your decision, won't you? The inquiry and the decision will be disjoined and the Statute does not provide for that to happen. This seems to be an interesting public/administrative law question in its own right which might be something the Commissary could be asked to rule on.

Please may I have your/Professor Ferran's assurance that I shall be shown any responses or discoveries made during the 'investigation' and be allowed to comment on them?

[redacted]

--
Professor Eilis Ferran
Professor of Company and Securities Law
Law Faculty, University of Cambridge
10 West Road, Cambridge, CB3 9HW
[redacted]

[redacted]

From: [redacted]
Sent: 14 January 2010 10:50
To: [redacted]
Cc: ROLE Vice-Chancellor; [redacted]
Subject: Re: K 5 invocation

Thank you very much. I think this is quite an important point since I am aware from long experience of K.5s and knowledge of the experience of others, that it has become the custom to conduct these 'investigations' and make hese 'decisions' by this disjoined method. It could lead to an expensive judicial review application at some time in he future so it does need to be resolved. It was the Vice-Chancellor's statement that Professor Ferran was not being reated her deputy for this purpose which made me think about this. Of course delegation to a person is also possible ow under Statute K.9.

[redacted]

On [redacted] Jan 2010, at 10:43, [redacted] wrote:

This is receiving the Vice-Chancellor's attention and she will hope to reply to you early next week.

[redacted]

From: [redacted]
Sent: 13 January 2010 11:39
To: ROLE Vice-Chancellor
Cc: [redacted]
Subject: K,5 invocation

Dear Alison,

Thank you for your letter of 6 January which tells me that you have asked Professor Ferran to undertake an investigation on your behalf. I am interested that you say she is not acting as your deputy. As far as I can see under the Statutes she could in principle be appointed as a deputy for this purpose but if she is not then surely the investigation cannot be handed to someone else without your also handing the decision-making to the investigator? Statute K,5 says:

'the Vice-Chancellor shall inquire into the matter and shall declare either that there has been no such contravention, or that the said act or matter is of no effect, or, if the Vice-Chancellor is of the opinion that the contravention has not affected the result, that in his or her opinion the validity of the act or matter is not affected by the circumstances represented. Where the Vice-Chancellor finds that there has been a failure or omission to act he or she may give such directions in the matter as shall seem to him or her to be appropriate.'

You say Professor Ferran is to carry out this investigation 'on your behalf' so you are not going to be inquiring yourself. There is no provision in the Statute for you to delegate the inquiry and then decide on the basis of advice received from someone else's conduct of the inquiry (including quite a bit of potential discussion with 'anyone' as you put it) is there? You will not be making the inquiry your own but merely receiving advice as to your decision, won't you? The inquiry and the decision will be disjoined and the Statute does not provide for that to happen. This seems to be an interesting public administrative law question in its own right which might be something the Commissary could be asked to rule on.

Please may I have your Professor Ferran's assurance that I shall be shown any responses or discoveries made during the 'investigation' and be allowed to comment on them?

[redacted]

UNIVERSITY OF CAMBRIDGE
Secretariat

memo

To Professor EV Ferran
From Kirsty Allen
Date 15 January 2010
Copy to
Subject K5 Representation
Pages 2 (and enclosures)

Dear Eilis,

I enclose documentation concerning the General Board's Review of Teaching and Learning Services. The documentation falls into three distinct categories:

1. General Board minutes and papers

I have provided you with the complete minutes of each meeting – but have indicated which minute is relevant in each case. They are as follows:

- **6 June 2007** – Minute B2 (Pedagogic Support for the Cambridge Academic), P5. Papers 07.B.11, 07.B.12, 08.B.13. I also enclose the minutes of the Education Committee's meeting of 30 May 2007 to which reference is made in the GB minutes. The relevant minute there is 437.6.1.
- **10 October 2007** – Minute B1 (Review of the University's arrangements for teaching and learning support), P2. Paper 07.B.19.
- **9 July 2008** - Minute B1 (Review of Teaching and Learning Support Services), P2. Paper 08.B.16.
- **8 October 2008** – Minute B2 (Review of Teaching and Learning Support Services), P3. No paper.
- **7 January 2009** – Minute B3 (Review of Teaching and Learning Support Services), P3. Paper 09.B.03.
- **8 July 2009** – Minute B3 (Review of Teaching and Learning Support Services), P4. Paper 09.B.18.
- **7 October 2009** – Minute A4 (Response to Remarks made at Discussion on a Topic of Concern: Review of Teaching and Learning Support Services), P3. Paper 09.A.18.
- **4 November 2009** – Minute A7 (Response to Remarks made at Discussion on a Topic of Concern: Review of Teaching and Learning Support Services), P2. Papers 09.1.26 and 09.A.26b. I have also provided the relevant Council minute on the same matter, for information.
- **2 December 2009** – Minute C6 (Review of Learning and Teaching Support Services), P6. Paper 09.C.47.

The Old Schools
Trinity Lane
Cambridge
CB2 1YN
Tel: [redacted]
Fax: [redacted]
Email: [redacted]
www.cam.ac.uk

UNIVERSITY OF CAMBRIDGE
Secretariat

2. Agendas, minutes and papers of the Teaching and Learning Support Services Review Committee and the Review of Teaching and Learning Support Services Implementation Steering Group

Complete sets of papers for the following meetings are enclosed:

- Teaching and Learning Support Services Review Committee – Meeting of 11 February 2008
- Teaching and Learning Support Services Review Committee – Meeting of 6 March 2008
- Teaching and Learning Support Services Review Committee – Meeting of 29 April 2008
- Teaching and Learning Support Services Review Committee – Meeting of 9 June 2008
- Review of Teaching and Learning Support Services Implementation Steering Group – Meeting of 15 December 2008
- Review of Teaching and Learning Support Services Implementation Steering Group – Meeting of 26 May 2009
- Review of Teaching and Learning Support Services Implementation Steering Group – Meeting of 26 November 2009. I also enclose the minutes of that meeting.

3. Relevant extracts from the University Reporter

The following items are enclosed:

- General Board review of teaching and Learning Support Services: Notice – Cambridge University Reporter: 20 February 2008
- Annual Report of the General Board to the Council for the academical year 2007-8 – Cambridge University Reporter: 1 December 2008. See paragraph 3.
- Report of a Discussion on a topic of concern. Cambridge University Reporter: 15 July 2009.
- Discussion of a Topic of Concern: Notice. Cambridge University Reporter: 26 November 2009. See P4 of 4.
- Learning and Teaching Strategy, 2009-12: Notice. Cambridge University Reporter: 26 November 2009.
- Annual Report of the General Board to the Council for the Academical Year 2008-9. Cambridge University Reporter: 30 November 2009. See P5 of 5.

Finally, I enclose an email from [redacted] in the Academic Division (and a member of the General Board secretariat) about the process for the making of GB Ordinances.

MINUTE B2, PS

GENERAL BOARD OF THE FACULTIES

A meeting of the Board was held at 2.15 p.m. on Wednesday 6 June 2007 in the Syndicate Room, The Old Schools.

Present: the Vice-Chancellor (in the Chair), Professor Bell, Professor Sir Tom Blundell, Professor Brown, Professor Ford, Professor Sir Richard Friend, Mr Head, Professor Hunter, Dr MacDonald, Professor McKendrick, Mr Mohaddes, Professor Sissons and Professor White, with the Academic Secretary as Secretary, the Deputy Academic Secretary and Mr Thompson. Professor Cliff, Dr Pretty, the Registrary and the University Draftsman were also present. The Development Director attended for Item B1.

Apologies for absence were received from Dr Bampos, Professor Barker, Professor Leslie and Professor Minson.

The Vice-Chancellor, on behalf of the Board, expressed thanks to Mr Head and Mr Mohaddes, the undergraduate and postgraduate student representatives, for their contribution to the work of the Board.

UNRESERVED BUSINESS

Part A - Preliminary and Legislative

A1. Minutes

The Minutes of the meeting of the Board held on 9 May 2007 were approved and signed (Paper No. 07.A.16).

The Board noted that a General Board circular, issued on 24 May 2007, had been approved on Friday 4 May 2007.

A2. Report by the Vice-Chancellor

The Vice-Chancellor noted with pleasure the following new Fellows of the Royal Society: Professor Mike Bickle (Department of Earth Sciences), Professor Barry Everitt (Department of Experimental Psychology), Professor Bill Harris (Department of Physiology, Development and Neuroscience), Professor Peter Littlewood (Department of Physics), Professor Robert Mair (Department of Engineering), Professor Bill Amos (MRC Laboratory of Molecular Biology), Dr Richard Leakey (Honorary Graduate), and Professor Daniela Rhodes (MRC Laboratory of Molecular Biology). She further noted that Baroness Onora O'Neill had been awarded an Honorary Fellowship. The Vice-Chancellor reported the appointment on Dr Tim Potts, in succession to Mr Duncan Robinson, as the next Director of the Fitzwilliam Museum. Dr Potts would take up his appointment on 1 January 2008.

A3. Draft Report of the General Board on the establishment of a Sir Evelyn de Rothschild Professorship of Finance.

The Board received a draft Report on the establishment of this Professorship (Paper No. 07.A.17).

After Professor White had commented, the Board agreed to approve the Report and they signed it.

A4. Draft Report of the General Board on the establishment of a Professorship of Experimental Astrophysics

The Board received a draft Report on the establishment of this Professorship (Paper No. 07.A.18).

After Professor Sir Richard Friend had commented, the Board agreed to approve the Report and they signed it.

A5. Draft Report of the General Board on the establishment of a Readership in Chemistry

The Board noted that this item had been withdrawn (Paper No. 07.A.19).

A6. Draft Report of the Council and the General Board on the Supervision of the University's Information Strategy and Information Communication and Technology Services and Systems
Minutes 06.11.A3 and 07.04.A3

The Board received a revised draft Report on the Supervision of the University's Information Strategy and Information Communication and Technology Services and Systems, which incorporated comments from their meeting on 18 April 2007 (Paper No. 07.A.20). The Board also received, as a tabled paper, a letter from the Chairman of the IT Syndicate, which had considered the revised draft Report at their meeting on 5 June 2007 (Paper No. 07.A.20a). The Board noted that the Syndicate, while generally welcoming the proposed Information Strategy and Services Syndicate, had suggested that the duties and composition of the sub-Syndicates should be specified in greater detail. The Board considered, however, that the new Syndicate would be best placed to determine the detailed operational arrangements once it had been formally constituted.

After the Registrary had commented, the Board agreed to approve the Report, for their part, and they signed it.

A7. Draft Joint Report of the Council and the General Board on the introduction of a part-time route to the Degree of Master of Philosophy Minute 06.07.C2

The Board received a draft Joint Report of the Council and the General Board on the introduction of a part-time route to the Degree of Master of Philosophy, revised in the light of comments made by the Council (Paper No. 07.A.21).The Board were reminded that they had considered, and given their approval to, an earlier draft at their meeting on 12 July 2006.

After Professor McKendrick had commented, the Board agreed to approve the Report, for their part, and they signed it.

A8. Draft Report of the General Board on the Department of Other Languages

The Board were informed that the Education Committee, at their meeting on 30 May 2007, had received a draft Report on the future of provision currently offered through the Department of Other Languages and had agreed to recommend that the Board sign the Report (see Minute C1). The Board received the draft Report (Paper No. 07.A.22).

After Professor McKendrick and Professor Ford had commented, the Board agreed to approve the Report and they signed it.

A9. Faculty of East Asian and Middle Eastern Studies

The Board were reminded that the recommendations of the Board's Report on the restructuring of the Faculty of Oriental Studies, as amended by the Council's Notice, dated 30 April 2007, had been approved by Grace at 4pm on 11 May 2007. The Board received a letter, dated 23 May 2007, from the Chairman of the Faculty Board, concerning the name of the Faculty and further amendments to the constitution of the Faculty Board (Paper No. 07.A.23).

After the Secretary and members of the Board had spoken, the Board agreed that a Notice should be prepared recommending the renaming of the Faculty as suggested, for approval by Grace. In relation to the composition of the Faculty Board, the Board agreed to approve: i) a reduction in the number of members in class (c) from 8 to 6; ii) an increase in class (e) membership to 4, comprising representatives of the Faculties of Archaeology and Anthropology, History, and Social and Political Sciences and the Director of the Language Centre; and, iii) if the Faculty Board wished, a reduction in class (d), co-opted members, from 4 to 3, so as not to increase the size of the Board.

Part B - Principal Business:

B1. Cambridge 800th Anniversary Campaign Update Minutes 05.06.9a, 06.04.B1 and 07.01.B1

The Development Director gave a presentation on the progress of the 800th Campaign. The available data for the current year (up to 30 April 2007) showed that new cash and pledges raised were slightly down on the same period in 2005-06. However, it was noted that the results did not include College data or a major gift from the Gatsby Foundation, both of which would be included in the year end results. The Development Director commented on the gifts that were in active negotiation, some of which he hoped would be realised by year end. If certain negotiations were completed, then it would be possible to match last year's performance, over and above the Gatsby gift. He also commented on the volunteer structure and the functions of the committees, and on the development of alumni relations and communications.

In the course of discussion, the following were amongst the points made:

- it would be helpful to know which benefactions were substitutional and which were supporting incremental activity;
- the costs associated with incremental appointments were high when compared to the tariff for posts in North America in particular;
- it would be important for the whole of the University to be engaged with the Campaign, in particular in those Faculties and Departments which were not benefiting from headline benefactions; as such it would be helpful to know what activity would be supported by non-specific pledges; further analysis on a wider range of gifts would be included in the next presentation to the Board;
- at the same time it would be important to manage expectations – the visible impact of the Campaign would not be obvious to all parts of the University;
- it would be helpful to clarify whether donations from industrial sources might count toward business QR funding;
- there was a perceived low level awareness of fundraising activity among current students. It was noted that any communication with current and former students was a matter for the Colleges, but that the Colleges and CUDO would be grateful for any suggestions on how to raise awareness in the student body. It was further noted the CUDO were working with Faculties on improving contact with former students; and
- it was noted that donations to the Cambridge Trusts had not been counted, and that this needed further investigation.

B2. Pedagogic Support for the Cambridge Academic

The Board received the following papers which had been considered by the Education Committee at their meeting on 30 May 2007:

- Extracts from the Report of the Pedagogic Support Project Steering Group **(Paper No. 07.B.11)**;
- Report of the Pedagogic Support Providers Coordinating Group **(Paper No. 07.B.12)**; and
- Summary of the source implications for the University's Learning and Teaching Strategy **(Paper No. 07.B.13)**.

Professor McKendrick introduced the papers, drawing attention to certain common themes running through the first two papers (and from the consultation exercise for the Learning and Teaching Strategy), including the needs for: subject-specific pedagogical support and improved coordination of (currently fragmented) support; and a recognition of the inadequacies of current, relatively ad hoc, support. She noted that the model suggested in Paper No. 07.B.12 was supported in principle by the Education Committee, and she drew attention to the resources (in addition to TQEF Funding) required to deliver in full the Learning and Teaching Strategy activities.

In the course of an extensive discussion, the following were amongst the points made:

- Professor Bell, whilst welcoming the general thrust of the first two papers, suggested that there was a need to prioritise pedagogical objectives and for the University to give particular support to its postgraduates (for example, in terms of M.Phil students adapting to the academic writing style required in Cambridge).
- Dr MacDonald suggested that the modest investment proposed would be worthwhile, not least in terms of assisting external perceptions of the coherence of the University's pedagogic support arrangements.
- the composition of the proposed Pedagogic Steering Group (PSG) required careful consideration, taking into account the need for academic leadership, engaging those responsible for a number of the larger Triposes, and for ensuring a balance between those with particular pedagogical interests and others.
- Some members perceived the proposals as representing an additional central administrative structure, likely to generate expanding resource needs. In the current financial climate, it was suggested that Faculties and Departments might have negative perceptions of an increased central operation.
- Some members questioned the demand for an incremental budget rather than a set of revised priorities, with any necessary reallocation from within current TQEF funding.

770.010
(Archive 208)

GB Paper

No. 07.B.11

CHAPTER 1: EXECUTIVE SUMMARY

Background

1 In 2004 the Higher Education Funding Council for England launched its initiative to establish Centres for Excellence in Teaching and Learning (CETLs) in Higher Education Institutions in England. The aims of setting up such Centres were to reward excellent teaching practice, and to further invest in that practice so that CETL funding delivered substantial benefits to students, teachers and institutions. Ring-fenced funding (up to approximately £4.5 million over 5 years, per bid) was available for the support of CETLs and each institution could make up to three bids (and a further collaborative bid) for establishing a centre or centres. The University of Cambridge made three such bids and none was successful, despite a strong emphasis in the bidding process for a track record in teaching excellence.

2 In the post-mortem which followed receipt of feedback on the University's bids it was agreed that, at the very least, there was a need for better articulation of the University's teaching excellence. However, it was also felt that the University should explore whether it provided appropriate support for pedagogy and whether a correct infrastructure for supporting bids for learning and teaching funding was in place.

Project structure, aims and methodology

3 In order to explore these aspects of pedagogic support the General Board's Education Committee set up a Working Party to look into how the University might best reflect on possible pedagogic needs. Subsequently, it was decided to set up a project using Teaching Quality Enhancement Funding to review pedagogic support needs for teaching officers and to present recommendations about how they could be met. A Steering Committee reporting to the Education Committee and chaired by the Pro-Vice-Chancellor for Education was set up and a Research Associate was employed for a one-year scoping project.

4 The objective of the project was to survey the views of academic teaching officers – both in Colleges and in University Faculty and Departments – to gather their perceptions of their own pedagogic needs, of the usefulness of currently available support, and of University's attitude to pedagogic innovation.

5 The project was carried out in two phases. In the Familiarisation Phase the project researcher familiarised herself with the structure, culture, and ethos of the University by talking to various individuals and attending several kinds of meetings within the University. 60 meetings were held or attended. During this phase perceptions of need were recorded and formed the basis of the questions asked during the next, Formal Phase of the project.

6 During the Formal Phase a detailed online survey questionnaire was sent to both University and College teaching officers. Information arising from the surveys was used to generate further questions and hypotheses which were followed up in small discussion groups. Overall 260 teaching officers participated in the surveys or discussion groups. For the surveys this represented a response rate of 36% for UTOs, and 32% for College teachers.

Project Results

Results of the Familiarisation Phase

7 The Familiarisation Phase (described in detail in **Chapter 4** of the report) produced the following conclusions with respect to the expressed pedagogic needs of respondents:

(i) A *site of pedagogic expertise* which would assist with the provision of discipline-specific pedagogic expertise would be welcome. Specific guidance and/or expertise on assessment, setting an examination, putting a course together, training for Language Teaching Officers in second language acquisition, help with methods of identifying plagiarism were all noted as areas where provision was needed.

(ii) More *support websites* which would include information, e.g. on how to write essays and dissertations, would enable supervision time to be used more constructively. An understanding of the development of learner autonomy would also be helpful.

(iii) *An information point,* would be useful, where educational issues such as school curriculum changes could be accessed sufficiently in advance in order to restructure courses, would be useful. A list of suitable national and international resources could be signposted.

(iv) A site, either real or virtual, where academics could *share existing Good Practice* and coping strategies would be useful. Local examples could be usefully adapted for use within other University institutions.

(v) *Administrative and technical support* which was focused on the needs of Teaching Officers would free up time for better quality teaching.

Results of the Formal Phase

8 The Formal Phase of the project, which included online surveys and Discussion Groups (described in detail in **Chapter 5**) revealed various preoccupations on the part of Teaching Officers. The following priorities in terms of support needs were given:

(i) support for improved pedagogy to help students across the school-university transition;
(ii) support for the development of E-learning;
(iii) support for discipline-specific pedagogy;
(iv) time for development of projects and personal development;
(v) observation and feedback on teaching;
(vi) funding for teaching projects.

9 A majority of respondents to the surveys indicated that there was some need for a central facility or unit to address these support needs. So, for discipline-specific pedagogy (iii), a unit could provide a forum for co-ordination. This could involve dealing with change across the university which cannot be done within a single Faculty, or opening up relationships between Faculties.

10 A unit could help in releasing time for development of teaching (ii) by providing support for E-learning in terms of strategy, design, training, implementation, equipment and general support. It could also help with the provision of an IT support framework. It should be noted that respondents wished to maintain autonomy over their teaching activities and projects and to be able to choose the degree of collaboration with central providers such as CARET.

11 A unit could help with funding (vi) by providing assistance to help mount bids to gain funding for educational development.

12 In summary, respondents saw such a facility as being able to support a culture of teaching, in which it is seen as a serious academic endeavour in its own right. A further desirable outcome might be that by raising the status of teaching, the existence of such a unit might encourage development of a link between teaching and reward mechanisms.

13 Respondents were given a list of possible characteristics of a pedagogic support unit for the University and asked to put them into an order of priority. The following priorities emerged across the two surveys:

14 The unit or facility should:

- consult with Departments and Faculties to ensure relevance (152);
- be staffed only by those with considerable experience of teaching in higher education (89);
- provide a focal point for issues of teaching and learning for both College and University teaching staff (63);
- be self–financing (benefactor or research funded) (61);
- be centrally co-ordinated but located within departments (58);
- help with bids for external funding for teaching and learning projects (58).

15 Respondents identified five characteristics that support provision should avoid:

- becoming another administrative burden justifying its own existence;
- imposing standardised learning on individuals;
- giving only generic or doctrinaire advice. There is a need to have a broad grasp of the subject-specific nature of a discipline and the aims of the Faculty/Department;
- being wasteful of scarce resources and drawing resources away from front line teaching; such resources should be given to the Faculties and Departments to teach subject-specific skills;
- ignoring the fact that the intense personal supervision system is the strength of Cambridge.

16 Building on this basis of information the next task was to explore a culturally-sensitive set of solutions which might meet the expressed needs of Teaching Officers. A brief analysis of the cultures operating within the University is given in the report in order to set proposed solutions in an appropriate context. Five models of possible pedagogic structures are then presented.

Models for meeting pedagogic needs

17 The five models presented traverse a wide spectrum in terms of support delivered, financial outlay, degree of central oversight, and in degree of focus on teaching officer need. They are characterised as (A) Communications-information flow model; (B) The same basic model with some central pedagogic officer support; (C) Expertise/Enhancement Model; (D) Research-based model; (E) Central Pedagogic Services provision. Model A largely preserves the status quo of provision delivered by current central providers, taking as its premise that only better communication is required to encourage more engagement of staff with pedagogic development. Model E encompasses a complete integrated support, communication, information and research facility.

18 The strengths and weaknesses of each model are assessed in the context of the University's culture and current pedagogic awareness and Model B is recommended by the Working Party.

19 Model B includes provision for enhanced communication structures, a full-time Pedagogic Support Officer, a fund to kick-start small teaching innovation projects, and a budget for buying-in pedagogic consultancy work. Its annual running costs would be approximately £220,000.

20 The work involved in establishing a profile for a Model B facility, a three-year set-up plan, and the risks entailed in the venture are described.

6.4 Model B: an enhanced version of Model A

What?	Who?	How much?	Where located?	Benefits	Shortcomings
Communication of existing resources through: • a centralised website an annual termly catalogue of resources and events either in hard copy or web-based with postcard alerts (Each individual service provider would design a page with a clear list of services, their cost (if applicable), their level i.e. induction, intermediate or advanced; whom to contact, recommendations, any objective feedback) • co-ordinating meetings with support providers - either individually or together . • Annual Teaching Day – exhibition of projects, display of resources, outside expert speakers, • internal good practice around themes – possibly half day / long lunch events	**Pedagogic Support Officer –** A qualified educationalist Capable of evaluating (with a Steering Committee) the pedagogic value of projects Capable of assessing the need of a teaching officer for a development opportunity and of deciding whether internal provision was lacking. Consequently capable of choosing appropriate buy-in consultancy.	**£71,000** for salaries, administration and computing support; Teaching Day and other events; Catalogues **£100, 000** for a small number of small innovation projects **Budget for consultancy – £50,000** **Total : Annually £220,000**	Centrally in Education PVC	**Teaching Officers** A focal point of contact. Awareness of existing resources both within and outside Cambridge Sharing of good practice, possibly leading to new levels o creativity Sharing of coping strategies Could foster a mild degree of interdisciplinarity Access to the oversight of an educationalist Access to national level expertise Access to small and short-term project funding **For Cambridge University** Good spread of finances across multiple sources of supply Seen to be providing a focal point Enable gaps and overlaps in provision to be identified **Seen to be more responsive to needs expressed in Pedagogic Research project**	**Teaching Officers** Evaluation , interpretation and application of pedagogic research Pedagogic research might remove excuses and create a new level of responsibility **For Cambridge University** Small expenditure would need to be justified **For current providers** Time for meetings – but need not be onerous **Could be seen as a threat to current provision –but could also stimulate improvement**

Cambridge Innovation Fund administration **Buy in consultancy budget management**				**<u>For current providers</u>** Validation Extension of supply Synergy, possibly **Shared access to external expertise**	

6.4.1 Characteristics

Model B has most of the characteristics of Model A with some modifications and extensions as outlined in bold in the table. This model seeks to go beyond the status quo of quantity and quality of existing resources. It would still begin with communication. However, the principal differences from Model A would be that it would be educator-fronted, have at its disposal funding for innovation and buy-in expertise, and have a dimension which would always ensure that focus is primarily on the needs of Teaching Officers.

The first extra dimension is at the level of communication itself. This model would always seek to understand and represent the views of the Teaching Officers. It would proactively seek out their evolving support needs. By being the focal point and first port of call for pedagogic support, it would decide if the needs could be supplied effectively from internal sources or if recourse to outside sources of expertise was necessary.

The second different dimension is that it would be fronted by an educationalist and, therefore, have professional authority. The full-time Pedagogic Support Officer (PSO) would use this professional authority and expertise to take initiative, to make decisions concerning the scope, utility and educational merit of teaching projects, and to interpret, lead or support pedagogic research. The other main role would be to administer a buy-in consultancy budget. This role would include being able to insist that all publicized in-house courses and consultations were clearly labelled as Induction, Intermediate or Advanced to avoid misinterpretation by Teaching Officers. The PSO would be capable of deciding when buy-in consultant specialists were necessary. Managing the funding of small projects and organising bidding for larger external funding would be constituents of this role. The PSO would invite appropriate speakers to a Teaching Day.

The third main difference is the reporting and accountability structure. Instead of having a Communications Officer who might simply do the bidding of the current providers, this person would always be outside of and independent of these providers in terms of reporting structure. This officer would report to a specially constructed Management Committee chaired by the Pro-Vice-Chancellor for Education and having formal links with the Faculty of Education. The Management Committee would be composed of about eight persons and would include at least two educationalists. These latter members would help to allocate innovation funding. The need to be even-handed and outside of funding competition with the current group of providers is vital to a professional image. Being outside such groups, and using their expertise, would enable them to arbitrate between supply and demand, with in-house supply being only one source where the legitimating qualifications of the facilitators would need to be made clear. This officer would have a consulting relationship with the current providers.

6.4.2. Action required and associated costs

Salary of Pedagogic Support Officer	£45,000
Teaching Day and newsletters	£6,000
Consultancy fee budget	£50,000
Innovation budget	£100,000 [20% of this money to be used for bidding for external funding]
Secretarial support	£20,000 [possibly shared with another officer]
Total (approximate annual costs)	**£221,000**

One of the tasks of the PSO would be to organise fund-raising and external bidding initiatives with the aim of recouping the running costs, approximately £220,000, each year from Year 2 onwards.

6.4.3 Benefits

6.4.3.1 For the teaching academics
A focal point would exist where an officer with educational expertise could provide reliable direction to sources of help. By being outside of current providers, academics could be assured of current and appropriate information across a spectrum of needs. Teaching officers could advance their reflection and, consequently, teaching skills by having access to local and national expertise. By maintaining congruence with academic values greater engagement and uptake would probably occur. The nurturing of projects by an expert and the objective educational judgement would help develop creative and original ideas and the funding back-up would be appreciated. Income generation for Faculties and Departments would also prove value where bidding support for external funding was available. The PSO could create research-informed web resources and packs for both new and experienced lecturers.

6.4.3.2 For Cambridge University
Investing in a creative workforce would maintain and increase commitment to the educational role and ultimately help the student body. Having a focal point would enable better communication of internal and external resources to Teaching Officers. This focal point would also enable Teaching Officers to have a space where their support needs could be expressed. Thus, the University would be seen to be responsive to needs by enabling access to appropriate resources. By careful monitoring of uptake of internal provision, the University could better match demand with supply, thus rationalising provision according to current needs and ensuring greater benefit of investment in resources.

Educational expertise would provide the reassurance that some protection of the brand name exists where claims to 'groundbreaking' research would be interrogated. Adherence to University research standards would need to be insisted upon.

The PSO could provide an informed contribution to both University of Cambridge and national policies. In the case of the University, he/she could advise the General Board on such issues as quality assurance of Pedagogic Support and liaise with the Personnel Division on issues of workload management. Using external consultancy would provide access to a wide spectrum of expertise.

6.4.3.3 For current providers
By insisting that the level of courses/consultations is clearly described, false expectations would be avoided and possibly lead to greater uptake. The missing gaps could be filled with a greater awareness of demand/needs and enjoy the attendant satisfaction of fulfilling needs.

6.4.4 Shortcomings

6.4.4.1 For teaching academics
By having resources to develop teaching, one excuse not to develop is removed and those who do not engage heavily in teaching might put pressure on those who invest considerably, thus creating disharmony in a department. By being objective about the educational merits of projects, endorsement might not be forthcoming and therefore the lack of validation could be disappointing. Academics could feel deskilled when discussing teaching issues with an educationalist.

6.4.4.2 For Cambridge University
By being aware of needs, the University would be obliged to take action. The integration of pedagogic advice into policy documents might involve central processes being more flexible and open, thus calling some traditions into question.

6.4.4.3 For current providers
The use of external consultants and the PSO's having the authority to insist that that all consultations/courses are described at the appropriate level could cause resentment amongst internal providers. On the other hand, competition with outside providers could be an inspiration for internal providers and act as a spur to higher performance levels.

Having an educationalist available (and particularly if the PSO were located in the Faculty of Education) could cause a feeling amongst other providers that their provision was inferior. Current providers belong to work-based groups which are not considered as professions in the strict or traditional sense of the word and could feel vulnerable. An effort to focus on the needs of Teaching Officers might call into question some of the current foci of the investment of resources.

CHAPTER 7: EVALUATION, RECOMMENDATIONS AND CONCLUSION

7.1. Evaluation

After a detailed consideration of the five previously discussed models by the Project Steering Committee and the researcher the conclusion was arrived at that Model B would be most appropriate for the University of Cambridge at this stage of its development. Reasons for rejecting other models and for recommending Model B for the time being are given below.

There then follows an analysis of the tasks necessary to enable the establishment of a Model B facility, together with a three year plan for these establishment activities. During this period, a clear profile would need to be established and maintained in order to get ownership and commitment from Teaching Officers.

Risk factors for the main stakeholders are also discussed.

7.1.1 Model A

This model would clearly be the easiest solution, politically and financially, both for the providers and for the University, as it preserves the status quo. However, for the main stakeholders, i.e. Teaching Officers, it would be the least effective as it does not recognize the real problem and the extent of the need for expertise and for funding support for innovation. Essentially, it is based on a false premise, i.e. that communication is the essential problem. Whereas communication is one problem it is not the fundamental one. Figures show that up to 25% of those surveyed do not wish to engage with current resources. In any case, each provider could work on improving this area alone should it wish to do so. The Communication model is not generative, lacks the element of communication from teaching officers to providers, and is unlikely to have the pedagogic and academic authority to promote engagement.

7.1.2 Model C

Having four in-house experts to provide consultancy and support would be helpful. However, it is considered that a disproportionate part of the budget would be concentrated in salaries. Although this model might attract some external funding in the medium term it is inflexible and would not lead to an effective research culture. It falls between the two stools of being neither sufficiently a support nor a research facility.

7.1.3 Model D

Much of the pedagogic research carried out in Britain happens in post-92 universities, with some notable exceptions. Although the academic community, more specifically within research intensive universities, could benefit from authoritative pedagogic research, it is unlikely that Cambridge would build up a similar level of research to that which has been

done in some established centres for perhaps 10 years; moreover this would involve recruiting and retaining at least national level researchers. Therefore, it would be better to start with a support facility and allow for research to follow in the medium term.

7.1.4 Model E

Overall, by paying the salary of a strong Director, quality assurance, rationalisation and focus could be considerably enhanced. This 'Rolls Royce' model was considered more suitable for an institution where teaching is intended to have a higher profile and a higher priority than research. It is not suitable for the initial stages of a pedagogic support facility nor for the collegial culture of the University of Cambridge.

7.1.5 Model B

This model is being recommended because it is considered to have the following advantages:

- being fronted by a qualified educationalist meets the needs both for engagement and for enhanced support;
- having communication in three directions, i.e. providers to academic, academics to providers and academics to academics, resources would be used optimally. By having an overview of both support needs and current internal supply, gaps in supply could be identified and an appropriate supply source be found;
- as a focal point it would be visible, central, and authoritative;
- being outside of current providers would enable it to ensure that current resources were used appropriately, and outside resources accessed when necessary;
- the General Board and relevant key Committees would receive objective and disinterested information about learning and teaching;
- it is a more flexible option as the budget is spread across various forms of supply, and long-term lock-in to particular staffing configurations would be avoided;
- it is generative in terms of finance and ideas;
- it would be better to start with support functions in phase one and possibly move on to a research model later, if desired. However, a research dimension is not specifically excluded.

7.2 Prior Tasks

Subsequent to the authorisation of the creation of this facility, five tasks would need to be undertaken. These tasks range from being very practical to more conceptual ones and most are embedded within the keyword of 'profiling'.

7.2.1 Establish a profile

The overall goal is to provide pedagogic expertise to those teaching officers who wish to develop their interest in teaching expertise beyond that which might be expected at an induction stage, but below that for advanced or specialist requirements. In the spectrum of

provision given earlier - Induction, Intermediate, Advanced – the support offered here would be at the Intermediate level. The support provided would not be about acquiring skills but rather about using academic patterns of critical reflection, congruent with the academic role, in order to enhance the educational role for Teaching Officers themselves, and ultimately student learners and the University. This notion of academic and pedagogic expertise would underpin association, location, and accountability structures. Rather than fitting into an existing landscape, the facility would need to carve out its own distinctive identity in a proactive way. While recognizing the value of basic provision, it must also recognise the strong evidence garnered in this study of the need to go beyond 'basic and remedial'; it should always distance itself from this level of provision. Any demand for advanced or specialist courses must be provided through outsourcing.

Elements of the profiling process are outlined below.

7.2.2. Raise funding

The sum of £660,000 would need to be found to cover the 3 year set-up period. Wherever funding is found there would be a prerequisite that the University provide some core funding and therefore take ownership of the facility, at the same time acquiring the right to demand accountability and a service focus. The funding source(s) is/are integral to the profile. It is also linked to independence in decision making in the allocation of Innovation Funding to Teaching Officers.

7.2.3. Definition of the role of Pedagogic Support Officer

The facility envisaged in the recommended option would evolve as this new post suggested would, to some extent, be shaped by the personality and skills of the post-holder. It is highly desirable that this person be attached to a College in order to have complete academic credibility and familiarity with the Cambridge supervision system. This responsibility might involve a maximum 10% teaching load.

The role would essentially be an interface one. The primary aspect of this role would involve the interface between the support needs of Teaching Officers with appropriate supply sources. On the level of pedagogic support, this interface would be between research carried out into Higher Education pedagogy and its application to a selective, research intensive, collegiate university. The person involved would build links with national networks such as Society for Research into Higher Education, the Higher Education Academy and the Higher Education Funding Council of England. He/She would act as a co-ordinator of potential joint funding bids with other peer universities.
These roles would be built on educational expertise which is authoritative but not authoritarian, and on academic congruence of the support provided, in other words it would be critical, reflective and transformative, as opposed to skills level induction. It would involve a delicate balance between responsiveness and leadership where Teaching Officers would always remain agents, albeit within an increasingly government managerialist culture.

7.2.4. Definition of the target service users

This service would be available to Teaching Officers from both University and Colleges. Those who teach most and who invest heavily in teaching are most likely to become engaged. Part-time and affiliated lecturers would be included. Based on a figure of approximately 2,000 Teaching Officers, it is most likely to attract about 200 users in a network. This figure is based on participation in both Imperial College, London and University College, London who have been running networks for 2 years.

Whereas administrative and technical support staff would make a valuable contribution to teaching, the focus would need to be clearly and exclusively on academics as the key stakeholders. Many doctoral and postdoctoral students undertake some teaching duties and many aspire to academic careers. However, the Oxford Learning Institute-led CETL, 'Preparing for Academic Practice', has formal links with the University of Cambridge and such students could be better served by this structure.

7.2.5 Location, accountability and support structures

These are key aspects of creating a profile for and raising awareness of the facility. A separate unit which could build and maintain formal links with the Education Faculty in order to have academic credibility, might be considered, although there are various other solutions to the location of the facility, including siting within one or more of the existing support providers. However, it might be thought more advantageous to locate the unit outside of the current pedagogic support providers if this helped to create an impression of a resource new to the University, rather than simply more of the same.

Provision delivered by a unit of the type envisaged in Model B needs to be subject to processes which ensure both accountability and transparency. A specially constructed Management Committee, chaired by the Pro-Vice-Chancellor for Education would be charged with responsibility for ensuring quality, focus and accountability.

As well as providing an accountability structure, this Committee could provide support, advice and local knowledge. It could also help to formulate documents for key Committees involved in policy making.

7.2.6 Three Year Plan

It must be recognized that the drawing up of a detailed plan and strategy for implementation would be one of the first tasks of the Pedagogic Support Officer, in conjunction with the Management Committee. However, the following lists indicate some of the activities which the three year period would be likely to include.

Year One

- Establish a clear profile of expertise and service
- Communicate the message of teacher development as positive and supported within a research-intensive context

- Compile an inventory of existing in-house expertise in terms of level, scope and costs
- Establish appropriate links with existing providers
- Set up outsourcing panel of suppliers with their costs
- Heighten awareness of internal resources (with clear indications of level, costs and details of facilitators), availability of external supply of expertise, and the existence of the Innovation Fund through the compilation, printing and distribution of a catalogue to all Teaching Officers
- Establish a panel of 60 to provide ongoing feedback, 10 from each of the 6 Schools, in order to check if expectations are being met and to monitor and evaluate profile
- Set up criteria for granting of Innovation funding
- Organise termly meetings
- Organise a Teaching Day where, among other things, pedagogic projects can be shared
- Organise 3 expert days /workshops
- Have begun two small projects and agreed how much to be used to support bidding
- Set up website (£15,000 includes costs of staff time; this could it be a project for a postgraduate student)
- Gather examples of research-based Good Practice from other research intensive universities and discern what might be relevant and applicable to Cambridge University
- Ascertain need or not for a Modular Certificate in Higher Education
- Create an initial profile among national networks
- Submit annual report to the General Board

Year Two

- Maintain and enhance a clear profile of expertise
- Continue termly meetings
- Keep website updated
- Reprint updated and expanded catalogue
- Organise Teaching Day 2
- Organise workshops
- Continue to fund small projects
- Depending on uptake of resources in Year One, commission research projects on reasons for under-engagement with either the teaching role or resources
- Aim to generate £150,000 through external bidding
- Collect both quantitative and qualitative feedback through surveys as well as from the panel of 60
- Attendance at some courses to monitor participant reactions
- Monitor uptake of funding and buy-in consultancy
- Depending on demand organise the setting up of a modular Certificate in Teaching in Higher Education, possibly with the Education Faculty
- Submit report to the General Board

Year Three

- Maintain and enhance a clear profile of expertise
- Continue termly meetings

- Keep website updated
- Reprint updated and expanded catalogue
- Organise Teaching Day 3
- Organise workshops
- Continue to fund small projects
- Aim to generate £200,000 through external bidding
- Collect both quantitative and qualitative feedback through surveys as well as from the panel of 60
- Attendance at some courses to monitor participant reactions
- Monitor uptake of funding and buy in consultancy
- Possibly contribute to teaching on the modular Certificate in Teaching in Higher Education
- Undertake a major impact evaluation including how Innovation funding and expertise funding has been spent
- Uptake of in-house resources and reasons for such
- Establish how much funding has been gained and how it has been used
- Establish how many projects have been nurtured and to what degree of advancement
- Submit report to the General Board, including summaries of any commissioned research projects
- Await decision about next step

7.3. Risk Factors

Among the three stakeholder groups, i.e. Teaching Officers, the University and current providers, it is the Teaching Officers who take priority. That each Teaching Officer could reach his/her highest and most creative teaching potential and that the University ensures the provision, support and reward for such realisation is the key goal. Below are identified various risk factors which could jeopardise the meeting of that goal.

7.3.1 Teaching Officers

Engagement could meet with objections that the student care level is already extremely high due to the high contact level of the supervision system. Constantly changing external quality assurance and student feedback demands may have hardened and confused some Teaching Officers. The need to deal with change fatigue and to be shielded from some managerialist government policies may hinder engagement.

Engaging Teaching Officers in pedagogic issues at an academic level could create a feeling of possessing inadequate skills or knowledge. A fear of not reaching the same level of excellence in terms of understanding the pedagogic process as in their research output may cause academics not even to begin to engage in reflection, let alone pedagogic research. For some, teaching excellence may even be seen to be at odds with research excellence. Another risk is that the devolved nature of teaching may lead to a misunderstanding of generic as opposed to discipline specific application of ideas. Finally, the exposure of reward for teaching unequal to that for research could lead to frustration at investment.

7.3.2 Cambridge University

Developing model B could create some risks for the University. Academics who are not interested in developing teaching expertise beyond the survival level would question the allocation of resources to non-frontline teaching. The rationale for another layer of provision which the new role of Pedagogic Officer Support would create would need to be justified. Having pedagogic support located variously in LTS, Academic Staff Development and CARET would need reconsideration in the medium term, and the place of the new post negotiated.

On the other hand, if Cambridge takes no action, then those 50% of respondents who asked for a Pedagogic Support Unit and outlined their support needs may feel ignored in their teaching role. The establishment of a post-holder who will provide a focal point, access national funding sources and help the development of a teaching culture responds to the expressed needs of the project.

770.010
(Archive 2018)

No. 07.B.12

REPORT TO THE GENERAL BOARD'S EDUCATION COMMITTEE AND RECOMMENDATIONS OF THE PEDAGOGIC SUPPORT PROVIDERS' CO-ORDINATION GROUP (PSG)

MAY 2007

Executive Summary

1. The brief of the PSG was to explore ways in which current providers of pedagogic support might work both together and with Faculties, Departments and Colleges to share expertise and to maximise the benefits of initiatives and innovation across the whole collegiate University.

2. In addressing the current brief, the PSG took it to be self-evident that the University of Cambridge should aspire to excellence in teaching, learning, and pedagogic support, and that it should seek to lead, rather than follow, initiatives in this field at national and international level. These sentiments were expressed more elegantly and extensively in the Vice-Chancellor's speech to the University on 2 October, 2006.

3. In addition, the PSG was requested to make recommendations for the efficient deployment of the outstanding TQEF funding allocation running until 2010.

4. Under the facilitation of Professor Michael Bradford[1], the PSG took a broad view of the pedagogic needs of our university within the context of national and international initiatives.

5. The PSG is aware of the recently-completed project to scope the pedagogic support needs of academics, and whether the University needs a discrete pedagogic support unit, or whether current providers can supply the necessary support[2].

6. The PSG has not had an opportunity to consider this report in advance of its presentation to the GBEC, but is aware of, and is in broad agreement with, its conclusions, The recommendations herein could either strengthen and complement the findings of that report or could be implemented independently.

Recommendations

1. The PSG recommends the formation of a novel type of structure, to be known as the Cambridge Programme in Teaching and Learning Excellence (CAPITAL E). CAPITAL E will seek to build on cross-disciplinary and cross-functional networks where innovative practices can be rigorously debated, explored, implemented and evaluated in order to foster developments that will benefit student learners and their teachers. Its remit will include all areas of pedagogic support: practical, theoretical

---

[1] Currently Senior Associate, Higher Education Academy; formerly Pro-Vice-Chancellor (Teaching and Learning), University of Manchester - http://www.heacademy.ac.uk/922.htm

[2] See annex 2: Report of the Pedagogic Support Steering Group, Pedagogic Support for the Cambridge Academic, Alice Sheridan, Easter Term 2007.

and strategic, addressing both internal and external issues, contributing to national policy debates and above all having time for reflection and consideration of the 'big picture'. CAPITAL E will also raise the national and international profile of Cambridge's high-quality, cross-institutional and cross-disciplinary enhancement of teaching and learning.

2. CAPITAL E would be managed by the PSG which would become the Pedagogic Steering Group, chaired by the Pro-Vice-Chancellor for Education. The current membership of the PSG would require review to ensure that it includes the most appropriate representatives of support providers. The PSG recommend that a senior academic be appointed to lead the programme within this framework.

3. The PSG recommend that a portion of the TQEF money for 2007-9 be used to fund the transitional phase from setting up to full operation of the programme.

4. Recommendations for the effective use of the remaining TQEF funds are presented as a menu of possibilities, with the recommendation that, among any new projects undertaken, priority should be given to addressing "transitional skills", i.e. those study skills students need to acquire to make an effective transition from school to university.

Background

1. A consultation on a revised version of the University's next Learning and Teaching Strategy took place in Lent Term 2006. Responses to the consultation indicated that certain agendas were emerging in the University, one of which was the better co-ordination of current providers of University pedagogic support (Careers, CARET, Disability Resource Centre, Education Section, Language Centre, Academic Staff Development)[3]. A parallel need for better communication between these providers and between them and Faculties and Departments was also revealed. In addition, support of College teaching officers and communication with Colleges on pedagogic issues were thought to be important aspects of the University's learning and teaching culture which needed to be borne in mind.

2. Setting up a forum which could discuss the various ways in which co-ordination of and communication between current pedagogic providers could be achieved was included as an objective of the 2006-09 Learning and Teaching Strategy. The Pedagogic Support Providers Co-ordination Group (PSG) came into being with a primary purpose of taking this discussion forward. Its members comprised representatives of the key central support providers: CARET (John Norman); Disability Resource Centre (Judith Jesky); Education Section (Dr Gillian King), Language Centre (Dr Anny King), Academic Staff Development (Dr Liz Elvidge, latterly Dr Meg Tait,), afforced with representatives of the Admissions Forum (Dr Veronica Bennett), the Careers Service (Dr Peter Harding) and the CMI Undergraduate Education Programme (Dr David Good). From its inception the group recognized the importance of supporting pedagogy across the whole of the student experience from intake to graduation and beyond. The PSG also kept firmly in its sights the interests of those who teach and support teaching and learning. In this way, the twin foci of the PSG mirror the two strategic aims of the Learning and Teaching Strategy (http://www.admin.cam.ac.uk/offices/education/strategy/)

3. The administrative needs of the Group were funded for one year through the latest tranche of the University's Teaching Quality Enhancement Funding, and a facilitator from the Higher Education Academy, Professor Michael Bradford[4] provided an external perspective which greatly helped the group with its thinking. The Group met 6 times for 3-hour meetings in the academic year 2006-7. Further deliberations were conducted by email and by use of a web forum set up within CamTools.

4. The PSG had before it various models for delivering better co-ordination and communication:

5. At one extreme, the officers currently involved in the PSG could themselves undertake the activities necessary to support pedagogy throughout the University without additional resource. At the other extreme would be a discrete, stand-alone, funded, centralised pedagogic support facility which would carry out all the activities and associated responsibilities as detailed below.

---

[3] See Annex 1: report to GB Education Committee: Learning and Teaching Strategy Consultation, Lent Term 2006

[4] currently Senior Associate, Higher Education Academy; formerly Pro-Vice-Chancellor (Teaching and Learning), University of Manchester - http://www.heacademy.ac.uk/922.htm

6. The pedagogic activities in question would encompass all of the agendas within the Learning and Teaching Strategy which concern pedagogy:

   i) Student skills
   ii) Inclusive Practice
   iii) Communication and co-ordination of central support
   iv) Development and reward of teachers
   v) Other pedagogic initiatives which have so far not been identified but which would fit within the broad framework of the Learning and Teaching Strategy, including those emerging from individual Colleges, Faculties and Departments
   vi) And finally, co-ordinating activities, involving some or all of the following functions, would also be needed:
      - Administration
      - Planning
      - Bidding for funds
      - Oversight of funded projects
      - Evaluation and monitoring
      - Pedagogic research

7. An obvious question under the first model from this list of tasks is: how, given current workloads of PSG officers, could the extra tasks be managed?

8. Under the second model, the question becomes what form should this pedagogic support facility take and how should it be constituted and funded? Currently no such body exists within the University.

9. A Pedagogic Support Scoping Project, (hereinafter referred to as the Scoping Project) has recently been completed to scope whether the University needs such a discrete unit, or whether current providers can supply the necessary support[5].

10. The PSG has not had an opportunity to consider the report of the Scoping Project in advance of its presentation to the GBEC, but is aware of its conclusions. The recommendations that will be found below could either strengthen and complement the findings of the Scoping Project or could be implemented independently.

National and International Context

11. Over the past fifteen years, there have been many important developments at the national level which have focussed attention on the development of educational practices within the higher education sector. These were given early impetus by the recognition that new digital technologies would radically change the information landscape in which degree courses are taught. The HEFCE Teaching and Learning Technology Programme which was launched in 1992 addressed this specifically. It was followed by many other initiatives which were focussed on the development of teaching practices with a greater or lesser emphasis on the use of new technologies (see

[5] See annex 2: Report of the Pedagogic Support Steering Group, Pedagogic Support for the Cambridge Academic, Alice Sheridan, Easter Term 2007.

http://www.hefce.ac.uk/learning/TInits/ for details of all current and past programmes).

12. Alongside these funding initiatives, the introduction of various external monitoring regimes designed to audit educational provision encouraged a more reflective self-critical stance amongst educators and institutions. Though some would argue that the excesses of some of these regimes inhibited rather than stimulated innovation, overall there has been, and exists now, a national climate offering both carrots and sticks for educational innovation.

13. Developments in the UK have been paralleled elsewhere, most notable the USA where many of the University's peers and competitors have invested in Units and Laboratories which provide a continuing basis for supporting pedagogical and curricular innovations. For example, Stanford has developed a Centre for Teaching and Learning which supports through expertise and financial support new educational developments in Departments; and MIT has its Teaching and Learning Laboratory and has funds, most specifically the D'Arbeloff Fund, which provides direct financial support to members of staff. There has also been an important growth in professional bodies devoted to Research and Development issues in Higher Education often with financial support from Foundations and trusts which recognise the importance of Universities' educational missions.

Cambridge Context

14. Contrary to popular perception, the University of Cambridge has a long tradition of pedagogical innovation, introducing new subjects and pedagogic practices within Triposes, and whole new Triposes, as a result of developments in research, and the needs of our students and employers. Sometimes this has depended upon the actions of individuals, and sometimes upon centrally organised initiatives drawing on the ideas and talents of many people. In recent times there have been very many innovations at the departmental level, e.g. the introduction of IT into teaching in CATAM in the early 1970s; the computer-assisted text reading project (CATR) in the Faculty of Classics; the TfLN project in the Department of Plant Sciences, which involves projects in Materials Science, Engineering and Classics; the award-winning integrated face-to-face teaching/ online learning courses within the CULP and Junior CULP programme in the Language Centre; at the interdepartmental level in the establishment of Biological Engineering; and at the University level in the establishment of CARET, and the academic practice programmes of the Academic Staff Development group. Indeed, if one looks at the history of the University's educational programme, there is evidence of many innovations over a long period of time, and that this has been fostered by assorted individuals and groups across the institution.

15. In recent times, the pace of innovation has quickened, but this has not happened because of any coordinated approach by the University. While recognising that devolved autonomy is a fundamental and essential characteristic of this collegiate University, and one that makes possible the creativity and academic excellence for which Cambridge is renowned, there are grounds for thinking that important opportunities (for example CETL and NTFS funding) have been missed because of a lack of co-ordination or support, and that the University's ability to respond to innovation and change could be compromised if pedagogic support needs are not addressed.

16. It is clear that there is a growing need to make Cambridge's practices, priorities and contributions to teaching and learning excellence in higher education better understood in the national and international arena, and *vice versa.* While individuals, groups and support providers put considerable effort into these endeavours, workloads coupled with a lack of sustained co-ordination and support mean that Cambridge's engagement with national and international debates in the area of pedagogy is currently not optimal.

17. While Cambridge continues to select from among the most able candidates for admission, UK reforms to teaching, learning and assessment have led to changes in the ways in which incoming undergraduates are prepared by their experience at secondary level for academic study at Cambridge. These present real challenges for their teachers in some areas of the collegiate University. There is at present little formalised support for student learners and their teachers to assist them in addressing these challenges. We suggest below an initiative which could begin to fill the gap.[6]

18. While recognising that student learners in the University have various needs: financial, pastoral and welfare, and academic, it is the last of these, and more specifically enhancement of the learner's ability to learn, through provision of innovative and appropriate learning opportunities, that concern the PSG. Learning opportunities may be enhanced by better physical facilities, or by more academic support. The precise interest of the PSG, however, is in how student learning opportunities are enhanced by better pedagogic support for those who teach students. In this way, not only are learners' needs central to the PSG's remit, but so are those of their teachers. As mentioned previously these dual foci mirror those of the LTS strategic aims:

- **To maintain and enhance the excellence of student learning opportunities at both undergraduate and graduate level**
- **To provide a stimulating environment, in which teaching is recognised and rewarded, for all those who teach and support student learning in the University**

Intended Outcomes of the PSG for 2006-07

19. The PSG set for itself the following outcomes for its first year of work:

(i) to articulate and establish a structure or modus operandi for initiating, supporting and co-ordinating pedagogic projects;

(ii) to incorporate the results of the Pedagogic Support Scoping Project into this thinking;

(iii) to use the Learning Landscape initiative[7] as a pilot project for seeing how the structure proposed in (i) might work;

[6] See Annex 4: Transition Skills proposal.
[7] See annex 3 for a description of this JISC funded project under the e-learning benchmarking initiative.

(iv) identify projects for Years 2 and 3 of TQEF funding and support by whatever structure is identified.

Progress made towards these outcomes, and the recommendations resulting, are discussed in detail below.

A *modus operandi* for initiating, supporting and co-ordinating pedagogic projects

20. The Vice-Chancellor, in her annual address to the University on 2 October 2006, highlighted the challenges faced by all educational institutions in managing "the difficulty and cost of effectively melding education and research" in a climate in which "rankings, prestige and investments are strongly weighted toward our research endeavours". Learning and teaching at Cambridge faces a range of particular challenges, including "ambiguities and confusion about the roles and expectations of College-based staff and from the pressure on Faculty-based staff to excel in research." She drew the conclusion that it is essential that we work to address those issues which are specific to Cambridge and that in so doing we would not only ensure that the Cambridge education flourishes, but provide a beacon for the dual mission of research-led universities in general. In summary: "we have an opportunity to lead change as well as to sustain the best of what we do".

21. How can learners' and teachers' needs best be supported to meet these challenges and aspirations? The Scoping Project report concludes that enhanced support is required and suggests that provision is made for enhanced communication structures, a full-time Pedagogic Support Officer (PSO), a fund to kick-start small teaching innovation projects, and a budget for buying-in pedagogic consultancy work. Its annual running costs would be approximately £220,000. The report suggests that the facility built around the PSO should become a separate office under the Pro-Vice-Chancellor for Education, which would build and maintain formal links with the Education Faculty in order to have academic credibility.

22. The PSG broadly supports the main conclusions of the report. Being mindful of the need to make best use of existing resources and to address needs of learners and their teachers in a manner in keeping with the cultures and priorities of the collegiate University, we make the following observations:-

    i) While the University's devolved and diffuse nature has permitted many sources of innovation, we consider that it would be possible to devise a structure that optimised the flow of expertise and resources between groups – both of practitioner/academics and of those who support them - to their mutual advantage. Such a structure would need to enhance innovation and be in keeping with the ethos and culture of the collegiate University.

    ii) In order to capitalise on investments to date, to ensure continuity with future initiatives, and to contribute to this intellectual flow, the resource position of pedagogic support, in whatever form this takes, needs to be stabilised.

    iii) The operation of such a structure would have benefits not only to anyone who wished to propose such a project in providing a forum for discussion of ideas, but also to the University which would acquire a place for banking ideas, knowledge and expertise derived from a sequence of projects. It would provide

the kind of continuity in knowledge and expertise which would form the evidence of track record in excellence which outside funding bodies demand.

23. In summary, the PSG identified needs for
    (i) a supporting, co-ordinating structure, and
    (ii) adequate resources,
    if the University were to enhance its support for pedagogic activities. It examined the part that current pedagogic providers could play in this programme. As far as adequate resources are concerned, the PSG makes some recommendations at the end of the report for projects which might be financed from the TQEF, for the General Board's consideration.

The Cambridge Programme in Teaching and Learning Excellence (CAPITAL E)

24. As a response to the Vice-Chancellor's challenge, the work of the Pedagogic Support Scoping Project, and to the PSG's own deliberations it is proposed that the supporting, co-ordinating structure identified above be established as the Cambridge Programme in Teaching and Learning Excellence (CAPITAL E). The Programme will provide **a common focus for current resources and expertise**, as well as an opportunity for significant enhancement of these. As academic boundaries flex and dissolve, a key purpose of CAPITAL E will be to disseminate the many effective practices in learning and teaching that abound throughout the University. To capitalise upon the academic exuberance of the intellectual community in Cambridge, the Programme will seek to build on cross-disciplinary and cross-functional networks where innovative practices can be rigorously debated, explored, implemented and evaluated in order to foster developments that will benefit student learners and their teachers.

Characteristics of CAPITAL E

25. CAPITAL E will have the following remit:

- to be supportive of the needs of academics and learners;
- to be pro-active in identifying trends in need and support, and starting to address them before action becomes reaction;
- to be commissionable by members of Faculties, Departments and Colleges who are in need of pedagogic or innovation support;
- to commission support either from inside or outside the University to address support priorities;
- to be pro-active in identifying external funding opportunities;
- to take an active role in shaping national policy discussions in order to ensure that the ethos and priorities of the collegiate University inform the development of policy and funding opportunities in this area;
- to be reflective, with time to consider the University's provision, see the 'big picture', take a strategic approach to support;
- CAPITAL E will also raise the national and international profile of Cambridge's high-quality, cross-institutional and cross-disciplinary enhancement of teaching and learning.

The PSG recommends that the Programme should have a well maintained presence in a suitable location on the University website. This will provide a

recognised single point of contact for enquirers within the collegiate University, as well as a focus for national and international enquirers.

Implementation

26. The PSG acknowledges that such a Programme will require the support of staff within the collegiate University, and will need credible academic leadership. It is mindful that new resources will be limited (see section on TQEF funding, below), and recommends balancing expenditure on new staff costs with funds for new project work, in order to ensure maximal flexibility and efficacy. In line with the findings of the Pedagogic Support Scoping Project the PSG recommends the establishment of a new small, centrally funded core team, in order to ensure continuity of Programme activity over financial years. The activities of the core team will be enhanced by externally funded projects. The PSG cautions against staffing CAPITAL E primarily with junior administrative staff, although these will, of course, have their part to play. The PSG also counsels against simply redeploying current sparse resources. Existing workloads mean that doing so will not lead to the desired enhancement of current pedagogic support for student learners and their teachers.

27. The PSG understands that the Scoping Project report concludes with a recommendation that the appointee to the PSO position be a senior academic (possibly on secondment). The PSG supports this recommendation. For the CAPITAL E Programme to have the necessary focus and credibility, it will be essential that its head retains some of his/her teaching responsibilities, and due care will be taken to ensure a manageable workload within the Programme. Possible candidates for leadership of the Programme might have interests in acquiring policy roles, ultimately perhaps at pro-vice-chancellorial or vice-chancellorial level, and would benefit from an opportunity with both a national and an international profile.

28. So far the PSG's findings match those of the Pedagogic Support Scoping Project report. The PSG seeks to strengthen those findings by recommending that the CAPITAL E Programme could form the structure in which the PSO could work. Indeed, it need not be ruled out that the PSO, if a suitable appointment, would play a key leadership role in the Programme. Furthermore we wish to recommend that the Programme is managed by the PSG, which would become the **Pedagogic Steering Group**, chaired by the Pro-Vice-Chancellor for Education. The current membership of the PSG would require review to ensure that it includes the most appropriate representatives of support providers.

29. The Pedagogic Steering Group would constitute a forum for focussed discussion among pedagogic support providers, in order to guide the development of CAPITAL E and in order to enable the development of collaborative projects under the Programme's auspices.

30. The PSG notes that the Pedagogic Support Scoping Project report suggested that the proposed sum of roughly £200K per annum should be set aside for the purposes of enhancing pedagogic support in the collegiate University. The Scoping Project report suggests that this sum fund the PSO, as well as enhanced communication structures, a fund to kick-start teaching innovation projects and a budget for buy-in pedagogic consultancy work. We concur with this general outline, but go further to suggest that CAPITAL E would provide the enhanced communication structures required, and aim to coordinate funding of innovation

projects. One possible source of finance for at least the first year of the Programme could come from the current and final rounds of Teaching Quality Enhancement Funding (TQEF), which will continue until 2008-9.

31. As stated above, CAPITAL E would be managed by the Pedagogic Steering Group, and would include a senior academic, but other staffing would also be needed. Administrative support for its activities will be essential, but other practitioners will also be needed in due course. The PSG considers that joint appointments of a small number of new staff, shared among members of the PSG, could build on existing relationships and programmes, and enable CAPITAL E to enhance, rather than duplicate, current provision. The staffing associated with CAPITAL E might also be enhanced through, for example, secondments (whose costs should include suitable backfill to cover real costs in the home department) as well as by short-term project workers. It is envisaged that many of the latter would be senior members of either academic or support staff. The PSG also recommends that the activities of the University's good practice strategy be incorporated into the Programme. In the round, the Programme will therefore provide a forum for practitioners, advisers, deliverers and organisers, forming a connection between those who need support and those who can assist with its development and/or delivery.

32. An example of the kind of project which could be established through CAPITAL E is the TRANSKILLS project (see Annex 4). The need for such provision is clear both from the Scoping Project and other sources, its outcomes will not only benefit students and academic staff, but will also enhance the University's aspirations for widening participation, and if needed, retention of students. It will blend online and face-to-face learning and make the most of independent learning; it will involve central providers and Colleges, Faculties and Departments. It is thus a model of how CAPITAL E could work.

Relationship to the Pedagogic Support Scoping Project

33. Since the senior academic post which we propose has obvious parallels with the PSO recommended by the Scoping Project report, we now consider in more detail how the recommendations of the two reports might relate to each other, and whether they might be implemented together or separately. We support the proposals of the Scoping Project report and expect them to be CHEST funded, but we anticipate that securing the CHEST funding and recruiting the PSO will take some time.

34. We can envisage three scenarios:

    a) The recommendations of the Scoping Project are accepted and put into operation immediately;
    b) The recommendations of the Scoping Project are to be put into operation some time in the future and interim support of pedagogy is needed;
    c) The recommendations of the Scoping Project are not accepted.

    A fourth scenario, whereby the recommendations of the PSG and Scoping Project were implemented independently, would not be workable, as the two would compete for funds, resources, and attention within the community of the university and outside.

35. Our recommendations would be as follows:
Given Scenario (a) - making the Pedagogic Support Scoping Project recommendations operational:

i) Set up CAPITAL E
ii) Establish the Pedagogic Steering Group
iii) Appoint the PSO and integrate him/her into CAPITAL E .

Given Scenario (b) - interim support of pedagogy before the above became operational:

i) Set up CAPITAL E
ii) Establish the Pedagogic Steering Group
iii) Employ or second an interim leader for CAPITAL E on a short term basis

Given Scenario (c) - providing a standalone structure assuming the Scoping project recommendations did not become operational:

i) Set up CAPITAL E
ii) Establish the Pedagogic Steering Group
iii) Employ or second a permanent senior academic leader for CAPITAL E

Allocation of spending from the TQEF will depend on which particular scenario is adopted by the General Board. Below we make some suggestions for consideration by the General Board.

Recommendations

36. The PSG makes the following recommendations:-

1. **that the flagship CAPITAL E programme be initiated immediately and managed by the PSG under the Pro Vice Chancellor (Education). The CAPITAL E programme will create coherence and efficiency in the central institutions' provision of pedagogy support;**

2. **that the current Pedagogic Support group be reconstituted as the Pedagogic Steering Group for this purpose, and that its membership should be re-examined;**

3. **that a senior academic with teaching credentials should be appointed as soon as possible to lead the CAPITAL E programme under the management of the PSG;**

4. **that the new senior academic leader and the PSG would create a joint agenda to take forward the aims of the CAPITAL E programme and will put forward funding proposals that take full advantage of external funding opportunities while stabilizing existing resources.**

5. **that the programme should be established immediately and not wait for the appointment of the senior academic, since the lead-time for securing external funding may be considerable, and bearing in mind the short term nature of remaining TQEF funding.**

6. **As far as TEQF spending is concerned, the following suggestions are offered as a menu from which spending choices may be made (reference numbers relate to Learning and Teaching Strategy targets):**

Year 2 of TQEF (i.e. 2007-8)

Project	**£K**
4.1.1a Provision and co-ordination of skills courses	5
4.1.1b undergraduate PDP	2
4.1.1c PDP programmes	12
4.1.1d Graduate teaching skills	40
4.1.1e language skills provision for learners with diverse needs	67
4.1.4a accessible learning resources	50
4.1.5c Plagiarism	1.5
4.2.2a Establish appropriate structures for pedagogic support (as recommended in Pedagogic Support Scoping project)	0
4.2.2b Co-ordinate efforts of central support providers better	
• Salaries (part-time senior academic plus part-time administrative support) (50K)	
• Faculty and Department projects (£80K)	
• Inter-provider project (TRANSKILLS) (£100)	230
4.2.2c Good Practice	1.5
4.2.3 Continue to develop	
• PHEP (£60K)	
• CapCAM (£182K)	242
TOTAL	651

Year 3 of TQEF (i.e. 2008-9)

Project	**£K**
4.1.1a (one-off project completed)	0
4.1.1b undergraduate PDP	2
4.1.1c PDP programmes	12
4.1.1d Graduate teaching skills	40
4.1.1e language skills provision for learners with diverse needs	67
4.1.4a accessible learning resources	50
4.1.5c Plagiarism	1.5
4.2.2a Establish appropriate structures for pedagogic support (as recommended in Pedagogic Support Scoping project)	220
4.2.2b Continuation of TRANSKILLS	50
4.2.2c Good Practice	1.5
4.2.3 Continue to develop	
• PHEP (£60K)	
• CapCAM (£182K)	242
TOTAL	686

TQEF funding ceases to be ring-fenced in 2009, although it is anticipated that the University will receive a comparable amount of funding to replace the ring-fenced fund. Therefore, after 2009, any of the above projects which the University wishes to continue must be assured of recurrent central funding.

Transition Skills
TRANSKILLS – A course in Essay Writing
A 3-Year Pilot Project

Context

In her address to the Regent House at the start of this academic year (Reporter 4/10/06), the Vice-Chancellor expressed the view that undergraduate learning at Cambridge '... *focuses not only on what is already known but on scholarship and discovery, not only on acquiring knowledge but on developing their [the undergraduates'] minds to be critical, analytical, and inquiring.*' She went on to argue that not only is exceptional emphasis placed on individual learning and teaching through the supervision system but also that ' ... *an undergraduate's education goes on importantly outside as well as within supervisions or classrooms. Students ... live in hothouses for unstructured learning.*'

For undergraduates to achieve the maximum benefit from this approach to education, they need to develop a range of skills which will enable them to examine critically existing sources of knowledge and then to engage in reasoned debate, both orally and in writing, exposing their own views to intellectual examination by their teachers and their peers. Historically, many students have come to Cambridge with considerable experience of such an approach and thus have already acquired at least grounding in the necessary skills. However, in more recent years, teachers and supervisors have become concerned that increasing numbers of first year undergraduates arrive in Cambridge with less well developed learning and communication skills, particularly in terms of their approach to essay writing. Consequently more time is taken up, especially in supervisions, with discussion of how to prepare and write essays, thus reducing the amount of time available for debating substantive issues.

Individual colleges, departments and faculties have already begun to address student needs in this area and these efforts could usefully be supplemented by a University-wide initiative to support teachers, supervisors and students in the development of an appropriate range of learning and communication skills. We expect that significant labour saving may be achievable by conducting a proportion of the course using online delivery, which in turn opens up the possibility of skills development before arrival.

This is the focus of the present proposal for a transition skills project to enable entrants to the University to progress smoothly from their earlier educational environments into the hothouses of Cambridge. A three year pilot project is proposed with the initial focus on the following needs (encompassing the specific needs of disability students):

- Writing, especially essay writing
- English grammar in particular use of registers in both speaking and writing
- Reading for gist and detail

This project should take place under the auspices of the proposed pedagogic support programme, CAPITAL E, which aims to bring together central providers, knowledge and

expertise on learning and teaching. However, given the existence of the present Pedagogic Support Group, the project could begin in the next academic year under the Group's guidance and funded by existing TQEF money.

Key Need Identified
This has been identified as writing essays. In order for students to write coherent and well-structured essays, they need the following:

- Know-how of essay writing
- Good command and appropriate use of English grammar
- Appropriate use of written and multi-media sources

Main Aim of pilot project
The project will aim to help Cambridge students to gain the maximum benefit from their first year of study by developing their essay-writing skills as appropriate for their fields of study. Acquiring a good command and appropriate use of English grammar and knowing how to use written and multi-media sources appropriately are seen as key-components of good essay writing. Although the pilot project will run during the first year of study at Cambridge, it is anticipated that the understanding gained in the pilot phase will allow the project to identify significant components of the course that can be delivered prior to arrival at Cambridge.

Participants
The Transkills project will be a key opportunity to consolidate the work of the PSG in coordinating the knowledge, resources and expertise of the central service providers; Academic staff development, CARET, Disability Resource Centre and Language Centre, together with a cross section of Colleges, Faculties and Departments.

Description of pilot project
The **Transkills Project** will have the following characteristics:

- a 3 year pilot project;
- focussing on essay writing (with consolidation in English grammar and development of reading/listening skills seen as supporting this);
- survey within a cross section of Colleges, Faculties and Departments to establish the specificity of the needs;
- involving 5 colleges representative of the undergraduate student population;
- covering key Arts and Science subjects.

The Transkills Project will develop **cohesion and coherence of**:

- Essay writing in the Arts (for example: English)
- Essay writing in the Sciences (for example: Natural Sciences)

Timetable and Deliverables
There will be **4 main deliverables** of the Transkills Project:

1. A Survey of Needs
2. A Prototype

3. The Transkills Online Module
4. Analysis of benefits to students and supervisors

The suggested timetable is as follows:

- **October - December 2007**: Survey of needs within a cross section of Colleges, Faculties and Departments → **Deliverable 1**
- **January - April 2008**: Content of prototype (sample unit) developed
- **May - September 2008**: Online development of prototype
- **October-December 2008**: Trial of prototype in 5 colleges representative of the undergraduate student population
- **January-March 2009**: Revision of prototype following trial → **Deliverable 2**
- **May - December 2008**: Content of other units developed
- **April 2009 – April 2010**: Online development of Transkills Online Module
- **May - August 2010**: Testing of Transkills Online Module → **Deliverable 3**
- **September 2010:** Analysis of benefits to students and supervisors → **Deliverable 4**

Evaluation

The **Transkills Project** should have formative and summative evaluation. This evaluation will not only inform the Transkills Project throughout its existence from conception, development and delivery, but will also help develop excellence in teaching and learning across the University.

And finally the success of the Transkills Project will be measured in part by its adoption by all Colleges, Departments and Faculties from October 2010 onwards.

Learning and Teaching Strategy
Funding Plan 2007-8 to 2008-9

NB TQEF is only ringfenced until 2009; thereafter recurrent funding sources must be identified for any activities which continue to be supported .

4.1 Strategic Aim 1: Learning opportunities for students

Objectives	Planned developments	Which central body is responsible for and oversees this work?	Who carries out the project?	FUNDING and ADMIN	Suggested funding source
4.1.1 Preparing to learn in Cambridge					
Provision and co-ordination of skills courses (4.1.1a)	(i) Survey Faculties, Departments, Colleges and central providers to determine level of provision and current needs across the student body, including undergraduate, taught postgraduate and research postgraduate	(i) GBEC, STC, BGS	Education Section Board of Graduate Studies	BGS already dealing with graduate side, using Roberts funding. For undergraduate side probably a consultancy project. Can't be assimilated in normal duties. **Need to establish who will be in charge** of co-ordinating the two sides of the project.	**TQEF** (one-off) £5000 for undergrad project
Provide opportunity for undergraduate students to reflect on skills gaps and build up their skills portfolios through PDP (4.1.1b).	Report on and refine current websites; carry out further work on increasing student engagement	GBEC, STC	CARET, Education Section	See PDP report. Admin assimilated in STC AO post. Costs: £1000 pa for materials; £5000 per 5 years for evaluation and development. **To decide: who hosts server and associated maintenance costs.**	**TQEF** for 2 years and then assimilated £2000 pa recurrent

770.15L
(Archive 2018)

GB Paper
No. 07.B.13

Provide student personal development programmes (4.1.1.c)	(i) Continue to run Springboard for Undergraduates	(i) STC	(i) Equality and Diversity Section	Ongoing activity administered by E and D. Funded by E and D and STC.	P Div STC
	(ii) Continue to pilot Navigator for undergraduates	(ii) GBEC	(ii) Education Section	See report. New activity. **Need to establish who will administer.** Funding required: £5000 for trainer; 1700 consultancy days; £3000 venue and catering; £2500 admin for 35 participants	New source. Part STC? Part external (Citigroup)? £12,000 pa
	(iii) Continue provision of the versions of these programmes available to graduate students	(iii) Personnel Committee	(iii) Staff Development; Equality and Diversity	Ongoing activity administered by SD. Funded by SD and E and D	P Div
Continue to develop postgraduate research student generic skills training (4.1.1d)	(i) Manage and co-ordinate 'Roberts' funding	(i) BGS	(i) BGS	Ongoing activity	Roberts funding
	(ii) (a)Graduate Development Programme (b)Researcher Development Programme	(ii) Staff Dev Committee	(ii) Academic Staff Development	Ongoing activities (a) from TQEF ILTS (b) from other P Div funds	Graduate Development Programme (teaching skills) currently £40k from ILTS TQEF; suggest to Roberts Funding.
Develop language skills provision for learners with diverse needs (4.1.1.e)	(i) Two courses will be monitored and evaluated for this purpose. (ii) Cost-benefit analysis of provision will be carried out to demonstrate effectiveness and affordability	GB	Language Centre	Has run in first instance for one year with TQEF funding.	If project continues, **TQEF** for 2 years. Currently £ 67K pa

4.1.2 Provision of stimulating programmes					
Investigate whether Tripos structure remains fit for purpose (4.1.2a)	(i) Survey Colleges, Faculties and Departments. (ii) Discuss issues at Senior Tutors' Breakfast Meeting	(i) GBEC (ii) STC	Education Section Education Section	Project assimilated as part of Education Section tasks. Survey completed. Will be considered by GBEC 30 May. Any resource implications need to be assessed.	
Investigate whether teaching methods appropriately underpin the programmes offered, and enable students best opportunities to learn (4.1.2b)	Carry out a survey of the teaching and learning methods used in Cambridge undergraduate and graduate programmes(Learning Landscape project)	GBEC	Project Board, Management Committee	Ongoing project	CARET funds and JISC
Explore the position of continuing education and lifelong learning in the University's provision(4.1.2c)	Survey Colleges, Faculties and Departments on their contribution to, aspirations for and views on CELL	GBEC	Education Section	Project assimilated as part of Education Section tasks. Survey completed. Will be considered by GB. Any resource implications need to be assessed.	
4.1.4 Excellent learning resources					
Ensuring that learning resources are accessible to all members of the student community (4.1.4a);	(i) Audit current provision of inclusive practice; Analyse baseline data and identify key areas and aspects of good and bad practice; identify practical solutions and pilot in selected institutions (ii) Take forward the work of the Disability Equality Statement and the forthcoming Gender Equality Scheme See also 4.1.1.d	GB	(i) DRC (ii) Various bodies	Run in first instance for one year with TQEF funding. Funding implications unknown at present. Await development of the schemes and their action plans.	If project continues, **TQEF** for 2 years. Current cost £50K pa

Ensuring that learning resources, in particular e-learning resources, are appropriate for the teaching provided (4.1.4b).	(i) Carry out a survey of the teaching and learning methods used in Cambridge (Learning Landscape project) (ii) Draw up an e-learning strategy	GBEC	CARET	Ongoing project	CARET funds and JISC
Explore how best to support international students (4.1.4c)	Take forward recommendations of the International Working Parties as they relate to student support	GB	International Office	To be advised by International Office	
Explore how best to attract and support Master's students, including provision of appropriate and regular feedback (4.1.4d)	Take forward the recommendations of the Review of Graduate Education. Implement good practice outlined in the University Code of Practice for Master's courses with taught elements	BGS, GBEC, STC, GTC	Board of Graduate Studies	Assimilated into ongoing work of the BGS	
4.1.5 Appropriate assessment					
Build on the excellence of this system by exploring the current nature of supervision and how it is provided in the various Colleges (4.1.5a)	Learning Landscape Project See 4.1.4b	GBEC	Project Board, Management Committee	Ongoing project	CARET funds and JISC
Explore further how to encourage effective feedback on summative assessment bearing in mind the full range of feedback mechanisms available in Faculties, Departments and Colleges (4.1.5b).	(i) As part of a survey of Exam Data Retention policies explore the opportunities which could be available for providing feedback to candidates. (ii) Provide advice on assessment feedback via Learning and Teaching Support website.	GBEC	Education Section	Project assimilated as part of Education Section tasks.	

Explore better ways of alerting students to the danger of plagiarism, and provide guidance and support to enable students to resist plagiarism (4.1.5.c).	(i) Trial of electronic detection software. (ii) Dissemination of Good Practice through the Learning and Teaching Support Network	(i) GBEC (ii) GBEC	(i) BGS, BoE (ii) Education Section	Project assimilated as part of Board of Exams/BGS tasks. Requires small recurrent budget for materials, meetings, etc.	New source: £1500 pa

4.2 Strategic Aim 2: Recognition, support and reward of teachers

	Planned developments	Which central body oversees this work?	Who carries out the project?	FUNDING and ADMIN	Suggested funding source
4.2.1 Outstanding students					
The University will continue to monitor its OFFA agreement (4.2.1a).	As outlined in OFFA agreement.	UAC	See Agreement	Assimilated as part of CAO tasks.	
4.2.2 Resources and support					
Establish appropriate structures for pedagogic support (4.2.2a)	Conclude Pedagogic Support Scoping Project. General Board consider conclusions and recommendations See also 4.2.2b.	GBEC	Project Sponsor: PVC Ed Project manager: Education Section	See Steering Group report. GBEC will consider on 30 May. Report recommends £220,000 pa for three years, then self-financing. [Also to includ £50K for continuation of Transition skills project (see next)]	2008-9: £270K from **TQEF.** Thereafter assimilated. Self-financing over-optimistic.

Co-ordinate efforts of central support providers better (4.2.2b)	(i) Set up Pedagogic Support Providers' Co-ordinating Group (Academic Staff Development, Careers Service, DRC, Education Section, Language Centre, with representatives from Admissions and CMI education), to explore ways of doing this. (ii) Feed in The conclusions of the Pedagogic Support Scoping Project with a view to informing future policy in the support of pedagogy in the University	GBEC	Central support providers (lead Education Section)	See Providers' report. GBEC will consider on 30 May. Report recommends £50,000 for part-time salaries; £80,000 on Faculty projects; £100k on inter-provider project: transition from school to university	2007-8: from **TQEF:** £230k; thereafter rolled up with above project. This sum includes provision for a major inter-provider project on student transition skills support to be continued in 2008-8 under 4.2.2.a
Improve dissemination of Good Practice (4.2.2c)	Construct a Good Practice database, to be populated with examples of good practice	GBEC	Education Section	Assimilated in Education Section tasks. Small recurrent amount needed for good practice lunches £1500 pa	New source needed £1500 pa
Refine and add to appropriate documentation to support learning and teaching and make accessible to key parties (4.2.2d)	(i) Code of Practice for Postgraduate Research Degrees, and CoP for Postgraduate Taught Degrees (ii) Guide to Quality Assurance	(i) BGS (ii) GBEC	(i) BGS (ii) Education Section	Assimilated in tasks of Education Section and BGS	None
Decide on appropriate level and structures for management of graduate education (4.2.2.e)	Conclude review of graduate education and decide on channels and means for taking forward its recommendations	GB	BGS	Assimilated in tasks of BGS. Recommendations may have funding implications. BGS to advise at appropriate time.	None

4.2.3 Development					
Objectives as set out in the Academic Staff Development Strategic Plan a) Graduate Development Programme b) Programme in Higher Education Practice c) CapCAM d) Researcher Development Programme		Staff Development Committee	See Academic Staff Development Strategic Plan	Ongoing activities (a) from TQEF ILTS (b - c) from TQEF professional development strand (d) from other funds.	Graduate Development Programme (teaching skills) currently £40k from ILTS TQEF; suggest to Roberts Funding. PHEP and CapCAM (£60K + £182K) from **TQEF**
4.2.4 Reward					
Explore appropriate remuneration and promotion structures to reward teaching excellence and expectation on all established academic staff to take part in learning and teaching activities (4.2.4a)	Avenues to be identified	Personnel Committee		Activities currently assimilated into ongoing tasks of relevant officers and bodies	Longer term funding implications only known once outcome of discussions is known.
Explore roles of College and University teaching officers (4.2.4b)	PVC Education explore issues with officers in relevant Faculties. Joint Colleges and University Working Party to take issues forward.	Education Committee, Personnel Committee and Colleges' Committee??		Activities currently assimilated into ongoing tasks of relevant officers and bodies	Longer term Funding implications only known once outcome of discussions is known.

SUMMARY

2007-8 Funding requirements for Learning and Teaching Strategy targets

From TQEF?		From other/new internal sources?		
4.1.1a Student skills courses	5000	4.1.1c PDP programmes (men u'grads)	12,000	See note 1
4.1.1b Undergraduate PDP	2000	4.1.5c Plagiarism	1,500	
		4.1.1d Graduate teaching skills	40,000	Roberts Funding?
4.2.3 PHEP, CapCAM	242,000	4.2.2c Good Practice	1,500	
4.1.1e Language skills	67,000			
4.1.4a Accessible learning resources	50,000			
4.2.2a Pedagogic support structures	0			
4.2.2b Pedagogic providers co-ordination (incl. 100k interprovider project)	230,000			
Total	**596000**	**Total**	**55,000**	
TQEF Funds available	484,000			
Shortfall if all projects funded:	-112,000			
Total funding required for all projects	651,000			
Available from TQEF 2007-8	484,000			
Funding to be found 2007-8	**167,000**			

2008-9 Funding requirements for Learning and Teaching Strategy targets

From TQEF?	
4.1.1a Student skills	0
4.1.1b Undergraduate PDP	2000
4.2.3 PHEP, CapCAM	242,000
4.1.1e Language skills	67,000
4.1.4a Accessible teaching	50,000
4.2.2a Pedagogic support structure	220,000
4.2.2b Pedagogic providers co-ordination (incl. 100k interprovider project)	50,000
Total	**631000**
TQEF Funds available	484,000
Shortfall if all projects funded:	-147,000
Total funding required for all projects	686,000
Available from TQEF 2008-9	484,000
Funding to be found 2008-9	**202,000**

After 2009 the TQEF will no longer be ringfenced. Any projects which the University wishes to continue will need to be funded recurrently from central sources.

From other/new internal sources?		
4.1.1c PDP programme (men u'grads)	12,000	see note 1
4.1.1d Graduate teaching skills	40,000	Roberts Funding?
4.1.5c Plagiarism	1,500	
4.2.2c Good Practice	1,500	
Total	**55,000**	

Note 1: There is a possibility of sponsorship for the PDP programmes: Head of E and D has includedthe PDP programme in a bid to Citicorp (12K has been requested.)
There could also be the possibility of Colleges contributing, in the same way as to women's programmes.

MINUTE 437.6.1

General Board of the Faculties

Education Committee

A meeting of this Committee was held at 2.15 p.m. on Wednesday, 30 May 2007 in the Centre for Research in the Arts, Social Sciences and Humanities.

Present: Professor McKendrick (Pro-Vice-Chancellor for Education) (in the Chair), Dr R Barnes, Dr Dodgson, Professor Ford, Dr Gelsthorpe, Dr Goldie, Mr Leonard, Dr MacDonald, Dr Padman, and Dr Wallach, with Mr McCallum (Secretary), Mrs Allen, Mrs Elliott, Dr King, Dr Russell and the Draftsman.

Professor Sinclair (Department of Spanish and Portuguese) and Dr Minden (Chair of the Faculty Board for Modern and Medieval Languages) attended for items 437.6.3 and 437.12.

Professor Meeks from the Judge Business School attended for item 437.6.4.

437.1 Minutes

The Minutes of the meeting held on 25 April 2007 were confirmed, subject to the following:

Matters arising from the Minutes.
(Minute 436.6.1): Learning and Teaching Review of the Department of Chemistry
In connection with recommendation 7.1, the Committee noted that the General Board was seeking the views of the Personnel Committee, in the context of a number of other issues arising from the recent Senior Promotions exercise.

Minute 436.11: Plagiarism Awareness Day
The Committee heard from the Academic Affairs Officer that the Plagiarism Awareness day had been a success. However, there was some confusion over the timing of the introduction of the online plagiarism prevention tool 'Turnitin'. The Committee was reminded that use of the tool was at a Pilot stage, and agreed that the **Board of Examinations should be advised accordingly.**

437.2 Starred items

The Committee approved the starred items.

437.3 Reported business

437.3.1 Postgraduate Certificate in Education

The Committee noted that, on its behalf, Dr Russell had approved changes to the regulations for the Postgraduate Certificate in Education relating to the conditions under which re-examination could take place, to bring them into closer alignment with the conditions for the Master of Education.

437.3.2 Education Tripos; Education Studies Tripos

The Committee noted that, on its behalf, Dr Russell had approved corrections to the regulations for the new Education Tripos, relating to provision in Modern Foreign Languages. Similar changes to the regulations for the Education Studies Tripos to improve clarity were also published.

437.3.3 Theological and Religious Studies Tripos

The Committee noted that, on its behalf, Mrs Elliott had approved the following change to Paper C3: from October 2007, the subject of Paper C3 should be New Testament Christology.

437.3.4 Natural Sciences Tripos, Part IB

The Committee noted that, on its behalf, Mrs Allen had approved, from October 2007, an amendment to Regulations 20 and 21 of the Natural Sciences Tripos, to (a) rename *Physics* as Physics A and *Advanced Physics* as Physics B, and (b) amend the combination of subjects that students could read.

437.3.5 Natural Sciences Tripos, Part II Biological and Biomedical Sciences

The Committee noted that, on its behalf, Mrs Allen had approved, from October 2007, an amendment to Regulation 30 of the Natural Sciences Tripos, to amend the date of the submission of the dissertation.

437.3.6 Social and Political Sciences Tripos Parts IIA and IIB

It was noted that the Faculty Board wished to suspend eight papers, either indefinitely or for one year only, as listed on the circulated paper (**E3935**). It was explained that the Faculty Board was accustomed to announcing which papers were available through a Notice of the Faculty Board, and that it had been asked to regularise the procedure for suspending its papers. The Committee noted that two of the papers to be suspended in 2008-9 were dependent on the teaching from one UTO.

It was agreed, since the Faculty Board had given assurances that no student's preparation would be affected, to approve the suspensions, but to ask the Faculty Board to consider whether it would be opportune to review strategically the number of papers which it offered in the light

of the resources available to it, the supervision burden entailed, and the recent efforts to reduce its undergraduate student numbers.

The Draftsman pointed out that the Faculty Board of Education was intending to suspend Paper 3 of its Tripos which served as paper Soc.8 in the Social and Political Sciences Tripos and it was not clear whether the Faculty Board of Social and Political Sciences was aware of this development.

437.3.7 Archaeological and Anthropological Tripos Part II

It was noted that the Faculty Board had approved changes to the regulations for the Tripos to revise the titles of Papers A8 and A9 with effect from the academical year 2008-9. A paper providing background to the changes, which were an attempt to make the course more coherent, allow students more flexibility, and to reduce the number of courses which attracted very few students, was received (**E3936**).

While the Committee commended the attempt to rationalise its teaching, it noted that further details concerning the proposed changes and draft regulations had not been forthcoming from the Faculty Board, including any request to rescind Papers A10, A11 and A12 (which was a necessary consequence of the proposed changes). It was noted that it was unclear whether Paper A8 would be offered every year or only in alternate years.

It was agreed to ask the Faculty Board to provide more details of the changes in the form of draft regulations.

Attention was drawn to the statement on page 2, paragraph 1 of the document 'Re-organisation of Later Prehistory teaching...' which indicated that the Faculty '...reserve the right not to teach courses which will only have one or two students;' and the Committee discussed good practice in this area. **It was agreed that the officers should consider the advice that might be offered to Faculties and Departments who wished to retain the right not to offer courses which only small numbers of students wished to attend and to bring proposals back to the Committee.**

437.4 Chair's report

The Chair reported on the final results for the National Student Survey 2007: the overall response rate for the University (47%) fell below the threshold for publication (50%) and well below the national average (59%). Eight subject areas within the University, however, had a high enough response rate for publication and would appear on the Unistats website in August 2007. It was also reported that CUSU would be engaging positively with the NUS over future development of the Survey.

437.5 Straightforward business

437.5.1 Preliminary Examination to Part I of the Oriental Studies Tripos

An email from Dr Bennison, dated 17 May 2007, on behalf of the Faculty Board of Oriental Studies, relating to proposed changes to the regulations for the Preliminary Examination to Part I of the Tripos was received (**E3915**). It was proposed that paper CP.4 (Chinese cultural history) and paper JP.4 (Introduction to Japanese studies) be replaced with a single paper EASP.1 (Introduction to the History of East Asia), in order to provide a broader foundation of knowledge for studies in both Chinese and Japanese. **The Committee agreed to approve the changes to regulations and the publication of a Notice.**

437.5.2 Senior Tutors' Standing Committee on Education

The minutes of the meeting held on 27 April 2007 were received **(E3916).** Attention was drawn to the following:

"3.2 General Board's Education Committee minutes of 14 March 2007

435.5.3 CamCORS Management Committee

It was noted that very few Faculties and Departments had taken advantage of the opportunity to use course directors' access on CamCORS despite the fact it had been requested. It was also noted that perhaps lack of functionality in the past had contributed to the current level of usage. "

It was agreed that the CamCORS Management Group would be best place to bring the function to the attention of course directors.

437.5.3 Modern and Medieval Languages Tripos

It was noted that the Faculty Board of Modern and Medieval Languages had agreed to seek permission to suspend Part II Paper It9 'Italian Cinema: the Realities of History' as the Faculty was unable to provide substitute teaching in 2007-08. The Faculty Board was satisfied that no student's preparation for the examination in 2008 would be adversely affected by this suspension. Students of Italian who were interested in studying film would be advised to take Papers CS6 'Modern European film' and or It6 'Topics in modern Italian culture', both of which offered considerable scope to study Italian cinema. **The Committee agreed to approve the changes to regulations and the publication of a Notice.**

437.6 Principal items of business

437.6.1 University Learning and Teaching Strategy

The Committee was reminded that the University's Learning and Teaching Strategy had now been finalised and publicised to Faculties, Departments, Schools and other institutions. The complete strategy was available at

http://www.admin.cam.ac.uk/offices/education/strategy/. It was noted that certain objectives contained in the strategy had resource implications, summarised in paper **E3921**, some of which required recommendations to be made in the next planning round if they were to be funded.

It was further noted that three major projects related to Learning and Teaching Strategy objectives were now ready to report to the Committee, and that recommendations contained in those reports also had resource implications, as outlined in **E3921**. The Committee looked at the reports in turn, and considered possible funding strategies.

(i) Report of the Pedagogic Support Project Steering Committee
The Committee was reminded that, following the University's lack of success in bidding for Centres of Excellence, a Steering Committee had been set up to oversee the work of a research project which explored the pedagogic support needs of academic staff in the University. The report of the Steering Committee was circulated (**E3914: relevant sections circulated separately to the General Board**). It was noted that the views of a wide spectrum of academic staff in the Universities and Colleges had been canvassed and a clear conclusion had emerged that some sort of central support for teaching was required and that a position of inconsistent, ad hoc, and unpredictably-funded support was no longer fit for purpose. It was noted that the Steering Committee's report had looked at various models for pedagogic support and had recommended the funding of a central pedagogic support officer who could enhance communication and spread good practice, oversee a small fund to kick-start teaching innovation projects and run a budget for buying in pedagogic consultancy work.

The Committee, while accepting the main thrust of the report and its recommendation, did not immediately see how the appointment of such a Pedagogic Support Officer would operate within the University's structures and accomplish the tasks set out. It was also recognised that another major project focusing on learning teaching, the Learning Landscape Project, was operational in the University, and that it might be wise to be able to use the outcomes of that project in any future pedagogic support provision. However, it was acknowledged that delaying taking any decision at present would disappoint the expectations not only of those academics who might have contributed to the surveys and consultations, but would also reinforce a view becoming prevalent in the University that learning and teaching is not supported, recognised or rewarded to a comparable level as research activity.

It was explained that the report of the current pedagogic support providers could offer a way of addressing these concerns, and the Committee went on to discuss that report.

(ii) Report of the Pedagogic Support Providers Co-ordinating Group
Members were reminded that at the same time that the University was setting up its pedagogic support research project, it was also consulting on the next version of its Learning and Teaching Strategy. Responses to that consultation reinforced the need for something other than ad hoc support for teaching and also pointed to a need for better co-ordination of those currently involved in teaching and pedagogic support (i.e. providers such as CARET,

Staff Development, Language Centre, etc.). It was therefore agreed, as a Learning and Teaching Strategy objective, to explore how the efforts of those providers might be better co-ordinated, and a Pedagogic Support Providers' Co-coordinating Group (PSG) had been set up for one year. The Co-ordinating Group's final report was received (**E3918, circulated separately to the General Board**).

It was noted that the PSG was in agreement with the main conclusions of the research project report, namely that ad hoc support for pedagogy was no longer appropriate and that some kind of central co-ordination in the form of a senior, academically-driven support officer (PSO) was needed. However, the report of the Providers' Group went further in suggesting a solution which would at once provide; (i) a structure in which the PSO could be embedded (called CAPITAL E); (ii) a way of preserving momentum until a PSO could be appointed; and (iii) an independent structure, should the Education Committee not agree to endorse the recommendation of the research project.

It was explained that the Providers' Group envisaged that the PSO would be part of a Steering Committee, chaired by the Pro-Vice-Chancellor (Education), and made up mostly of representatives of the current teaching support providers. In this way, not only would the PSO have a channel through which to carry out his/her activities, but there would automatically be better co-ordination of the current providers' activities. It was also emphasised that the Providers' Group did not wish to see current momentum and awareness of pedagogic support lost, and recommended that pending the possible appointment in due course of a PSO, the Steering Group should be set up and function immediately. It was also suggested that a senior academic, with interest in pedagogic support, be seconded to lead the strategic thinking of the Steering Committee, and to work towards either implementation of the PSO model, or some other appropriate model for pedagogic support in the University. It was possible, though not taken for granted, that such a senior academic might be appointed to the role of PSO in due course, if that particular structure were adopted.

The Committee acknowledged that the work of the Steering Committee and its academic leader would necessarily have to remain flexible and somewhat undefined in its first year as it came to grips with solutions for meeting the University's pedagogic needs, but nevertheless the main desirable outputs and functioning of the Steering Group were broadly those given in the Current Providers' report and in the research project report.

The Committee agreed that the way forward suggested by the Providers' Group seemed a feasible and attractive one, allowing the University to work towards the kinds of structures given in the research project, should this prove appropriate. It agreed that a Steering group should be set up under the chair of the Pro-Vice-Chancellor for Education with immediate effect.

It was thought that this way forward would enable the outcomes of the Learning Landscape Project to be taken into account when proposing an eventual structure for pedagogic support in the University. The Providers' Group report also allowed for secondments to and from Faculties and

Departments to participate in pedagogic projects, and this was seen as a vital element for making the operation of any structure relevant to academics at the local level by allowing subject-level expertise to be developed. The resource implications of this decision were discussed in the context of overall resources required for pedagogic support (see (iv) below). It was noted that in the spreadsheet for year 2007-8 spending on pedagogic support structures was included under the heading '4.2.2b Pedagogic providers co-ordination' (£230K), and in year 2008-9 this spend was shown under '4.2.2a Pedagogic support structure' (£220k), indicating the expected transformation of one structure into another, although the exact forms of the transformation was fluid at this stage.

The Committee were not convinced of the appropriateness of CAPITAL E as a name for the structure and suggested that something more straightforward might commend itself to the academic community.

(iii) Undergraduate Personal Development Planning

The Committee was reminded that the University was required to develop undergraduate personal development planning structures by HEFCE and had been piloting a system for the last three years. A final report of the project (**E3919**) together with an evaluation report of the Navigator personal development programme (**E3920**) were received.

The Committee considered the recommendations of the reports. Attention was drawn in particular to the resourcing implications given on pp. 23-24 of the PDP report, and to the recommendations on p. 16 of the Navigator report. It was noted that continued PDP support was an objective of the Learning and Teaching Strategy and that the ongoing resources needed were modest (considered under (iv) below).

It was noted that the University currently provided a personal development course for women undergraduates which was popular and felt by participants to be highly effective. It was reported that from time to time it had been suggested that a similar programme for men undergraduates should be offered. As part of the PDP project, therefore, a pilot programme, Navigator, had been run twice. The evaluation report of the pilots had shown that participants had valued the programme, but that participation and retention had been low, though some of the logistics of the pilot programmes had contributed to this. The Committee felt that, on the whole, it was difficult to justify the expense of running the programme with such low participation, but that, should external sponsorship be obtained, it would be worthwhile to run the programme again trying different venues and times (see (iv) below).

(iv) Summary of resource implications for the University's Learning and Teaching Strategy

A paper showing the objectives of the Strategy, together with likely resource implications, was received (**E3921, circulated separately to the General Board**). It was noted that the paper indicated the objectives which it might be appropriate to fund from the TQEF ILTS strand, and which objectives would require other resources.

The Committee noted that funding for CapCAM and PHEP had already been agreed by the General Board from TQEF for 2007-8 and 2008-9. Bearing in mind its previous discussions, the Committee now confirmed that it would wish funding for pedagogic support and student personal development planning to continue. However, it also acknowledged that all of the remaining projects that had been endorsed by the General Board and included in the Strategy were worthy of funding, and urged the General Board to find the shortfall required over and above that which was available in TQEF, to ensure the continuation of projects in 2007-8 and 2007-9. It was acknowledged that, as part of the University's overall budget, the sums involved for teaching and learning support were small.

The Committee agreed to recommend that the General Board underwrite the funding of all projects contained in the Learning and Teaching Strategy in 2007-8 and 2008-9, save the PDP programme (£12,000) which would only be run if external sponsorship were obtained. In practice this would mean allocating funds to cover the amount needed in excess to that provided by TQEF and other available sources. The Committee further agreed to urge the General Board to continue funding of the same order required for all learning and teaching projects beyond 2009 when TQEF would no longer be ring-fenced. The Committee felt that a seriously negative impression would be created if there were a reduction in funding for learning and teaching support after 2009.

437.6.2 Review of the Tripos system
(Minute 428.2)

The Committee was reminded that, at its meeting on 4 October 2007, it considered several matters relating to the current undergraduate provision. A consultation exercise was undertaken with Faculty Boards and comparable bodies, and with other relevant committees, and a summary of the responses and an analysis were received (**E3923**).

The Committee agreed to consider the issues highlighted in the summary at future meetings, and to circulate the main findings and summary of responses to Faculties and Departments, and to the Senior Tutors' Committee.

437.6.3 Portuguese

The Committee received the following **(E3924):**

- Report of the Portuguese Working Group to the Faculty Board, dated 29 March 2007
- Minute from the meeting of the Faculty Board held on 30 April 2007
- Letter from the Chairman of the Faculty Board, dated 16 May 2007

Professor Sinclair gave an account of the Working Group's deliberations, as a result of which five possible models had been identified. They appeared in the Report in order of preference. Model I, which envisaged finding funds for a second UTO in Portuguese, represented the ideal.

Model II, predicated on the possibility of recurrent partial funding that would allow for permanent additional teaching in Portuguese, assumed a language teacher, a UTO and c.30 hours of bought-in teaching. Although not a permanent solution, it represented the most realistic provision for Portuguese for 2008-09 and was therefore the preferred model. The Faculty Board had agreed that given the time constraints it should be, at need, supported from the Faculty's own reserves in 2008-09 if no other sources of funding could be found. Its merits were noted as: containing the teaching of a UTO clearly within the Faculty norm of 60 hours; providing a robust framework of teaching for Portuguese as a full Tripos language with a clear pathway to graduate studies; allowing for PG5 to be taught; and providing teaching experience for graduate students.

However, Model II also required a stable *leitor* arrangement. To that end, representatives of the Faculty and CUDO had met with the Instituto Camoes in Lisbon on 18 May, with a view to renegotiating the contribution made by the Instituto. A constructive meeting had ensued. The Instituto had agreed, in principle, to provide funding for a five year period, an arrangement which would provide much needed continuity. The Faculty would also take part in the selection of *leitors*. An agreed Aide Memoire would be produced. This would factor in such matters as leave arrangements and teaching levels.

The Committee congratulated the Faculty and, in particular, its Working Group, on the outcome of their deliberations and agreed the following:

(a) that Model I represented an ideal way of delivering what the Faculty understood as its strategic aim in respect of Portuguese, which was to meet the undoubted demand for the subject at a level equivalent to that at which other languages were taught;

(b) to support the Faculty's proposal that work could start on Model II on the assumption that Model I represented a longer term aspiration.

437.6.4 <u>Masters provision in the Judge Business School</u>

The Committee received a letter, dated 15 May 2007, and enclosure from the Secretary of the Council of the School of Technology, concerning a proposed Master of Finance degree **(E3925)**. Professor Meeks outlined the background to the proposal and the financial implications for the Judge Business School and students. Noting that the JBS hoped to introduce the course in October 2008, **the Committee agreed to support the outline proposal, noting that a more detailed proposal and a draft Report to the University would be needed.**

The Committee also received a letter from the Secretary of the Council of the School of Technology, dated 16 May 2007, and enclosures concerning fee levels for the MPhil courses in Finance, Management, and Technology Policy **(E3926)**. It agreed that the Judge Business School should take measures to ensure that UK students were not disadvantaged in any way from applying for the courses. Professor Meeks agreed to raise the issue within the Judge Business School. **The Committee agreed, for its part and subject to an assurance on the above point, to support the fee levels proposed.**

Other Business

437.7 Summary of External Examiners' report, 2005-6

The Committee received a paper, prepared by the officers, regarding issues and other points arising from the reports of External Examiners for 2005-6 (**E3927**) and noted the many examples of good practice identified therein. In the course of discussion, the Committee noted that:

- a very small number of Faculties and Departments had not responded to some or all of the reports of External Examiners;
- in some Faculties and Departments, some clarification was needed over who was responsible for responding to the reports of External Examiners;
- Faculties and Departments should be reminded that all External Examiners should receive a formal written reply to their reports;
- the current guidance provided in the *Guide to Quality Assurance and Enhancement* on ensuring comparability of assessment remained appropriate; and
- the current University policy on resits and resubmission of assessed work remained appropriate.

437.8 Final M.B.

The Committee received a paper, from the Faculty Board of Clinical Medicine, concerning changes to regulations for the Final M.B. (**E3928**) together with a draft Notice **(E3937)**. The Committee noted the various changes to the structure of examinations and particularly the introduction, from June 2008, of formal clinical examinations (to be named Part II) and the change in timing of the resit examinations.

The Committee noted that the paper also proposed the introduction of a mechanism to remove students from the Medical Register in the event of them failing to complete a clinical course of instruction. It did not feel that this was an appropriate use of the Register and that sufficient mechanisms already existed for the proper consideration of students who were having difficulties with the course.

The Committee agreed to the proposed changes to regulations and the publication of a Notice, with the exception of the proposed changes relating to the removal of students from the Medical Register.

437.9 Natural Sciences Tripos: Late submission of work
(Minute 327.1.B)

The Committee was reminded that it had requested the Committee of Management for the NST to articulate a common scheme for penalties relating to the late submission of assessed work. A scheme was received **(E3929)**. The scheme had been approved by the Secretary to the Applications Committee. **The Committee approved the scheme.**

437.10 Natural Sciences Tripos Part III: Course sharing.
(Minute 327.1.C)

The Committee was reminded that it had previously approved in principle a structure to allow course sharing across all subjects in Part III of the NST. (**E3775** recirculated). A Notice outlining the necessary changes to regulations was received **(E3930)**. The Committee of Management would publish the details of the arrangements for 2007-08 after its next meeting on 12 June. **The Committee agreed to the proposal.**

437.11 Minutes of other bodies

The Committee received the minutes of the following bodies:

- Board of Graduate Studies – meetings on 13 March **(E3931)** and 24 April 2007 **(E3932).**
- Standing Advisory Committee on Student Matters – meeting on 24 April 2007 **(E3938).**

437.12 The Department of Other Languages

A letter, dated 21 March 2007, from the Chairman of the Faculty Board of Modern and Medieval Languages to the Chairman of the Council of the School of Arts and Humanities was received **(E3933).** It was noted that the proposals contained therein had the support of the Council of the School. A draft Report of the General Board was also received **(E3934). The Committee, for its part, endorsed the proposals, and commended the draft Report for signature by the General Board.**

437.13 Music Tripos

A letter, dated 25 May 2007, from Mrs Round was received **(E3939).** It was noted that the Faculty Board of Music, at its meeting 25 May 2007, had agreed the following:

(i) Discontinuation of the Performance Essay for Part II, Paper 7

To seek permission to discontinue the Performance Essay for Part II, Paper 7, Test of Performance. There had been a lack of clarity amongst students about how to construct such an essay and Directors of Studies had routinely reported difficulties in arranging appropriate supervision. In addition the Faculty had also reached the conclusion that it needed to reduce the amount of submitted work in the Tripos.

(ii) Submission deadlines for papers in Part IB and Part II of the Tripos

To recommend that the deadline for submission of the Analysis Portfolio be brought forward from the fifteenth day of full Easter Term to the eleventh day of Full Easter Term. This would ease the pressure encountered by students (a number of whom had had the same deadline for up to four pieces of work).

On both counts the Committee agreed to approve the changes to regulations and the publication of a Notice.

Date of Next Meeting

2.15 p.m. Wednesday, 4 July 2007

MINUTE B1, P2

GENERAL BOARD OF THE FACULTIES

A meeting of the Board was held at 2.15 p.m. on Wednesday 10 October 2007 in the Syndicate Room, The Old Schools.

Present: the Vice-Chancellor (in the Chair), Dr Bampos, Professor Barker, Professor Bell, Professor Sir Tom Blundell, Professor Brown, Mr Coulthard, Professor Ford, Professor Sir Richard Friend, Professor Hunter, Ms Linder, Dr MacDonald, Professor McKendrick, Professor Sissons and Professor White, with the Academic Secretary as Secretary, the Deputy Academic Secretary and Mr Thompson. Professor Cliff, Professor Minson, Dr Pretty, the Registrary and the University Draftsman were also present

An apology for absence was received from Professor Leslie.

The Vice-Chancellor, on behalf of the Board, welcomed Dr Nicholls to his first meeting as Registrary, and Dr Bampos back from leave.

Part A - Preliminary and Legislative

A1. Minutes

The Minutes of the meeting of the Board held on 11 July 2007 were approved and signed (Paper No. 07.A.30).

The Board noted that a General Board circular, issued on 27 July 2007, had been approved on Friday 3 August 2007, subject to Paper No. 07.91, concerning the Joseph Needham Professor of Chinese History, being withdrawn.

The Board noted that a General Board circular, issued on 28 September 2007, had been approved on Friday 5 September 2007, subject to an amendment to Paper No. 07.102, concerning Appointments to Headships of Departments.

A2. Report by the Vice-Chancellor

The Vice-Chancellor congratulated Professor Sir Martin Evans, a former member of the Department of Genetics, on being awarded, jointly, the Nobel Prize for Medicine. She noted the recent Sunday Times article celebrating excellence in UK universities. The Vice-Chancellor commented on the discussions at the recent Council Awayday at Ickworth. She noted that the Board's Research Policy Committee would give preliminary consideration to the Sainsbury review of Government science and innovation policies. The Vice-Chancellor also commented on HM Treasury's Comprehensive Spending Review, noting that initial reaction had been positive.

A3. Joint Report of the Council and the General Board on the supervision of the University's information strategy and information communication and technology services and systems: Notice Minutes 06.11.A3, 07.04.A3 and 07.06.A6

The Board received a draft Notice in response to remarks made at Discussion on 10 July (Paper No. 07.A.31).

After the Academic Secretary had commented, the Board, for their part, agreed to approve the Notice and they signed it.

A4. Draft Joint Report of the Council and the General Board on a Gender Equality Policy Minute C/02/07/1

The Board received a draft Joint Report of the Council and the General Board on a Gender Equality Policy (Paper No. 07.A.32).

Professor Cliff drew attention to point 5, noting the direct effect of adopting the policy on staff and students. He commented that the University would be required to issue an Annual Report, and would be subject to a triennial monitoring procedure.

The Board, for their part, agreed to approve the Report and they signed it.

Part B - Principal Business:

B1. Review of the University's arrangements for teaching and learning support

The Board received a paper by the Secretary about this proposed review (Paper No. 07.B.19).

The Vice-Chancellor commented on the context of the paper, noting on the one hand the discrete pedagogic activities in certain non-school institutions and the resource implications of those activities, and on the other the developing role of university libraries in the light of advances in the use of technology. She noted that there was an opportunity to reflect on how pedagogic activities were configured at Cambridge.

Professor Cliff commented on the need to give further consideration to the membership of the Committee. Professor McKendrick noted that those pedagogic activities which were currently ongoing would continue while the Committee undertook its review.

The Board approved the proposal and authorised the Vice-Chancellor and Secretary to finalise the membership of the Review Committee in the light of the discussion.

B2. General Board Work plan for 2007-08 Minute 07.07.B1

The Board received the final version of the Work plan for information (Paper No. 07.B.20).

After the Secretary reported a further amendment the Board approved the plan.

B3. Draft Annual Report of the General Board to the Council 2006-07

The Board received a first draft of their Annual Report to the Council 2006-07, together with the draft Annual Report of the University Council 2006-07 (Paper No. 07.B.21).

The Secretary invited members to provide drafting suggestions by 31 October. In connection with Section 6.1, Professor Brown emphasised the need to expedite actions arising from the Board's Review of Graduate Education.

The Board agreed to receive a final version for signature at their next meeting.

Part C - Other substantive business:

C1. Education Committee

The Minutes of a meeting of this Committee held on 3 October 2007 were received (Paper No. 07.C.35).

In connection with Minute 2.2, concerning the QAA Institutional Audit 2008, Professor McKendrick drew attention to the Audit timetable and the timetable for the production of the University's briefing document.

In connection with Minute 2.4, concerning the Review of Undergraduate Education, the Board noted that the outcomes of the Review would be considered at their meeting on 28 November 2007.

In connection with Minute 2.6, concerning CUSU: Cambridge-specific Student Survey, Professor McKendrick drew attention to discussions concerning the addition of questions more applicable to Cambridge in the NSS Survey. Professor Barker suggested that University institutions might be invited to encourage students to participate in the Survey.

The Board approved the recommendations in the Minutes.

C2. Proposed merger of the Department of Chemical Engineering and the Institute of Biotechnology

The Board received a proposal from the Head of the Department of Chemical Engineering and the Director of the Institute of Biotechnology on a merger (Paper No. 07.C.36).

Professor White indicated that consultations had taken place with staff and students. Professor Blundell, welcoming the proposal, noted the opportunity to strengthen links with relevant institutions in the School of Biological Sciences.

The Board agreed to welcome the draft proposal and they noted that a Report to the University would be prepared for their consideration at a later meeting.

C3. Standing Orders

The Board received a paper prepared by the Officers in connection with General Board Standing Orders (Paper No. 07.C.37).

In connection with draft Standing Order 11, the Board agreed that this should be amended so as to make clear that meetings would be held at least twice a term and that the Chairman be allowed to convene additional meetings as necessary. In connection with draft Standing Order 12, they agreed that adjournment of meetings beginning at 2.15 p.m. should be by 4.30 p.m.

The Board agreed to receive a final version for approval at a future meeting.

C4. Centre for Science and Policy

The Board received a proposal for the creation of a Centre for Science and Policy (Paper No. 07.C.38).

The Vice-Chancellor commented on the extent of external support for the proposal, the range of issues which might be considered by such a Centre and its international dimensions.

The Board, having noted that such a Centre would be located within the Judge Business School and would report regularly to the Board, agreed to support the proposal.

RESERVED

GB Paper

No. 07.B.19

(revised 5/10/07)

UNIVERSITY OF CAMBRIDGE

General Board

Proposed review of teaching and learning support

1. At their meeting on 6 June 2007 the Board considered proposals from the Pedagogic Support Providers Coordinating Group for the greater coordination of central support for teaching currently provided, albeit in a fragmented way, by various institutions including: the Language Centre, the University Computing Service, Centre for Applied Research in Educational Technologies (CARET), Staff Development and the Academic Division. In particular the Board considered whether to set up a Pedagogic Steering Group, as a first step, as recommended by the Education Committee. The Board agreed not to proceed immediately with that recommendation, but to await the outcome of further discussions by the officers about the appropriate structure, taking account also of the review of the future of CARET which is coming to the end of its current phase of funding.

2. In the course of 2006-07 an Advisory Committee was commissioned by the Vice-Chancellor to advise her on the future development of the University Library, in the context of the University's development programme. The Committee's principal strategic recommendations were :

   a) the need for greater integration of the University's libraries and to accelerate progress towards a single Cambridge library system managed through a Director of Library Services; and

   b) that a rapid expansion of the use of e content should become a key objective for the University Library and that consideration should be given to broadening its role to become a learning resource for undergraduates as well as the research community.

   While not a prerequisite for future fund-raising, the Advisory Committee were of the view that opportunities for fund-raising would be enhanced if these recommendations were adopted.

3. Against this background, the officers have concluded that it would be appropriate for the Board to set up a Review Committee with the following terms of reference :

   To review the University's provision for the support of teaching and learning, and to make recommendations for the future having particular regard to :

   - the provision of high quality, cost-effective services to students and staff of the University

   - ensuring a leading and innovative role in the use of e media in support of learning at both the undergraduate and graduate level

- the physical location of these activities and possible infrastructural requirements

- resource requirements and opportunities for fund-raising

- future arrangements for the organisational structure and governance of these activities

- the development of the University library system.

4. It is proposed that membership of the Review Committee should be as follows:

Professor Cliff (as Chairman)
Professor McKendrick
Professor S. Young, Department of Engineering and Chair of I.T. Syndicate
Professor R. Glen, Department of Chemistry
Professor A. J. Badger, Faculty of History and Chairman of the Colleges Committee
Mr S. Lebus, Chief Executive, Cambridge Assessment
Professor D. Laurillard, London Knowledge Laboratory, Institute of Education, University of London
failing whom Ms J. Wilkinson, Head of Higher Education, British Library
with the Academic Secretary.

The Committee will be expected to consult widely with Schools, Faculties, Departments and the student body, as well as taking evidence from relevant experts in the UK and overseas.

G.P. Allen
5/10/07