

Annual Meeting for Directors of Teaching & Senior Tutors 2023

Wednesday 20 September 9.30-12.30

Student Services Centre

About the annual meeting

Each year, CCTL convenes directors of teaching, senior tutors and colleagues supporting educational enhancement at Cambridge to share ideas, expertise and good practice, and to hear about and inform some of the collegiate University's larger conversations about undergraduate education. This year, we continue our focus on addressing inequities in students' experiences and outcomes through inclusive educational practices. As work gets underway to develop the next Access & Participation Plan (2024-28), this is a timely opportunity to reflect on what we have learnt and progress that has been made during the period of the current APP, and on the collegiate University's priorities for the next five years.

In preparation for the annual meeting

The programme for the morning includes a table-based workshop. If possible, we would ask that you bring your laptop or device for this workshop, which includes using a web-based collaborative whiteboard programme (Miro). Please ensure that your laptop or device is fully charged in advance. You may find it helpful to take a couple of minutes before the meeting to read the [guidance on using Miro](#).

Programme

9.30	Welcome <ul style="list-style-type: none">• Dr Meg Tait, Head of the Centre for Teaching & Learning
9.40	Panel: Plans and priorities for the coming year <ul style="list-style-type: none">• Prof. Bhaskar Vira, Pro-Vice-Chancellor for Education• Caredig ap Tomos, Access, Education & Participation Officer (UG), Cambridge SU• Dr Judith Bunbury, Associate Secretary, Senior Tutors' Committee Questions & discussion
10.20	Refreshments, conversations
10.50	Panel: Enhancing on-course experiences and outcomes and addressing inequities at Cambridge <ul style="list-style-type: none">• Context: Sector research and the next Access & Participation Plan (Dr Meg Tait)• Dept of Engineering: understanding and addressing awarding gaps and curriculum reform (Prof. John Durrell; Prof. Seb Savory; Akash Gupta; Dr Kamilah Jooganah) Questions & discussion
11.40	Table-based workshop <ol style="list-style-type: none">1. What challenges or impediments to equity in on-course educational experiences and outcomes are you aware of in your context? Do the OfS-identified challenges [see appendix] express these effectively? Would you add / amend any? If so: why?2. In your experience, what works to address these challenges or impediments to equity in on-course educational experiences or outcomes your context? How do you know? What else might you (or Cambridge) want or need to know about what works to address these issues in your context or in Cambridge more generally?3. Anything else that Cambridge should be thinking about / aware of in devising the next Access & Participation Plan during the current year or in putting it into practice (2024-28)?
12.15	Plenary review, questions and discussion <ul style="list-style-type: none">• Prof. Bhaskar Vira
12.30	Close

Appendix: addressing challenges to on-course equity in experiences & outcomes

In preparing the next Access & Participation Plan, universities are expected to use 12 '[equal opportunities risks](#)', which have been formulated by the Office for Students (OfS) from analysis of national data, to interrogate our own (qualitative and quantitative) data, in order to identify

- whether particular 'groups' of our students are currently experiencing inequities in their educational experiences and outcomes
- what may be done to address inequities and to enhance education & outcomes

The OfS notes that the 12 issues which it has identified are not exhaustive and universities are encouraged to identify challenges which they consider to be significant in their context. Universities are expected to develop stronger approaches to (qualitative and quantitative) evaluation and to share findings and methods with the sector.

APP guidance clarifies that work to address on-course inequities may include (but is not limited to) development of the curriculum; assessment; pedagogy; learning resources; student support; employability and opportunities such as work experience, placements and internships.

The challenges selected for discussion today are associated with on-course education. Factors such as economic hardship are not included, for the purposes of this meeting.

Tableau presents assessment outcomes showing [awarding gaps by student characteristics](#) at Cambridge.

Pre-identified by OfS: (national) challenges to on-course equity in experiences & outcomes	Potential: approaches giving rise to equity in experiences & outcomes in Cambridge context
Insufficient academic support that can be personalised to ensure students can achieve successful outcomes from their HE experience	Small-group teaching and personalised academic support; access to library, technical/laboratory and museums/collections to support teaching and learning
Students may not experience an environment that is conducive to good mental health and wellbeing	Developing and differentiating between 'positive learning environment' and specialist support; Development of student support and wellbeing provision across collegiate University
Ongoing impact of the pandemic on student outcomes and opportunities	Provision of highly tailored and individualised support and teaching through the collegiate structure
Progression from higher education to outcomes (e.g. employment or further study) which students consider to be positive reflections of their higher education experience	Addressing inequities in degree outcomes; undergraduate degrees include research opportunities; careers education