



Vice President Academic Affairs Report

April

### **Suggestions – F.Lux on Library Computers**

F.lux is a program that adjusts a display's colour temperature according to location and time of day. The program was designed to reduce eye strain during night-time use and reduce disruption of sleep patterns, but can be customised or turned off should the user not wish to use it. As Student Leaders, we support this idea, as we feel it would only be of benefit to the students. This programme is already installed on machines for computer science students. For this reason, this SUGesstion was fast – tracked. Since my last report, ICT are waiting for F.Lux to design a corporate License in order for us to use. ICT have also begun to explore alternative options to complete this request.

### **Suggestions – Plotter in AAD west 4<sup>th</sup> floor**

A SUGesstion was submitted to have a plotter installed on the 4<sup>th</sup> floor of AAD West. Since my last report, I will now sit on the University's Print Board, where all printing placement and logistics are discussion, and the plotter will be raised there!

### **Less Stress – More Success!**

On the 16<sup>th</sup> April, the student leaders ran a campaign to raise awareness of dealing with high levels of stress during the upcoming assessment period. We had a number of activities going on throughout the day including a bubble wrap room, massages, smoothie bikes and assessment support workshops. Alongside this we provided students with a “goodie bag” that included information around academic offences, and some revision tools. In total, over 450 students engaged with the campaign, with strong presence physically and on social media. I would like to extend a massive thanks to the student leaders and various members of staff who helped us to achieve such a fantastic turnout to our event.

## **Subject Level TEF Consultation:**

The TEF was introduced in 2016 to drive up standards of teaching and give students clear, understandable information about where they are likely to receive the best teaching and outcomes. Provider-level TEF has been an important step across the sector to help improve teaching excellence, and anecdotal evidence from providers indicates that it is already driving a renewed focus on teaching quality. In 2017 Lincoln was awarded a Gold standard rating for its teaching excellence.

However, the biggest improvement TEF will make to the information on offer to students will be to produce ratings at subject-level. We know that most students choose their subject first, and then choose between providers offering that subject. Students need to know how a provider's teaching quality will relate to them in the subject they are looking to study. The subject-level pilots will develop TEF so it provides this for students.

After creating a culture of consulting with the student body around issues both locally and in HE as a sector, the Student's Union will be submitting a response to the consultation on the Subject-Level Teaching Excellence and Outcomes Framework Pilot on behalf of the student body. This will come alongside a University response, after agreeing to take part in the subject level pilot. We will take feedback from the student body at the next rep forum on May 9<sup>th</sup>.

## **Post-18 Funding Review**

The government is conducting a major review of post-18 education and funding to ensure a joined-up system that works for everyone. An independent panel, chaired by Philip Augar and supported by 5 experts from across the tertiary education sector, will provide input in to the review. The panel is now inviting interested parties to submit evidence to inform its work. The review will focus on 4 key issues;

1. Choice and competition across a joined-up post 18 education and training sector
2. A system that is accessible to all
3. Delivering the skills our country needs
4. Value for money for graduates and tax payers

Alongside the Subject-Level TEF Pilot consultation, the Student's Union will gather opinion from students at the next All Student Members meeting on April 25<sup>th</sup>. And submit a response the review as part of the call for evidence.

## **Lecture Recording Working Group**

Academic Board (April 2018) have requested that a small cross institutional working group look at **devising a plan to enable the adoption of lecture recording across the University from September 2018**. This is in direct response to student feedback for increased access to recorded lectures to assist revision, support additional student learning needs (such as English as a second language or accessibility), deliver equity across all taught programmes and aligns with student expectations across the sector. This will be chaired by Dean of Digital Education, Andy Beggan and myself.

The working group will in particular review and agree strategies to support the successful institution-wide deployment of lecture recording, addressing in particular (but not limited to):

- Review lessons learned from current levels of adoption (1 year on from site wide rollout)
- Recommend changes to current installation to support increased adoption
- Recommend policy changes needed to support increased adoption
- Review additional barriers (staff and student) to adoption and recommend suitable strategies or approaches to address them

### **Specific responsibilities for the Working Group will include:**

- Confirming overall process and informing activities
- Agreeing decisions and outcomes
- Participating and delivering associated tasks in support of the aims of the working group
- Contributing to the writing of the final recommendations
- Representing area of responsibility within the Working Group
- Ensuring appropriate consultation and participation within their area of responsibility as defined by the requirements of project
- Quality assurance

## **VP Education**

As last week's ASM, the title of the VPAA was discussed. The following points were noted:

- The term 'Academic Affairs' no longer needs to fit with the University Committee structure, as there is increased independency from the University
- The term 'Academic Affairs' does not make it clear to students what the role of the Vice President is.
- The title 'Vice President Education' makes it clear that the role of the Vice President is to make change surrounding anything to do with a students' education.
- The title 'Vice President Education' is more relevant to our students

The meeting voted to change the title of the 'Vice President Academic Affairs' to the 'Vice President Education'