



# GONVILLE & CAIUS COLLEGE EDUCATION STRATEGY

2022-2027



# WHY DO WE NEED AN EDUCATION STRATEGY?

## IT IS REQUIRED

- Commitment in TOR for Education and Research Committee
- Part of a broader series of strategy documents produced for and approved by the College Council

## TO ACHIEVE OUR GOALS

To be deliberate in promoting positive outcomes

- Academic outcomes
- Students' mental health and well being
- Underpinned by attracting and accepting the right applicants

## TO MARKET OURSELVES

Set our reputation deliberately. i.e. to ensure a match between what we offer and those who are selecting us by knowing who we are and what we're trying to achieve.

# CONTEXT IN 2019

## ADMISSIONS

- Significant rise in applications between 2014-15 and 2018-19 (732 to 959) over and above general rise in applications to University
- Proportion of applicants from the maintained sector one of the lowest in the University
- Maintained sector intake unchanged from 2014-2019 (55.6% to 55.1%) in context of a rise of 6.8 percentage points across University
- In 2018-19 the College had the lowest proportion of maintained sector entrants in the University
- One full-time outreach officer (recent graduate) to covering Link Areas with twice as many schools as the average college

## RESULTS

- Having been in top ten of Tompkins Table every year bar one between 1997 and 2009, it was outside top ten for whole of 2010s
- Strong performance in Arts, Humanities and Social Sciences (AHSS)
- Weaker performance in Sciences
- Good signs of improvement from first year to finals, especially among maintained sector students
- 'Second-year stall' an issue, particularly in the Sciences

## TUTORIAL SUPPORT

- First full-time Senior Tutor appointed in 2019
- Tutorial panel sizes for UG Tutors c.65 students, very large by Cambridge standards
- One College Nurse working hundreds of hours of overtime each year
- Hybrid system of mental health support, partly through Health Centre and partly through Tutorial Office



## **OUR AMBITION**

All-round excellence for our students in the provision of education and support to ensure they are equipped to achieve their potential while at Cambridge and to make a positive contribution to the world when they leave

# TAKING A 360 VIEW

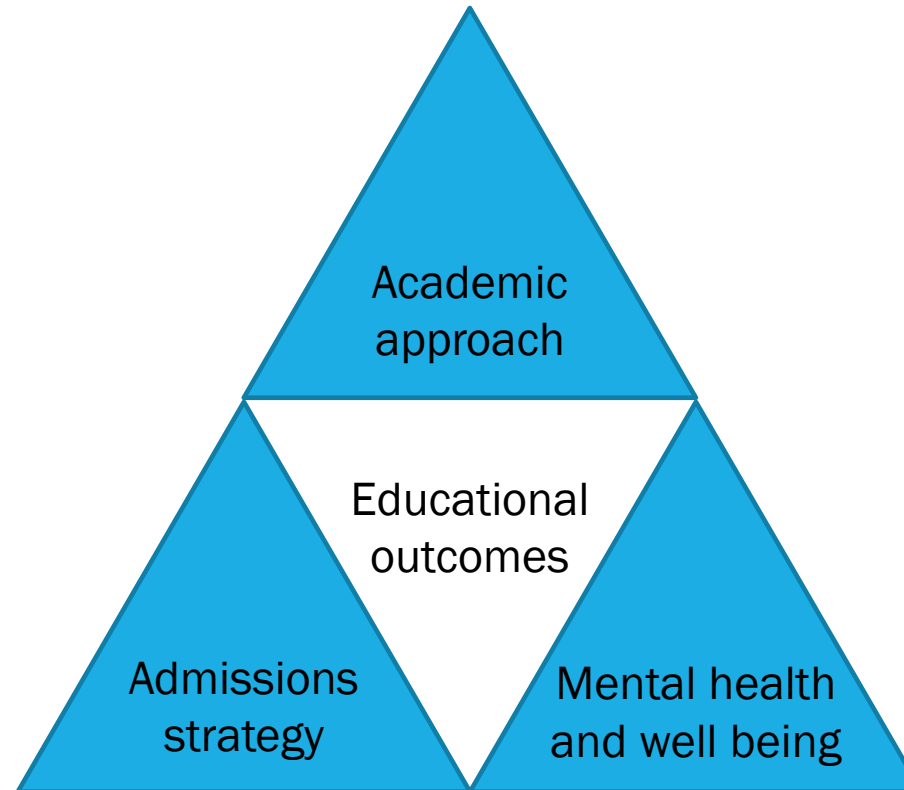
Our informed,  
qualitative assessment



Quantitative data  
where available



External trends and  
context



# OUTREACH - TARGETS



BY 2025-26 75.9% OF HOME APPLICANTS WILL COME FROM THE MAINTAINED SECTOR, IN LINE WITH PROJECTED UNIVERSITY AVERAGE



BY 2025-26 7.5% OF HOME APPLICANTS SHOULD COME FROM POLAR4 Q1 AREAS AND 17% FROM POLAR4 QS 1 & 2.



BY 2025-26 22% OF HOME APPLICANTS SHOULD COME FROM IMD D1-3 AREAS.



BY 2025-26 AT LEAST 10% OF OUR HOME APPLICANTS SHOULD COME FROM OUR LINK AREAS.

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# OUTREACH STRATEGY

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- Increase of outreach capacity from 1.0 FTE to 2.4 FTE
  - London Outreach Officer embedded in London Link Areas
  - Targeting of school and applicant types for events
  - Cambridge Higher Aspirations Scheme (CHAS) in Norfolk
  - Residentials
  - Eleven-Up
  - Social Media (Caius Schools YouTube; Twitter, Instagram & TikTok; Website; Ambassador Platform)

# ADMISSIONS

- The College should continue to admit c.160 UG students each year
- The College should continue to admit in all subjects
- The College should aim to admit at around the University average for target groups from the Admissions and Participation Plan
- The College should participate in the University Foundation Year and the Bridging Programme with Christ's and King's Colleges
- The College will, where necessary and appropriate, make challenging offers above the typical offers in individual subjects



## EDUCATION - TARGETS



**Top-line excellence...** – aim for proportion of students getting Firsts at Finals to be 5 percentage points above the University average (currently we are at the average)



**...by focusing on improvement** - Increase from 20% to 25% the proportion of students rising from 2.1s or below in the first year to a First in Finals from 20% to 25%



**...and on maintaining progress** – halve the proportion of students whose results decline during their time at Caius (currently 18% from 1<sup>st</sup> to 2<sup>nd</sup> year and 10% from 1<sup>st</sup> to 3<sup>rd</sup> year)

## EDUCATION - STEPS TO TARGETS

Review of Director of  
Studies role

Aim to have one  
teaching fellow for  
every nine students  
in a Tripos

Improvement of  
transition support

Increase of  
Academic Skills  
provision, especially  
in the Sciences

Progression plans for  
students who are  
struggling or not yet  
achieving their  
potential

## EDUCATION – MEASURING OUR PROGRESS

Annual academic report by the Senior Tutor to Education & Research Committee, Tutors & College Lecturers Meeting and College Council in Michaelmas Term

Written feedback mechanism for students

Subject reviews of individual triposes by E&RC on a five-year cycle

Appraisals of teaching fellows

# TUTORIAL SUPPORT MECHANISMS

- **Tutors** – Tutorial panels should not normally exceed 45 students
- **Financial** – aim of supporting both *access* and *opportunity*
- **Mental health and wellbeing** – fast, effective and joined-up mental health support mechanisms accessed through the Health Centre with a focus on prevention as well as treatment



# IMPLEMENTATION

- Agreement by Tutors and College Lecturers, Education and Research Committee and College Council in Michaelmas Term 2021
- Publication of Education Strategy on the College Website
- Yearly review and update of the strategy by the Education & Research Committee in Michaelmas Term

## Gonville & Caius College Education Strategy, 2022-27

### **1 Introduction – why do we need an Education Strategy and what does it encompass?**

**1.1** We need an Education Strategy because education is at the heart of the College's mission and has been since its foundation. The Education & Research Committee is tasked with considering long-term strategy and policy in relation to education on the basis of a rolling five-year plan. The College has been developing strategies in other areas of its operations, including an Estates Strategy, an Accommodation Strategy, an Outreach Strategy and an Investment Strategy. All these subsidiary strategies, however, are in place to allow the College better to further its charitable aims of education, religion, learning and research. These strategies need, therefore, to be in conversation with the College's overall goals in education and its other charitable purposes. An Education Strategy sets those goals and lays out how the College intends to achieve them.

**1.2** In determining a strategy for education the College is able to ensure a match between what we offer and those who are selecting us. It allows us to tell a consistent story, to ourselves and to the wider world, about what we want to achieve and how we intend to do so. The strategy gives us a document to refer back to, to remind us of the principles we have set out when we come to take individual decisions. This allows us to make decisions consistent with those principles with the purpose of promoting positive outcomes in line with our stated aims.

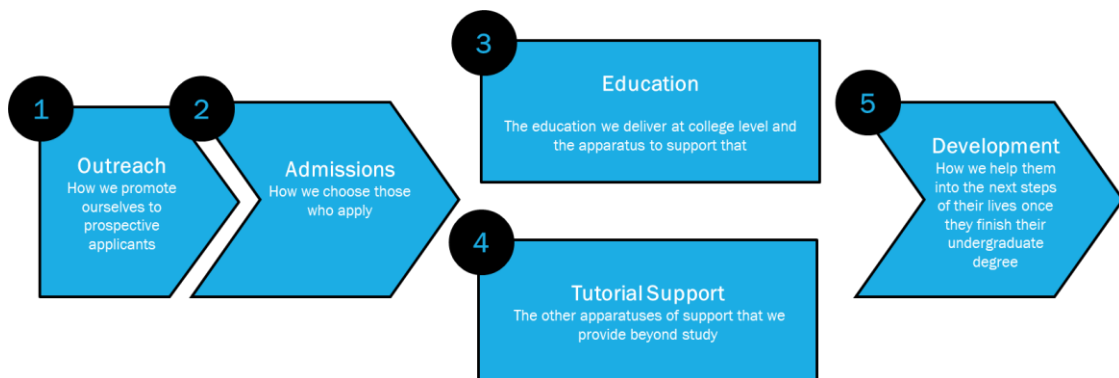
**1.3** Strategies, then, are produced to help us achieve our aims. The College's ambition in its education is to achieve:

***All-round excellence for our students in the provision of education and support to ensure they are equipped to achieve their potential while at Cambridge and to make a positive contribution to the world when they leave.***

**1.4** To achieve strategic aims it is necessary to recognise what lies within your competence and what is out of your direct control. The College educates nearly 800 individual students. Each has significant agency, through their abilities and their work ethic, over their educational outcomes. Students and colleges are also all working within the educational structures provided by the University of Cambridge which limits the College's freedom of action. The College has a voice within the University and it should seek to promote outcomes at a University and intercollegiate level consistent with the educational aims it has agreed upon.

**1.5** Recognising that colleges have considerably more agency in the education of their undergraduate students than that of most of their postgraduates, the focus of this document is on undergraduates. Many of the principles and prescriptions laid out, however, apply equally to postgraduate students as to undergraduates. The College has recently appointed a Deputy Senior Tutor (Postgraduates) who is tasked with promoting the interests of and the College's relationship with its postgraduate community.

**1.6** Accepting what lies beyond our direct control, the strategy focuses on those areas where the College's actions can directly affect and support the educational outcomes of its students. These fall into five broad categories, each of which should feed in to and support the others:



**1.7** This strategy lays out the context in each of these areas before developing targets and pathways to meeting those targets.

**1.8** Today, the committee is asked to

- Endorse the educational strategy, targets and activities set out – namely to support our students achieve their full potential, using the levers outlined in the diagram above
- Agree the actions laid out in Section 9.

## 2 Context in 2019

### 2.1 Challenge #1: Outreach and Admissions – despite healthy application volumes, the proportion of maintained sector entrants is too low.

- Thanks to the work of its Admissions Tutors and Schools Liaison Officers (SLO) the College has seen a big rise in applications in recent years. From 732 applications for undergraduate entry in 2014-15, the College received 959 in 2018-19. This rise of 31% easily outstripped the general growth of applications to the University, which rose by 19% in the same period. The College went from the ninth most popular college by raw number of applications in 2014-15 to fourth in 2018-19.
- This rise, while undoubtedly welcome and evidence of the College's fundamental attraction to applicants, did not change the pattern of applications in other ways. The proportion of applications from the maintained sector remained stubbornly low. In 2014-15 the College received the second lowest proportion of maintained sector applicants, by 2018-19 it was still the third lowest.<sup>1</sup>
- Reasons for this are not hard to find. Some are things we cannot change but others reflect a lack of investment by the College in seeking out maintained sector applicants and applications from other groups under-represented at Cambridge. As part of the [Cambridge Area Links Scheme](#), the College had less than half the outreach capacity of most other colleges to cover twice as many schools and students.<sup>2</sup>
- The low proportion of applications from maintained sector schools and other target groups has been a significant factor in the low intake at the College from these groups. In 2018-19, just 55.1% of Home entrants to the College were from maintained-sector schools, the lowest proportion in Cambridge. While maintained-sector entrants to the University rose by 6.8 percentage points between 2014-15 and 2018-19, the proportion at Gonville & Caius fell by 0.5

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<sup>1</sup>[https://www.undergraduate.study.cam.ac.uk/sites/www.undergraduate.study.cam.ac.uk/files/publications/undergrad\\_admissions\\_statistics\\_2015\\_cycle.pdf](https://www.undergraduate.study.cam.ac.uk/sites/www.undergraduate.study.cam.ac.uk/files/publications/undergrad_admissions_statistics_2015_cycle.pdf), Table 5.1.

<sup>2</sup>[https://www.undergraduate.study.cam.ac.uk/sites/www.undergraduate.study.cam.ac.uk/files/publications/ug\\_admissions\\_statistics\\_2019\\_cycle\\_0.pdf](https://www.undergraduate.study.cam.ac.uk/sites/www.undergraduate.study.cam.ac.uk/files/publications/ug_admissions_statistics_2019_cycle_0.pdf), Table 5.1. In 2018-19 the proportion of Home maintained applicants to the University was 72%, at Caius it was 62.8%.

<sup>2</sup> The College had one full-time recent graduate as Schools Liaison Officer. The Admissions Tutors were contracted 0.6 FTE between them but, although they did some outreach work especially around the College and University Open Days, outreach was not part of their contracts.



percentage points.<sup>3</sup> The College admits fewer than 5% of Cambridge undergraduates and yet over 7% of all Independently-educated students admitted to Cambridge in 2018-19 were taken by Gonville & Caius.<sup>4</sup> The proportion of 'flagged' students from under-represented groups at the College rose between 2014-15 and 2018-19 but by much less than the University average and consequently the College moved from the top quartile to the bottom quartile of colleges.

## **2.2 Challenge #2: Educational results – despite strong overall performance, we have areas of weakness in i) improvement in second-year performance and ii) across disciplines.**

- The College has a proud tradition of academic excellence and between 1997 and 2009 the College was in the top ten of the Tompkins Table every year bar one. The last decade has seen a decline in relative performance, however, and the College did not appear in the top ten at all during the 2010s.<sup>5</sup> Most recently, the College saw strong performance from its finalists in 2020 and strong overall performance in the summer of 2021, obtaining a position of fifth on a putative Tompkins Table.
- This overall picture masks differential performance across disciplines. In Arts, Humanities and Social Sciences (AHSS), students have been significantly outperforming the University average in each year of study, while in the Sciences Caius students have underperformed the University average in each year of study.
- There has been strong improvement from first year to finals, especially among maintained sector students.<sup>6</sup> Improvement has not been even, however, with big improvements in the third year masking a much slower improvement, and at times decline, in second year.

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<sup>3</sup> Undergraduate Admissions Committee, 14 October 2019, UAC.20.12.

<sup>4</sup> Ibid.

<sup>5</sup> [https://en.wikipedia.org/wiki/Tompkins\\_Table](https://en.wikipedia.org/wiki/Tompkins_Table).

<sup>6</sup> 19% of Maintained-sector students obtained firsts in first year between 2013 and 2019, rising to 34% by finals. For Independent students it rose from 24% to 34%. Data taken from TCL 2020/14, Tables I-VI.

### **2.3 Challenge #3: Tutorial Support has typically been reactive rather than pro-active and systematic in approach.**

- The College appointed its first full-time Senior Tutor in 2019 but has generally been running light in various aspects of its tutorial provision in recent years. Tutorial panels have been very large, typically 65 students in an undergraduate tutorial panel, and the amount the College was spending on staff in the Admissions and Tutorial Offices was below average for collegiate Cambridge. Provision of mental health support was a hybrid system, part delivered through the Health Centre (which was also understaffed) and part through an outside firm via the Tutorial Office.
- None of the above context diminishes the huge amount of dedicated and successful work that fellows (especially Tutors and Directors of Studies), staff and students have done but there has been a lack of co-ordinated thinking and action that this document, and the process of consultation across the College that has gone into creating it, seeks to rectify.

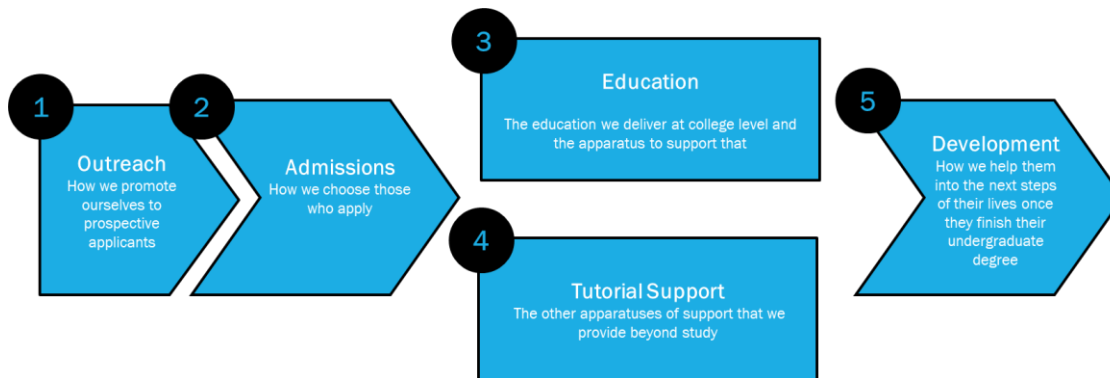
## **3 Ambition for our Education Strategy**

### **3.1 Our overarching ambition is:**

***All-round excellence for our students in the provision of education and support to ensure they are equipped to achieve their potential while at Cambridge and to make a positive contribution to the world when they leave.***

- It is an overarching vision in three senses:
  - Over time: we want to help our students achieve their potential from the moment of first touch, throughout their university career, and onwards throughout life.
  - Across touchpoints: it only takes one stumble to fall – we need a joined up strategy that supports our students across both their educational and non-educational needs.
  - From us all: this can't be delivered in isolation – we will need to work together to achieve this vision fully.

- The next section of this document steps through how we will achieve this vision at each stage of the student journey:



## 4 Outreach

- 4.1** The College Council has recently adopted the Outreach Strategy produced by the Tutor for Admissions & Outreach and this will inform the College’s outreach policy over the course of the next few years.<sup>7</sup> **In our outreach work, we aim to encourage talented applicants to apply to Gonville & Caius, especially from under-represented groups, with the aspiration to admit more students from these backgrounds.** A subsidiary aim is through our work in our Link Areas to raise aspirations and widen participation more broadly.
- 4.2** The College will adopt the following Outreach targets for 2025-26:
- 75.9% of Home applicants will come from the Maintained Sector, in line with projected University average.
  - 17% of Home applicants should come from POLAR4 Qs 1 & 2 areas.
  - 22% of Home applicants should come from IMD D1-3 areas.
  - At least 10% of our Home applicants should come from the College’s Link Areas.
- 4.3** These targets will be achieved by increasing and diversifying both our outreach capacity and output. The College has increased its outreach capacity from 1.0 FTE to 2.4 FTE through the creation of two new roles: Tutor of Admissions and Outreach (0.4 FTE outreach) and a London Outreach Officer, who will be embedded in our London Link Areas. This blend of academic (as Tutor for Admissions & Outreach), former teacher (as London Outreach Officer) and recent graduate (as Schools Liaison Officer) gives the College the ability to engage effectively with different stakeholders and different age groups of students.

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<sup>7</sup> CC 2020/242.

- 4.3.1 While the College will retain single school visits and big one-off events like the Open Days, more of our work will focus on long-term interventions using a blend of online and in person events both in Cambridge and in situ. We will target our events particularly at under-represented schools and students and work closely with the University, other colleges, Oxford and third-sector organisations to become a leader in outreach work. Through all our work with students and in our publications we will emphasise consistently our key message that the College is a place where students from every background will be supported to thrive and to achieve their potential.

## 5 Admissions

- 5.1 If persuading more talented young people to apply to the College, especially from underrepresented backgrounds, is the key aim of our outreach work and message, then the next lever at our disposal when implementing an effective education strategy is selecting the right ones from those who apply to the College and to the University.
- 5.2 The College's admissions policy is 'to make offers to students of the highest potential irrespective of background'.<sup>8</sup> Potential is multi-layered and complex, and our **admissions processes will focus around identifying and selecting on potential**. Two important elements of this will be the College's participation in the University's Foundation Year Programme and the Bridging Course along with Christ's and King's Colleges. As part of the College's efforts to identify potential, regular updates on trends in Admissions and refresher training for those involved in Admissions will be provided by the Tutor for Admissions and Outreach.
- 5.3 The College recognises that, where used in context, achieved results at A Level and GCSE correlate with performance in Cambridge and thus, where appropriate, will use targeted offers over and above the University's typical offer in individual subjects.
- 5.4 The College will continue to be one of the largest undergraduate colleges and will seek to admit c.160 students a year over the next five years and will continue to admit in all subjects offered at Cambridge. The University has made commitments in its [Access and Participation Plan](#) on admitting students from currently underrepresented backgrounds. As the University makes progress towards these targets, the College aims to keep pace with other colleges and to admit at the

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<sup>8</sup> CO 33 of 10 June 2020.

University average in the target groups of maintained sector students, students from POLAR4 Q1 & 2 and from D1-3 of IMD areas.

## 6 Education

- 6.1** Students at Cambridge are assessed at the end of each year of study but the value of a Cambridge education, especially through the supervision, is as much formative as summative. What students learn along the way both in knowledge and skills are as important as what they achieve in their exams. That said, results do matter, not least because they help students move through to the next stage of their academic or professional careers, but success in exams comes in different forms. A 2.1 can, in some circumstances, be as much of a personal triumph for one student as a starred first might be for another.
- 6.2** As a College we must aim high for our students but in ways that move beyond a simple focus upon headline results and where they place us in relation to other colleges. Being aware of our current strengths and weaknesses and focusing upon these we will improve results and the experiences that go into achieving those results. **A targeted approach will have a concurrent effect upon our overall results that will help to restore Gonville & Caius's position as one of the strongest academic colleges.** This is not about creating a hothouse where the College can boast of its students' success without thinking about the effect of such pressures on them. Instead, the College is there to support and enable its students to achieve their potential and to be proud of their successes without trying to appropriate the glory for itself.
- 6.3** The College wants to help its students achieve excellent top-line results in finals and to do so by maintaining a focus on improvement and on sustaining success where it has been achieved in earlier years. Its four prime targets in terms of results between 2022 and 2026 will be as follows:<sup>9</sup>
- The proportion of students getting firsts in finals to be at least five percentage points higher than the University average.

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<sup>9</sup> The targets may need to be amended in the future to reflect changes to University grading policies.

- The proportion of students getting an overall first in their degree also to be at least five percentage points higher than the University
- An increase from 20% to 30% in the percentage of students rising from a 2.1 or below in their first year to a first in finals.
- Halve the proportion of students whose results decline during their time in College (currently 18% of students from first to second year and 10% of students from first to final year).

**6.4** To achieve these targets, three areas of our educational provision have been identified for review and improvement.

- First, to address differentials across disciplines, ensure sufficient staffing for the teaching fellowship and upweight the role of Directors of Studies. In larger subjects the College will aim to have one teaching fellow for every nine students in the subject (so roughly admitting three students a year for each fellow). This is not a hard and fast rule but is a rule of thumb that will allow the College to plan recruitment to the fellowship and admission of undergraduates to ensure that they remain in step with each other. The College will seek to reduce the number of triposes where it has no teaching fellow. As it is committed to admitting in all subjects then that means seeking to recruit where opportunities arise.

6.4.1 The College will review and update the role of Director of Studies (DoS), the most important academic contact that undergraduates have, to ensure that the expectations of DoSes are tailored to the needs of students and fit the College's educational priorities and that the role is appropriately remunerated in line with the considerable responsibilities that it brings. Each individual tripos, of course, has its own needs and ways of working but it is important that DoSes and students are aware of the baseline expectations of the role that can be adapted to suit the individual style of the DoS and the circumstances of the subject.

**6.5** Secondly, the College will aim to improve and enhance the academic support it offers. The Bridging Course is aimed at smoothing the transition from A Level to Cambridge for some students who are arriving from under-represented backgrounds and, as this develops, the College will determine how much can be used to support the transition for all students and how that may fit in to material already being provided by faculties, departments and the University.

- The College will work with its Academic Skills Advisors to expand and publicise more effectively its offering to students. It will be made clear that multiple routes of referral exist (via DoS, Tutor and self-referral) and that any student can potentially benefit from it at any time in their career rather than it being aimed at specific types of student. The College will investigate ways to develop ancillary skills support relevant for scientists as there appears to be the most scope for development of provision here.
- 6.6** Thirdly, to address the slowdown of progress in the second year, the College will develop progression plans for its students, starting with those who have struggled in their exams or who have not yet achieved their potential, which will be produced by the student and DoS in collaboration with input from the Tutor to ensure a 360° appreciation of the student's individual needs.
- 6.7** To measure progress in achieving its educational targets, the Senior Tutor will write an annual report on educational outcomes that will go to Michaelmas Term meetings of the Education & Research Committee, Tutors & College Lecturers and to the College Council. The Education & Research Committee will conduct a review of each tripos in a five-year cycle where Directors of Studies will have the opportunity to reflect upon the performance and development of their subject in the College and to identify particular issues that the College should be aware of, either at a College or University level, for the future.
- 6.8** A process for written feedback will be revived to help DoSes as part of the process for them to identify good supervisors and to provide individual students with a voice. Teaching fellows will meet with the DoS/es and Senior Tutor every three years to talk through their teaching experiences and to identify any support that the College can offer to further their teaching.

## **7 Tutorial Support**

- 7.1** The College recognises that wellbeing and good mental health are important elements in unlocking a student's potential and that the College has an important role in promoting these both on an individual level and in the way the College interacts with and influences the University in its policies. **Our aim is to be take a more systematic approach to the provision of support to our students.**

- 7.2** The Tutorial system is the essential accompaniment to the academic support provided through the DoS and acts as the gateway for students to the various different ways the College provides support. Tutors support students' welfare, enable them to access the financial resources of the College and can act as a liaison between them and their faculty/department or the University.
- 7.3** In order to fulfil this role effectively, it is necessary for Tutors to get to know the students assigned to their care. Tutorial 'panels', therefore, need to be of a manageable size to enable a relationship of knowledge and trust to develop and the College aims to have panels which are normally no greater than 45 students per Tutor. The College will work with the GCSU to improve the process of Tutor meetings to ensure they are of maximum benefit to the student.
- 7.4** Tutors will all be mental health first aid trained from Michaelmas Term 2022 and able to act as vital signposts towards the mental health and wellbeing support that the College provides. The College has recently adopted a mental health strategy aimed at providing students with fast, effective and joined-up mental health support through the Health Centre and also a number of wellbeing options that focus on prevention as well as treatment. The College will monitor and engage with the development of the University's Mental Health Strategic Review and ensure that any necessary changes are made to the College's own provision to enhance services offered by the University.
- 7.5** In terms of its financial support, the College has adopted two key guiding principles – *access* and *participation*. In terms of access the College is determined to ensure that Cambridge is affordable for all Home students and also has funds to support international students who run into financial difficulties during their course. As important, however, as it is to ensure that people can come to Cambridge, the College also needs to ensure that, once here, they are able to participate equitably the opportunities, both academic and co-curricular, that are available here.
- 7.6** Students with either a physical disability or a specific learning difficulty are supported by a dedicated member of staff in the Tutorial Office who works with them throughout the year to ensure the correct distribution of Student Support Documents (SSDs) and support with applying for exam adjustments. We aim to simplify the process for providing evidence for exam adjustments in order to make this as smooth as possible and to cause the least amount of hassle for disabled students.

## **8 Personal Development**



- 8.1** While education remains the core business of the College in relation to its Undergraduates, it is important that this is not simply regarded as work in their chosen tripos. Cambridge and Caius has much more to offer in intellectual, social and physical spheres and students should be encouraged to engage with these.
- 8.2** This is the *participation* element of the guiding financial principles mentioned above in Paragraph 7.5. The College believes that healthy engagement in co-curricular activities is beneficial for students' well-being, for their long-term development as people and also for their academic work.
- 8.3** By engaging in the world around them when they are students, they will be better equipped to make a positive contribution when they leave Cambridge and part of the education that we offer them should enable them to do this.
- 8.4** The College can help achieve this end in a number of ways:
1. *Intellectually* – through the encouragement of subject societies, subject dinners and the development of intersectional discussion and debate between members of all ages.
  2. *Facilities* – ensuring that we have excellent facilities (especially sporting and musical) to encourage and enhance participation at all levels of skill.
  3. *Languages and travel* – supporting students who wish to learn new languages and promoting sustainable travel to broaden minds and experiences.
  4. *Alumni* – activating the experience, expertise and generosity of our large network of alumni around the world to support the interests and future plans of current undergraduates.
  5. *Postgraduate pathways* – encouraging the next generation of postgraduates and, ultimately, academics through providing advice and as much financial support as possible, especially to those from under-represented backgrounds.
- 8.5** All this needs financial underpinning, from an individual level (such as the co-curricular grant to each student to encourage participation) to infrastructure to ensure high quality buildings and facilities. These needs should inform the fundraising priorities of the Development and Alumni Relations Office (DARO).
- 8.6** **While many alumni wish to support the College financially, some will also wish to supplement this with support of other kinds while others will be able or willing to give their time and expertise while not donating.** The College is fortunate and grateful for having an active and engaged alumni network and wishes, through DARO and the Tutorial Office to connect alumni with current students to help the latter as they make the transition from university to whatever may come next.
- 8.7** Such engagement is best when student led and focused as they are best placed to know what they believe will be useful for them. The College will therefore work with the GCSU to develop either a Careers Society or a Careers Officer as a role within the GCSU Committee who can work with DARO to tap into the expertise, knowledge and enthusiasm of our alumni.

- 8.8** Large numbers of students are now doing master's courses, either integrated as part of their undergraduate course (such as Engineering or Part III Maths or Natural Sciences) or as standalone master's courses after the end of their undergraduate course. For some students, this is an essential pre-requisite for doctoral study but with increasingly large numbers of graduates in the job market, education to master's level is seen by students and employers as an important differential when entering work.
- 8.9** Postgraduate funding needs and priorities will be a key part of the education strategy for Postgraduate students that the College will develop as part of the outcomes of this strategy. This work will be led by the Deputy Senior Tutor (Postgraduates) with assistance from the Senior Tutor, the other Postgraduate Tutors and many others in College.

## 9 Implementation and evaluation

**9.1** The strategy will be endorsed by the Tutors & College lecturers meeting, the Education & Research Committee and the College Council in Michaelmas Term 2021. Progress towards the targets and an annual update on education within the College will be provided by the Senior Tutor in a report to the Education & Research Committee each year.

**9.2** The table below sets out how the key elements laid out in this strategy are to be implemented.

<b>Action</b>	<b>Responsible</b>	<b>By when</b>
Adoption of Outreach Strategy	Tutor for Admissions & Outreach	Completed – July 2021
Appointment of London Outreach Officer	Tutor for Admissions & Outreach	Completed – September 2021
Review of Director of Studies Role	College Council Working Group reporting first to Education & Research Committee and then to College Council	June 2022
List of recruitment need for Teaching Fellows	Education & Research Committee	Michaelmas 2021
Review of Academic Skills Provision	Working Group reporting to Education & Research Committee	June 2022
Feedback form	Tutors & College Lecturers Meeting	Lent 2022
Adoption of Mental Health Strategy	Senior Tutor, Tutors & Health Centre	Completed – May 2021
Appointment of College Counsellor	Senior Tutor	Completed – September 2021
Review of Tutor Meetings	Tutors and GCSU	January 2022
Postgraduate Education Strategy	Deputy Senior Tutor (Postgraduates)	

Annual Review of Education Strategy	Education & Research Committee	Annually in Michaelmas
Three-year Review of Education Strategy	College Council	Michaelmas 2024

**9.3** The above document demonstrates both what work has already been done to improve the College's support to its students and also the ambitious scale of what still needs to be achieved. While the Senior Tutor has overall responsibility for the implementation of this strategy, under the oversight of the Education & Research Committee and the College Council, what is needed is a whole College effort of fellows, staff and students.

**9.4** By working together in pursuit of the aims and ambitions outlined above, and in fostering an ethos of co-operation and encouragement the College will become an even better place to study and work than it already is and will equip its students to achieve their potential while at Cambridge and to influence the world for the better when they leave.