

### Present

Professor Simone Buitendijk – Vice Provost (Education) – Chair  
Emma Caseley – Head of Strategic Projects, Education Office  
Professor Martyn Kingsbury – Director of Educational Development  
Mr Martin Lupton – Vice Dean (Education), Faculty of Medicine  
Professor Omar Matar – Vice Dean (Education), Faculty of Engineering  
Professor Emma McCoy – Vice Dean (Education), Faculty of Natural Sciences  
Dr Edgar Meyer – Associate Dean (UG Programmes & Education Quality), Imperial College Business School  
Professor Alan Spivey – Assistant Provost (Learning & Teaching)  
Judith Webster – Head of Academic Services  
Lucy Heming – Senior Assistant Registrar (Quality Assurance and Enhancement)

### In attendance

Laura Lane – Graduate School (Head of Strategy and Operations) attending on behalf of Professor Xiao Yun Xu  
Hailey Smith – Project Manager (Learning and Teaching Strategy), Education Office  
Abhijay Sood – Imperial College Union (President) attending on behalf of Ashley Brooks  
Rachel Witton – Executive Officer to Vice-Provost (Education)

### Apologies

David Ashton – Academic Registrar  
Ashley Brooks – ICU Deputy President (Education)  
Dr Malcolm Edwards – Director of Strategic Planning  
Professor Xiao Yun Xu – Director of the Graduate School

## 1 Welcome and Apologies

- 1.1 The Chair welcomed attendees, particularly new members attending for the first time and apologies, as listed above, were noted.

The Imperial College Union President gave a brief summary of their previous engagement with the College as a student representative and noted their plans for collaborating closely with the College on key topics including parity of the student experience.

## 2 Terms of Reference, Constitution and Membership for 2019/20

LTC.2019.01

- 2.1 The Committee approved the Learning and Teaching Committee Terms of Reference, Constitution and Membership for 2019/20.
- 2.2 There were no changes to the Terms of Reference or Constitution and the Membership had been updated. A governance review would be taking place and it was noted there could be changes to the Terms of Reference as a result.

- 3 Minutes** LTC.2019.02  
a, b & c
- 3.1** The Committee confirmed the minutes from the meeting held on Thursday 20 June and Monday 15 July 2019.
- 3.2** The Committee noted the summary against outstanding actions from 2019/20.
- 3.3** Minute 3.7 (15/07/19) refers: identifying opportunities for further student engagement would be picked up in the Academic Strategy and would be discussed at the second Vice-Provost's Advisory Group (Education) meeting of 2019/20.

### **ITEMS FOR CONSIDERATION**

- 4 Recommendations from the Learning and Teaching Strategy Review** LTC.2019.03
- 4.1** The Committee considered the recommendations from the Learning and Teaching Strategy Review Panel. Members were reminded of the context of the review, whereby in April 2019 the Provost commissioned a review of progress in implementing the Learning and Teaching Strategy. A panel was convened to undertake this review, chaired by the Dean of the Faculty of Natural Sciences and including internal and external representation. The intention was for the recommendations and a response to them to be submitted to Provost Board in October 2019; the role of the Committee was to help identify areas to be prioritised and explore timeframes for taking action.
- 4.2** The Panel was overwhelmingly supportive of the Learning and Teaching Strategy, noting the extraordinary amount of work which had taken place across the College over the past two years. In view of the scope of the programme, the Panel believed it was funded adequately and had a reasonable timeframe. The Panel felt that continued investment in the Strategy was valuable and necessary. The Panel made 31 specific recommendations in the areas of sustainability, communication, careers and recognition, governance and finance. None of the recommendations required a shift in the focus of the Strategy but promoted the making of more detailed plans to take the Strategy forward into its next phase, which would not have been possible at the time of its launch.
- 4.3** The Committee was very pleased with the positive feedback from the Review Panel. While there were a number of issues raised, these had already been identified by the College and the recommendations would be helpful in

providing the necessary space and focus to resolve them. It was gratifying the Panel had recognised the contribution of key staff such as the Vice-Deans (Education).

- 4.4** The relationship between the Learning and Teaching Strategy and the Teaching Excellence Framework was noted; work arising from the Strategy would provide a good evidence base for the subject and institutional narratives.
- 4.5** The Learning and Teaching Strategy fit into a broader context with the new Academic Strategy in terms of taking a more holistic view of the student experience. The Imperial College Union intended to maintain focus on this broader view while engaging with the Strategy and the work arising from the review. It was noted the new Belonging, Engagement and Identity project being undertaken by the Centre for Higher Education Research and Scholarship (CHERS) was focussed not just on learning and teaching but on the wider student experience.
- 4.6** In relation to the first Sustainability recommendation, the Committee noted the difficulties in developing meaningful and reasonable key performance indicators (KPIs) and the need for a range of supporting metrics which might not relate to explicit actions in the Strategy but which would be important for its successful delivery. It would be useful to clarify the principles behind any KPIs, identify what is intended to be measured and how they could be embedded where relevant in existing internal quality assurance processes and work for the Teaching Excellence Framework. It was agreed an initial draft of the KPIs would be brought to the next meeting of the Committee.

**ACTION: Chair / Education Office, Secretary**

- 4.7** The Panel strongly encouraged a focus on equality, diversity and inclusivity going forward and the Committee endorsed this, noting the opportunities for close alignment with the new Access and Participation Plan. It was suggested the ethnographic analysis of the Curriculum Review documentation by CHERS could contribute to the development of inclusivity KPIs.
- 4.8** A number of Sustainability recommendations were considered alongside those from the Careers and Recognition theme as part of a broad discussion around staffing, support and capacity and network building. Discussions about developing a cross-College community of Strategic Teaching Fellows had already taken place; this could be extended to include all Teaching Fellows (or equivalents). Feedback would be collated on what Teaching Fellows would find most useful. The role of the Educational Development Unit (EDU) was considered; important relationships had been established and it was agreed a

good model was in place, but capacity might be an issue if their contribution was to be expanded. In addition, their roles as supporters for and facilitators of positive change needed to be protected so that their focus was not just on resolving problems. Capacity and succession planning for the Vice-Deans (Education) also needed to be explored; it may be that additional support was needed.

- 4.9** There were good examples in the sector around the conversion of sceptics (Sustainability recommendation eleven). It was thought this would be best done at department level. It would be important to avoid creating divisions between those who were enthusiastic about developments and directly engaged in Strategy activities and those who were more indirectly engaged.
- 4.10** The Committee supported Sustainability recommendation fourteen and agreed that equity of postgraduate taught students with undergraduate students should be an underpinning principle. In the majority of cases, the language around students should be inclusive of all and not prioritise one group over another.
- 4.11** Language was important for ensuring people felt included and able to engage. It was acknowledged that some people reacted negatively to the word 'innovation' (Communications recommendation three). It was considered less contentious in response to talking about digital innovation but some thought might be needed as to whether to continue using it in other contexts.
- 4.12** The Committee endorsed the recommendations from the review. This would be communicated to Senate and Provost Board. A brief summary of the review and its outcomes would be drafted for consideration at Faculty management committees.

**ACTION: Chair, Education Office, Secretary**

## **5 National Student Survey (NSS) results 2019**

LTC.2019.04

LTC.2019.05

- 5.1** The Committee received a summary of the NSS results, noting in particular the rankings and those areas in the bottom quartile, and the response from Imperial College Union to the results. The recommended actions would be taken forward through the NSS / PTES Action Group, which was meeting on 30 October 2019.

**ACTION: Chair**

- 5.2** The Imperial College Union emphasised the key messages from students: that students wanted to be treated as partners and wanted greater parity of the student experience.

- 5.3 The Committee discussed some key recommended actions from the ICU response:
- 5.4 Assessment feedback was an area in which the College consistently underperformed comparative to the sector. As well as considering the timing of feedback, both the time it takes to receive it and the timing within the assessment cycle (for example, the use of formative feedback), consideration was needed as to the quality of the feedback. One recommended action was to have a minimum word count for written feedback, to encourage more meaningful guidance. There were examples where electronic feedback mechanisms required a certain length of feedback but it was not clear how beneficial this had been.
- 5.5 Parity of the student experience was one of the key messages and this was illustrated through differential experiences of assessment feedback, access to Panopto and other revision resources (including past examination papers), the release of timetables and access to support such as Undergraduate Teaching Assistants among others.
- 5.6 The Committee discussed the impact of student competition and cohort rankings. It was noted that a number of students welcomed rankings and understanding their performance in comparison to their peers. However, it was reiterated student rankings should not be made public.
- 5.7 Managing student expectations and challenging student perceptions was important. For example, students on the MBBS had expressed the view that the assessment was too hard and conducted too often. However, a review of practice in the sector showed this was not the case. It was agreed discussions would take place outside the meeting as to how this might be communicated to students.

**ACTION: Vice-Dean (Education) – Medicine; Imperial College Union**

- 5.8 There was discussion of how workload planning contributed to staff perceptions of the importance of different activities. For example, it was suggested staff workloads were an element affecting the length of assessment feedback and that the level of engagement with student representatives was also affected by workload prioritisation. The differential reach of staff development was noted. New starters with a role in personal tutoring received enhanced tutoring training but those that had been in place for some time did not have to undergo refresher training. Although this training was considered positive, there were further plans to enhance it through greater student input,

similar to the modification of the research supervisor training which had included student and staff input.

**5.9** Students had signalled reduced satisfaction with the Imperial College Union itself; communications from the Union would be improved and it was anticipated this would improve student satisfaction.

**5.10** The results and recommended actions would be presented to Provost Board in September 2019.

## **6 Office for Students: Access and Participation Plan**

**6.1** The Director of Strategic Planning was absent so was unable to provide a full update on the College's Access and Participation Plan.

**6.2** It was noted that Plan had been accepted by the Office for Students (OfS) and contained a number of ambitious targets, primarily around recruitment. The College would be monitored closely by OfS in how successful it was in meeting those targets. A range of staff from across the College were working on implementing the plan; for example, new admissions criteria were being developed to enable contextual admissions. The communication of the plan to College members was important, in particular contextualising it in terms of external and internal drivers.

### **ITEMS TO NOTE**

## **7 Education Evaluation**

**7.1** This item was deferred to the next meeting.

## **8 Educational Research**

**8.1** This item was deferred to the next meeting.

## **9 Senate**

**9.1** The Committee was reminded the Senate minutes were available at <http://www.imperial.ac.uk/about/governance/academic-governance/senate/>

## **10 Any Other Business**

**10.1** No other business was raised.

## **11 Dates for Meetings**

**11.1** It was agreed that the meeting date in May be moved from 7 to 14 May 2020. It was agreed a later date in July be sought in order to enable discussion of the 2020 NSS results. As a result the June meeting date might also need to be changed.

### **11.2 Meeting dates for 2019/20 (all 15.00-17.00)**

Thursday 12 September 2019

Thursday 7 November 2019

Thursday 12 December 2019

Thursday 23 January 2020

Thursday 5 March 2020

Thursday 2 April 2020

Thursday 14 May 2020

June 2020 - TBC

July 2020 - TBC