

# Imperial College London

**Learning and Teaching Committee (LTC)**  
Confirmed Minutes from the meeting held on  
Tuesday 19 December 2017

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## **Present**

Professor Simone Buitendijk – Vice Provost (Education) – Chair  
Mr David Ashton – Academic Registrar  
Ms Emma Caseley – Head of Strategic Projects, Education Office  
Dr Malcolm Edwards – Director of Strategic Planning  
Professor Sue Gibson – Director of the Graduate School  
Professor Des Johnston – Vice Dean (Education), Faculty of Medicine  
Dr Martyn Kingsbury – Director of Educational Development  
Professor Omar Matar – Vice Dean (Education), Faculty of Engineering  
Professor Alan Spivey – Assistant Provost (Learning & Teaching)  
Ms Judith Webster – Head of Academic Services

## **In attendance**

Ms Sugra Bibi – Project Manager (Learning & Teaching Strategy)

## **Apologies**

Mr Nick Burstow – ICU Deputy President (Education)  
Mr Martin Lupton – QAEC representative  
Professor Emma McCoy – Vice Dean (Education), Faculty of Natural Sciences  
Dr Edgar Meyer – Business School representative

### **1. Welcome and Apologies**

The Chair welcomed attendees to the meeting and apologies, as listed above, were noted.

### **2. Minutes– Paper LTC.2017.20**

The Committee confirmed the minutes from the meeting held on Tuesday 28<sup>th</sup> November 2017  
Outstanding Committee actions were noted as follows:

- 2.1 With respect to the DLHE Results, it was agreed that Dr Malcolm Edwards would recirculate the results with a supporting commentary from the Chair to Heads of Department.

**Action: Vice Provost (Education)/Director of Strategic Planning**

- 2.2 The collation and circulation of guidance and good practice relating to Personal Tutors was to be completed.

**Action: Head of Strategic Projects**

### **3. Matters Arising**

There were no Matters Arising not covered by the Agenda.

### **4. Masters Experience Project – Paper LTC.2017.21**

The Committee considered a proposal from the Graduate School to conduct a review of the taught postgraduate student experience. This proposal would follow on from the work undertaken through the review of aspects of the postgraduate research degree student experience and it was

proposed that the Masters Student Experience review would focus on:

- Developing ways in which to enhance the supervisory experience for Masters projects.
- Reviewing the Graduate School's professional skills development for Master's students.
- Exploring the wellbeing of Master's students.
- Developing a set of high-level principles for the Master's student experience at the College.

4.1 The Committee welcomed the proposals for the review and it was confirmed that the MRes would be included in the review. The work would begin in early 2018 and a report would be made to the first meeting of the Learning and Teaching Committee in 2018-19.

## 5. **Changes to the HE Regulatory Framework – Papers LTC.2017.22 and LTC.2017.23**

The Director of Strategic Planning introduced two papers which set out changes to the Regulatory Framework which were in part introduced through the Higher Education and Research Act (2017) (HERA) and through the introduction of Data Futures.

5.1 The regulatory changes would be most obvious through the establishment of the Office for Students as a new regulator for the Sector. This new body, which would come into being in 2018, would have oversight of a diverse sector with approximately 750 institutions which would include Further Education Colleges and Alternative Providers and those offering Initial Teacher Training.

5.2 The Sector would be subject to a different regulatory approach through the Office for Students. The focus of the consultation document had been very student centred with an “unapologetic” approach to regulation having just circulated a further survey on the penalties they could impose on institutions which breached the regulations, which would be in the region of 4 million to 20 million pounds for the College based on its size. Students were clearly identified as consumers by the OfS with no recognition of their responsibility towards their own learning or the attempts made by many institutions to work with their students as partners.

5.3 The OfS would be a data-driven regulator and so the College will have to be able to provide data correctly and in a timely-fashion not to be deemed high risk. As well as the establishment of the OfS, the HESA Data Futures programme was aimed at modernising HESA's data collection activities. In-year data returns will be required three times a year at programme and module level, even where such data remains provisional. The majority of the data relating to modules on the new data specification was currently held in Departments and this had been identified as a risk for the College. Active consideration was being given to steps which could be taken to minimise the risk and the SIMP project would play a large role in supporting the production of that data once all student administration was undertaken in one place, on Banner. It was noted that the HESA data return was part of the core business of Registry.

5.4 It was acknowledged that the College was behind others in the Sector in respect of the new data specification and the need for clear and consistent communication about these changes to the wider-College community was highlighted. It was reported that monthly reporting was expected to become a requirement in the future and that the ultimate aim of the changes was to improve transparency and shine a light on the Government's agenda for inclusion and diversity. For the College, this change would improve the College's own data and would provide better opportunities to evaluate any learning gaps in our learners. It would also mean that the College was being considered on a different set of Metrics, with far less emphasis on Research.

## 6. **Teaching Excellence Framework (TEF) – Paper LTC.2017.24**

The Director of Strategic Planning provided an update on the College's participation in the Subject-level TEF Pilot. There were two approaches under the pilot and the College was involved with

Model A: 'By Exception'.

- 6.1 Under this model, metrics had been calculated for the College as a whole and then for each of the 35 subject areas. Institutions are required to submit a 15 page Provider Statement for the provider as a whole and separate 5 page submissions for any of the subject areas where the initial hypothesis differs from the provider-wide initial hypothesis. Areas covered for the College pilot were Engineering (though not Materials, Computing or Earth Sciences), Management and Performing Arts (BSc Physics with Music offered in collaboration with the Royal College of Music). The process was confidential and there would be further pilots in 2018-19 to draw on lessons learned from the initial pilots.
- 6.2 All providers involved in the pilot were also required to participate in a pilot of a new Teaching Intensity Metric called the Gross Teaching Quotient (GTQ). The College had been asked to provide data from 5 departments in Engineering. The submission needed to include the number of contact hours received by students on each programme and module per-year, weighted by the staff-student ratio for each module. This would be used to calculate a GTQ for each subject. The second part of the pilot required a survey of students in years 1 -3 which asked them to reflect on their contact time over the past term. The outcomes of the data and the survey would be used to inform TEF Panels and the data would be a TEF Metric in the future.

**Action: Director of Strategic Planning to circulate the survey questions**

## **7. Curriculum Review**

### **7.1 Proposed Framework for Horizons/BPES Modules within new Curricula - Paper LTC.2017.25**

- 7.1.1 The Committee received a paper to further develop the commitment that all students should be given an opportunity to take a co-curricula module as part of their programme of studies at the College.
- 7.1.2 It was reported that there would be a broader range of modules on offer, primarily as 7.5 ECTS credits. Modules would be offered in the second and third year of UG degree programmes and students would have a choice about which year to take a module in. The marks from Horizons modules would contribute to the degree classification. Languages modules could still be taken in Year one but would not be offered for credit. It was noted that the modules which were rated at 7.5 ECTS would take some undergraduate students over the 60 ECTS required for one year of study and it was recommended that a steer should be given for any new Horizons modules to be offered as 5 ECTS.

### **7.2. Pedagogy Transformation**

It was reported that 8 proposals for the Excellence on Teaching and Learning Fund had been received. It was hoped that additional large scale proposals would be identified and received.

## **8. Learning and Teaching Strategy Implementation Plan**

The Committee heard that three departments were yet to advertise for additional staff to support the Curriculum Review activities and that this was being addressed as a matter of urgency.

## **9. Education Evaluation**

The Director of Strategic Planning reported that some progress was being made in identifying programme level performance indicators in relation to widening participation but that this was being hampered by issues with the quality of the College's reporting tool.

**10. Educational Research**

The Committee received a verbal update from the Director of Educational Development who advised that staff in the Educational Development Unit has been involved with the recruitment process in Departments for Teaching Fellows.

- 10.1 It was also reported that the Times Higher had [reported](#) on work being done by Professor Anna Vigonoles on a tool to help measure learning gain, noting that her research group had produced the initial data that had now become the LEO data.

**11. QAEC**

The Committee heard that QAEC had considered the college response to the Quality Code consultation.

**12. Senate**

The Committee heard that Senate had received an update on the work of the Space Project and a report on the timetabling issues experienced in delivering the Horizons modules. This was a key student experience issue which needed to be resolved and it was reported that the Provost had encouraged all Departments to contribute to providing a solution.

**13. Dates of next meetings 2017-18**

Tuesday 23<sup>rd</sup> Jan 2018, 10:00-12:00, Boardroom, Level 4, Faculty Building  
Tuesday 20<sup>th</sup> Feb 2018, 10:00-12:00, Boardroom, Level 4, Faculty Building  
Thursday 22<sup>nd</sup> March 2018, 09:30-11:30, 909B, EEE Building  
Wednesday 16<sup>th</sup> May 2018, 10:00-12:00, Ballroom, 58, Prince's Gate