

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 Martyn Kingsbury – Director of Educational Development
Mr Martin Lupton – Vice Dean (Education), Faculty of Medicine
Mr Alejandro Luy – ICU Deputy President (Education)
Professor Omar Matar – Vice Dean (Education), Faculty of Engineering
Professor Emma McCoy – Vice Dean (Education), Faculty of Natural Sciences
Ms Judith Webster – Head of Academic Services
Ms Lucy Heming – Senior Assistant Registrar (Quality Assurance and Enhancement)

In attendance

Ms Chris Banks – Assistant Provost (Space) (for item 4)
Mr Ashley Brooks – incoming Imperial College Union (Deputy President – Education)
Mr Robert Cashman – Strategic Planning (for item 5)
Mr Matt Robinson – Strategic Planning (for item 5)
Mr Gideon Shimshon – Director of the Digital Learning Hub (for item 3)
Ms Hailey Smith – Project Manager (Learning and Teaching Strategy), Education Office

Apologies

Dr Edgar Meyer – Associate Dean (UG Programmes & Education Quality), Imperial College Business School
Professor Alan Spivey – Assistant Provost (Learning & Teaching)

1 Welcome and Apologies

- 1.1 The Chair welcomed attendees and apologies, as listed above, were noted.
- 1.2 The Committee noted this would be Professor Gibson's last meeting and thanked for her contribution to the Committee and the College and her positive impact on the graduate student experience.

2 Minutes

LTC.2018.59

- 2.1 The Committee confirmed the minutes from the meeting held on Thursday 23 May 2019.
- 2.3 There were no matters arising not covered elsewhere on the agenda.

ITEMS FOR CONSIDERATION

3 Digital Learning

- 3.1 The Committee received a presentation from the Head of Digital Learning Development. The focus was on the development of online provision and

delivery which were also feeding in to the on-campus experience. A new programme in Machine Learning was due to go live next year and was proceeding well; there was work aligned with this looking to make links across the various elements of work on Artificial Intelligence and Machine Learning across the College. In terms of impact for on campus students, it was noted as an example that 400 students had taken a new blended learning module and fed back positively on their experience.

- 3.2** In the Faculty of Medicine, the creation of a digital roadmap group was working well and it was anticipated that this could be rolled out in other parts of the College. The emphasis was on approaching pedagogical and digital transformation together, not as separate entities.
- 3.3** Some of the work around digital learning and teaching was being developed through StudentShapers projects. The new learning and teaching space would be formally launched in August but in the meantime some students had already started working in it to see how digital technologies might enhance their learning experience, for example visualisations for teaching difficult concepts.
- 3.4** The open online extension courses were providing a success and had been taken by approximately 200,000 students in 186 different countries. An A* Maths programme for A level students was developing good traction with students in the UK and efforts were continuing to embed this in a greater number of schools.
- 3.5** The development of the experimental teaching space was going well. In the interim period it was being used to both test different types of AV equipment as well as enabling staff to experiment with using the space without any AV. It was not intended to install permanent equipment in the space; while the space was permanent the AV would be temporary to enable a range of AV equipment and techniques to be tested and to introduce new equipment easily and quickly.
- 3.6** Imperial College Union had not received much direct student feedback on the digital developments yet but positive feedback had been received on the use of Virtual Reality in engineering, capturing both the excitement factor of using new technologies as well as the positive impact on the learning experience. Further opportunities to obtain student feedback on the growing use of Edtech could be provided through future StudentShapers projects and then wider student involvement in developing further involvement through I-Explore/multi-disciplinary projects.
- 3.7** It was confirmed that Masters students engaged to fully online programmes would be covered under the general College regulations. Considerable work had been undertaken for the Global Master's in Public Health to map all processes in detail and determine what an online student can get). The Registry had been involved in this and were happy with the outcomes. Furthermore, this work had helped the College more broadly in terms of bringing together a cross-section of the College to work on a broader understanding of on-campus and online students' rights, responsibilities and expectations.
- 3.8** It was noted that there was a disadvantage to not having a big enough space to bring together everyone working on digital learning innovation. It was agreed

the Chair would follow up with the Associate Provost (Academic Planning) to see if there were any space options to resolve this.

ACTION: Chair

- 3.9 The Committee was pleased to hear how impressed the delegation from the Technical University Munich (TUM) had been with the digital learning developments.
- 3.10 Next steps included work on communications (developing the team's web presence, disseminating to a wider College audience what they were working on). The team was also seeking to clarify the service offering available at the digital learning hub, where work would need to be balanced between working on the development of flagship online programmes alongside other digital developments and experimentation.

4 Occupancy Insights

- 4.1 The Committee received a presentation from the Assistant Provost (Space) on Occupancy Insights Project.
- 4.2 The Occupancy Insights Project was one of the suite of the space-sharing projects underway. It involved gathering data based on use of the College wifi network and other data feeds to understand how space was being used (using real time, anonymised data) in order to build up patterns of use and interrogate both planned use and unplanned use. The project was trying to move beyond perceptions that no space was available to enable smarter use of space and to inform future building plans.
- 4.3 The Project was in the final stages of being rolled out; it had already been rolled out to some areas and this was used to calibrate the system. In order to extend it further, some more capacity data needed to be inputted. Two dashboards were being created from the data; one on building intelligence and the other on classroom occupancy. The experience of rolling out the project had shown one limitation is it is dependent on wifi zoning, which can constrain what the data can show. However, it was largely effective in showing 'no shows' (activities not happening at the planned time), 'empty seats' (the relationship between room capacity and usage) and 'empty hours' (time when a room had no people in it). The project included an algorithm to work out if one person had multiple devices to ensure usage data was accurate.
- 4.4 The next step in addition to rolling out the data capture was to start conversations with colleagues about the use of space and ways to use space more effectively, for example, through the release of booked space which was not being used and looking to ensure activities were taking place in the right space in terms of capacity. To this end, a Space Data Insights Group was being launched on 3 July and a message would be going out in the staff bulleting to encourage people to get involved.
- 4.5 A PhD project was underway which would use this data. The data was objective and wide-ranging, covering a 24/7 time period. It could be considered both rich and shallow in interpretation, for example, that data can't identify whether the people being counted are students, staff or visitors. This data was being combined with ethnographic research which involved turning up and observing space usage, which resulted in less rich data but greater

interpretation. The PhD student was looking particularly at the use of transition spaces, for example clustering around lecture theatres; observations were followed up by carrying out interviews with those using those spaces. This would enable understanding patterns in planned and unplanned learning.

- 4.6 The Associate Provost (Space) would be invited back in the Spring term to provide an update on the project, by which time a whole term's data would be available.

ACTION: Secretary

5 Office for Students conditions of registration: transparency requirements – admissions LTC.2018.60

- 5.1 The Committee received a brief presentation from the Strategic Planning team on a condition of registration with the Office for Students (OfS) which was coming into effect from August 2019. An OfS requirement for the Access and Participation Plan (APP) is to set a target to address the attainment gap (IMD Q1; continuation of disabled and other students) and this granular data will help the College to do this. The APP will contain targets and benchmarks alongside the data so departments can see what actually needs to be done to address the gap.

- 5.2 Condition F1 of the OfS regulatory framework requires the College to return to the OfS and publish on its website the following transparency data:

- a. The number of UK-domiciled applicants for admission on to higher education courses starting in 2018-19 that the Provider has received;
- b. the number of offers made by the Provider in relation to those applications;
- c. the number of those offers accepted and the number of those who go on to register at the Provider.

- 5.3 In each case, the information must include those numbers by reference to the following:

- a. the gender of the individuals to which they relate;
- b. their ethnicity;
- c. their socioeconomic background, measured using the English Index of Multiple Deprivation 2015 (EIMD).

- 5.4 The data presented was calculated on the basis of relevant data from UCAS and Registry. The data shows that there are some differences by department but in general the offer rate for black students is lower than the overall offer rate. This means one focus of the College should be on why black students applying to the College have a lower offer rate, not just on looking to increase application rates, particularly as that data shows a number of these students whose applications were rejected ended up getting A-Level outcomes that would have met the entry criteria. This data will be put into dashboards and shared with departments and faculties so as to promote further discussion and action.

- 5.5 It was acknowledged there can be an issue when looking at intersectional data as the numbers can become very small. Therefore it is important to also look at the broader College picture alongside departmental data. Engaging with the data and understanding what it means will be very important in terms of developing the Access and Participation Plan and being able to provide a

sophisticated contextual narrative about the data and the College's corresponding actions.

6 Learning and Teaching Strategy Review

- 6.1** The Committee received an update on plans for the upcoming Learning and Teaching Strategy Review. A Panel had been assembled and would be chaired by the Dean of the Faculty of Natural Sciences; panel members included the outgoing Deputy President (Education) from Imperial College Union, the Vice-Dean (International Activities) from the Faculty of Medicine, the Head of the Department of Chemical Engineering, the Pro-Director Education at The London School of Economics and Political Science, the Goldwin Smith Professor of Physics / former Dean, College of Arts and Sciences, Cornell University and the Executive Director Extension School - TU Delft / Director Innovation - Leiden, Delft & Erasmus Centre for Education & Learning. Additional input would be received on learning and teaching career paths from the Associate Provost, Teaching and Learning, University of British Columbia.
- 6.2** A report setting out progress against the Learning and Teaching Strategy had been drafted and circulated to the Panel; the report was focussed on progress to date but also included information on future plans. It was anticipated the Panel would come back with questions and requests for further information ahead of the formal Panel meeting on 18 July 2019. An extraordinary meeting of the Committee would be held on 15 July to help with preparations for the Panel meeting.
- 6.3** It was not intended to draft an executive summary to accompany the report as it is targeted around particular areas and the detail was important in order to understand what has really happened. It was felt the general introduction and the introduction by Imperial College Union helped set the scene for the report.
- 6.4** Following the Panel meeting, each panel member would be asked to provide feedback on what they had taken from the written material and discussions on the day. It was expected these would form recommendations, which would then be reported to the Committee and a College response to those recommendations would be presented to Provost Board in September 2019.
- 6.5** The Committee noted the team effort in bringing together the report and welcomed the Panel's expert recommendations.

7 Mutual Expectations for Master's Student Supervisor Partnership – LTC.2018.61 revised

- 7.1** The Mutual Expectations document had been considered by a previous meeting of the Committee. All recommendations and actions had been agreed at that meeting bar one; as a result the document had been reviewed by the Legal Services team and a number of changes had been made as a result. In addition a number of minor editorial changes had also been made.
- 7.2** Key changes were noted as follows:
- Removing the reference to MBAs and PGCerts from the document as they did not include research projects of the type covered by these expectations;

- The wording of the headings heading has been amended to clearly note this was not legally binding or considered part of the student contract;
- Noting it was good practice to produce a record of supervisory meetings;
- Noting there would be local variations in terms of the number of expected hours;
- Inclusion of cross-referencing to other relevant documents.

7.3 The Committee was satisfied that the concerns raised previously had been addressed while retaining the strength of the document and agreed to approve this. It was also agreed that the headings would be included in the corresponding doctoral version of the document.

Action: Graduate School

ITEMS TO NOTE

8 Learning and Teaching Strategy Implementation Plan and Risk Log

LTC.2018.62
a & b

8.1 The Committee noted the updated Learning and Teaching Strategy Implementation Plan and Risk Log.

8.2 Two risks had been flagged as red: availability of sufficient investment ongoing to deliver the programme; retention of strategic teaching fellows in departments.

8.3 Some concerns had been raised about the ability to build a community to support those staff. There were some local examples of strategic teaching fellows feeling isolated; also, given these were fixed term positions, some had moved to secure permanent posts. Some departments had engaged their strategic teaching fellows in a range of activities, such as disciplinary and pedagogic research and supervising Masters' projects, however it was acknowledged in others they were being used primarily for service teaching.

8.4 It was agreed further discussion of this would be needed following the Learning and Teaching Strategy Review had taken place and noted the Panel may have some suggestions on this. However, it was also noted decisions around how these staff were used and whether their contracts would be extended or changed into permanent posts were up to individual departments.

ACTION: Chair

9 Educational Evaluation

9.1 All items had been covered elsewhere in the agenda.

10 Educational Research

10.1 Two new research associates had started work within CHERS. They were focussed on produced validated instruments to help staff. It was intended to replicate these on the website as toolkits within the next month to enable staff to adapt and implement them, linking up with existing references

10.2 Progress was being made in addressing the consideration of research ethics for pedagogical research. The intention was for a single entry ethics process but which could be fast-track for most educational ethics cases. It will use the existing online application process (into which the existing Medical ethics

process would be included). Anything requiring consideration would go to one committee with educational representation. There was an issue over peaks in student activity which would need to be addressed going forward.

11 I-Explore Module Innovation Group (IMIG)

LTC.2018.63

11.1 The Committee noted the latest report from IMIG. The Group was grappling with how best to time-table I-Explore. Two options had originally been considered and from this a third option had been added. The Committee approved the plan to analyse module choices taken up in 2020/21 (from students on the MBBS programme and from programmes in the Faculty of Natural Sciences and then use that data from initial year to inform future time-tabling decisions.

11.2 It was noted there was existing data on Faculty of Engineering student choices from the current Horizons provision however, it was not clear if this existing data would be an accurate predictor of Engineering choices in 2021/22.

12 Any Other Business

12.1 No other business was raised.

13 Dates for Meetings

13.1 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 7 May 2020

Thursday 4 June 2020

Thursday 9 July 2020