

Faculty Education Committee (FEC) Imperial College Business School

Wednesday 8 March 2017
Confirmed Minutes

Present

Professor Karim Abadir, Mr Vince Marsland, Mr Luke McCrone, Dr Edgar Meyer (Chair), Dr Yuri Mishina, Ms Rosemary Russell, Ms Veronica Russell, Dr Anne ter Wal, Ms Karen Tweddle (Secretary), Ms Judith Webster

In Attendance

Professor Simone Buitendijk, Kieron Creagh (for item 73)

Apologies

Dr Namrata Malhotra, Ms Diane Morgan, Dr Iro Ntonia, Professor Marek Sergot, Dr Paolo Taticchi

71 Welcome and Apologies

Attendees were welcomed to the meeting. Apologies, as above, were noted.

72 Minutes of Previous Meeting and Matters Arising [BEC2016.19]

72.1 In relation to minute BEC44, Dr Markus Perkmann and Professor Walter Distaso were added to the Business School's representatives on Senate. With this amendment the minutes of the meeting held on 6th December 2016 were approved as an accurate record.

72.2 [BEC50.2] In relation to office hours, it had been suggested by the School's Programme & Quality Group, that the Module Outline template could be amended to include how and when a Module Leader would make themselves available to students. This follows comments from faculty at Programme Review meetings that they make themselves available in many different ways and that office hours were not always well attended by students or the most appropriate method. Members were in agreement that it was important for faculty to make themselves available and to manage student expectations about how they could be contacted. The Module Outline template was agreed to be a good place to communicate this and it was suggested that a list of possibilities should be provided to guide faculty. Faculty were reminded that the School's Timetabling Officer, Louise O'Connor or the Programme Teams were able to advise faculty on free slots in student timetables for office hours. Karen Tweddle agreed to make arrangements for Module Outlines to be amended for 2017/18.

Action: Karen Tweddle

72.3 [BEC50.4] The Doctoral Team was aware of the release of PRES this year which would open from Tuesday 25th April 2017 to Thursday 18th May 2017. MRes students would continue to be included in PTES. The School's Student Experience Manager had agreed to include a review of issues raised in 2016/17 on the agenda of the final Deans' Student Advisory Council meeting of the academic session.

72.4 [BEC54] The School's Double Degree Programme proposal had received further feedback from Registry. There will be a follow up meeting with colleagues from Registry before the proposal is submitted to Provost Board.

72.5 [BEC56] A list of Business Schools that were being considered as potential exchange partners for students has not yet been provided.

Action: Dr Paolo Taticchi

ITEMS TO CONSIDER

73 Learning & Teaching Strategy [BEC2016.20]

73.1 The College's Vice Provost (Education), Professor Simone Buitendijk and Kieron Craigh from the Provost's Office, were in attendance to present the College's draft Learning & Teaching Strategy. The first stage of implementation of the new strategy will be in the 2017/18 academic session. It was commented that the College would need to invest in lecture theatre re-design in order to adopt active learning. Space would ideally be flexible and raked lecture theatres did not provide this. Funding would be made available and prioritising education was core to the College's mission. It was confirmed that the Business School would be given flexibility to continue to experiment with active learning (eg class participation and group work). It was commented that the regulations were sometimes perceived to be conservative which hindered faculty who wished to innovate. The way the College set and maintained its quality standards was being reviewed and a new modification process was being considered which would allow for a dialogue between departments and the relevant quality committee to take place where faculty wished to try something innovative with teaching or assessment. Consideration also needed to be given to how faculty who innovated were evaluated by students as fear of how change might affect their teaching scores could decrease motivation for trying something new. A solution might be to not count MODES scores for a period of time. Students who had been involved in the consultation so far had indicated a clear desire to move to an education system that better equipped them for their future careers.

73.2 It was queried whether the learning and teaching strategy would address the need for on-line exams. This was important to the Business School both in terms of enabling students based at the South Kensington campus to type their exam answers and also for students on the Global on-line MBA to take their exams on-line anywhere in the world. The latter currently had to travel to an approved centre to write their exams by hand. As numbers on the Global MBA programme were due to increase, the School was vulnerable to exam centres being closed for inclement weather etc and this was not a sustainable model for the future. Requiring students to hand-write exams was not reflective of what life was like in the business world. It was noted that this would be addressed by the College's Online Learning Strategy.

73.3 Professor Buitendijk and Kieron Craigh were thanked for their presentation. Members were asked to provide any further feedback on the Learning and Teaching Strategy to the Chair or to Diane Morgan.

74 New Programme Proposals

74.1 There were no proposals for new programmes to consider.

74.2 Members were informed that a request for strategic approval had been submitted to the College's Programmes Committee for a part-time on-line MSc Business Analytics programme commencing in September 2018. The content would be based on the current full-time, on-campus MSc in Business Analytics programme and would have a similar price point.

75 Major Modifications to Existing Programmes and Changes to Schemes for Award of Honours [BEC2016.21]

75.1 The Committee considered a proposal to modify the Global MBA Programme from September 2017 entry. The changes included:

(i) Introduction of two new core modules

A new module in Innovation and the conversion of the existing Entrepreneurship elective to core. Removal of Innovation, Entrepreneurship & Design (IE&D) as a core module and to use the Integrated Business Game component of the IE&D module to provide a new 7 day capstone module at the end of the programme. This will fulfil the requirement for a 'final summative piece of work' as students will be required to draw on all that they have learnt during their MBA for this Capstone module.

(ii) Final Project to become a double weighted elective

To withdraw the requirement for students to take a final individual project as a core part of the programme. This will be replaced by the Capstone project above. This module will be retained as an option for students to take as a double weighted elective.

(iii) Introduction of a new Imperial Business School 'Glocal' Elective

To introduce a new elective choice to students to enable them to study abroad as part of their programme. The 'Glocal' (Global/Local) Electives are designed to be MBA electives that will be taught abroad by Imperial faculty and will be offered in different continents during the year. They will be particularly appealing to GMBA students who will have the opportunity to study a face to face module without having to travel to London.

75.2 The Committee approved the proposal and agreed for it to be forwarded to Programmes Committee. To ensure compliance with CMA guidelines, Veronica Russell was asked to check the number of applications received for September 2017 entry and to include a strategy for communicating the change to these applicants in the proposal.

Action: Veronica Russell

76 Programme Suspensions & Withdrawals

There were no proposals for the suspension or withdrawal of existing programmes.

77 Exchange Partnerships

There were no proposals for new exchange partnerships to consider.

78 Master's Entry Requirements for 2018/19 entry [BEC2016.23]

78.1 The Committee considered the entry requirements for all School programmes for 2018/19 entry. The Business School would like to make minor amendments to the entry criteria for two programmes as follows:

MSc in Innovation, Entrepreneurship and Management

from "Normally a UK Honours Degree at 2:1 or equivalent in any discipline. Exceptionally a UK Honours Degree at 2:2 or equivalent."

to "Normally a UK Honours Degree at 2:1 or equivalent in any discipline."

This will bring the entry requirements for this programme in line with the rest of the Business School's suite of MSc programmes.

MSc in Strategic Marketing

from "First or Upper Second Class Honours degree (or international equivalent), in business studies, marketing, economics, psychology, communications or a closely related subject" to "Normally a UK Honours Degree at 2:1 or equivalent"

78.2 An anomaly in relation to the FTMBA, EMBA & WMBA entry requirements was also noted. These were published on the Business School website as "A good undergraduate degree from a recognised university – typically at least a UK Second Class Honours or the international equivalent" and this was in practice how the entrance requirements had been applied when considering applications. However, the Programme Specifications for these programmes stated that 'normally a UK Honours Degree at 2:1 or equivalent' was required. The published programme specifications have been amended to confirm that our entry requirements are "typically at least a UK Second Class Honours or the international equivalent or an acceptable professional qualification".

78.3 It was queried why GMAT did not feature as a requirement on School programmes other than the Full-time MBA. It was commented that a number of programmes recommended the completion of GMAT. In relation to the Executive MBA and Weekend MBA programmes, it was noted it was not the norm in the sector to require a GMAT for part-time programmes.

78.4 The changes to the entry requirements for 2018/19 were approved by the Committee.

79 Accreditation Reports

No accreditation reports had been received.

80 Surveys

80.1 UG SOLE Lecturer/Module Autumn Results [BEC2016.23]

The Committee considered the results of the autumn term 2016/17 undergraduate student evaluations. Response rates continued to be an issue on some programmes. It was queried whether the School could award 1% to students who completed MODES as this rewarded the individual. Registry colleagues felt that this was not appropriate. The School had looked into withholding the release of results for students who did not complete MODES but the College's Legal Office had advised against this. Delaying the results for students who had not completed MODES by one day was suggested as an alternative but it was thought that this would be logistically difficult. The Teaching & Quality Office was currently working on a template for "you said, we did" feedback. As the majority of Business School students were on one-year programmes it was difficult for them to see how they benefitted from responses to their feedback. The School did inform them of changes made in response to suggestions from the previous cohort and the Deans' Student Advisory Council had created a Legacy Repository. The most frequent response from students as to why they did not complete the evaluations was that they occurred at the end of term when they had lots of coursework deadlines. When faculty asked students to complete the evaluations during the last ten minutes of class, response rates tended to be better.

One further issue raised in the UG SOLE responses related to the quality of Teaching Assistants. The School was currently reviewing the training provided to TAs.

80.2 PG MODES Lecturer/Module Autumn Results [BEC2016.24]

The Committee considered the results of the autumn term 2016/17 postgraduate student evaluations. The results were noted.

81 External Examiners

81.1 Summary of External Examiner Reports for UG Programmes [BEC2016.25]

The Committee considered a summary of external examiners reports for UG programmes from 2015/16. Consistency of approach for handling borderline candidates during examination boards was one of the themes identified across a number of College departments. The School had moved to using standardised uplift criteria for its undergraduate boards in 2015/16 and this had worked well. The School was currently modelling standardised uplift criteria for borderline postgraduate students and would report back at a future meeting. In relation to the Business School external examiner reports, it was noted that an External Examiner had asked for commentaries on student performance from Module Leaders to accompany sample scripts. A template for this was being prepared by the Exams Team and would be trialled this year. This would collate the commentaries produced by Module Leaders during coursework marking, exam marking and via module review forms so that faculty members were not being asked to duplicate effort. Module Leaders were encouraged to provide the Exams Team with copies of any generic feedback that they provided to students on coursework and exams so that this could also accompany the samples sent to External Examiners.

81.2 External Examiner Appointments 2016/17

There were no outstanding external examiner appointments for the academic year 2016/17.

81.3 Outstanding UG External Examiner Reports 2015/16

There were no outstanding undergraduate external examiner reports for the academic year 2016/17.

81.4 List of Outstanding PGT External Examiner Reports for 2015/16 [BEC2016.26]

The Committee considered a list of outstanding external examiner reports for PG programmes for 2015/16. Several reports had been received since this list was circulated and several External Examiners were listed but had only recently attended the part-time MBA examination boards. The Exams Team would be asked to follow up with the remainder.

Action: Karen Tweddle

82 Cross-College Integration Opportunities

The Committee considered a request from the Student Representative, Vince Marsland to consider ways of providing greater integration opportunities for students on Business School programmes with students from across the College. He commented that there was a strong desire from students for more formal collaboration. Examples were cited of MIT and Tepper School of Business at Carnegie Mellon University using such collaboration opportunities as their USP for recruitment with both mentioning it in their advertising material. There were a number of initiatives taking place in the College that would help with this. The College's Learning and Teaching Strategy included reference to the creation of 'graduate attributes' which included working collaboratively. The College's Enterprise Lab, launched this year, would also help facilitate collaboration in the future. There was also a number of volunteering activities taking place at the new White City campus. It was suggested that the School should think of ways of incorporating this into the curriculum. For example, when students worked on a design module, they could be partnered with engineering students. The College's move to a single credit framework would facilitate such collaboration in the future. It was agreed that this discussion should be shared with the School's Student Experience Manager. The Student Union also agreed to give this further thought.

ITEMS TO NOTE

83 Major Modification to Existing Programme [BEC2016.27]

The Committee noted a proposal to amend the mode of study of the BPES Accounting module from face-to-face to online which had been submitted to Programmes Committee for approval.

84 Chair's Report

No action had been taken by the Chair on behalf of the Committee.

85 List of Outstanding External Examiner Appointment Due to Expire [BEC2016.28]

The Committee noted a list of outstanding external examiner appointments due to expire at the end of 2016/17.

86 Senate Minutes

The Committee noted the latest Senate minutes.

87 Quality Assurance and Enhancement Committee (QAEC) Summary Report for Senate

The Committee noted the latest summary from the Quality Assurance and Enhancement Committee. A new College senior strategic group looking at Learning and Teaching was being considered. QAEC will continue to review outcomes of quality with the new group reviewing the over-arching themes coming out of the quality monitoring.

88 FEC Reports

The Committee noted the latest reports from the other FECs as reported to the last QAEC.

89 Minutes of the Postgraduate Professional Development Committee (PPDC)

The Committee noted the latest minutes from the Graduate School's Postgraduate Professional Development Committee.

ANY OTHER BUSINESS

90 There were no items of other business.

91 Dates of Meetings

Thursday 27 April 2017, 15:00, Boardroom, Business School

RESERVED AREA OF BUSINESS

92 Special Cases Report [BEC2016.29]

The Committee noted the latest special cases report for admission.

Karen Tweddle
21/3/17