

Present

Professor Simone Buitendijk – Vice Provost (Education) – Chair
Mr David Ashton – Academic Registrar
Ms Emma Caseley – Head of Strategic Projects, Education Office
Mr Martin Lupton – Vice Dean (Education), Faculty of Medicine
Mr Alejandro Luy – ICU Deputy President (Education) – *present from item 4*
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)
Ms Judith Webster – Head of Academic Services
Ms Lucy Heming – Senior Assistant Registrar (Quality Assurance and Enhancement)
- Secretary

In attendance

Ms Jo Horsburgh – Education Development Unit (for item 3)
Ms Hailey Smith – Project Manager (Learning and Teaching Strategy), Education Office

Apologies

Dr Malcolm Edwards – Director of Strategic Planning
Professor Sue Gibson – Director of the Graduate School
Professor Martyn Kingsbury – Director of Educational Development

1. Welcome and Apologies

- 1.1 The Chair welcomed attendees and apologies, as listed above, were noted.
- 1.2 It was noted the item on the Masters' Student Experience Working Party (LTC.2018.40) had been deferred until the March meeting.

2. Minutes

LTC.2018.37

- 2.1 The Committee confirmed the minutes from the meeting held on Thursday 24 January 2019, subject to correcting an error in paragraph 5.2.2 to the following:

It was noted that in Engineering, there was a department which had completed curriculum review and had interest in progressing with pedagogy transformation but through something which might be bigger than stream B but smaller than stream A.

- 2.2 Minute 3.5 refers: Discussions on reviewing how next of kin information is used are ongoing; an update will be provided to a future meeting.
- 2.3 Minute 3.7 refers: Vice-Deans (Education) had shared the Student Support Strategy with their respective Deans and would seek their feedback.

- 2.4 Minute 4.6 refers: some ideas for the Chair's keynote address at the Coursera conference in April 2019 had been received but further feedback was requested.
- 2.5 Minute 10.1 refers: Senate had agreed that a new subset of the College Brexit working group would be set up to focus on the student experience; a proposed membership had been drafted and it was anticipated the first meeting would take place in the next month. An update on the work of the group would be provided to a future meeting.
- 2.6 There were no matters arising not covered elsewhere on the agenda.

ITEMS FOR CONSIDERATION

3. Review Ethics for Educational Research LTC.2018.38

- 3.1 The Committee considered a paper setting out a proposed ethics review process for educational research. There had been an increase in educational research across the College and it was anticipated this would continue given the College's plans for pedagogy transformation. It was important to have robust systems in place for educational research, including ethics. This proposal drew on the current Research Office ethics process but aimed to simplify it and contextualise it for educational research.
- 3.2 It was noted that the proposed process would introduce either a separate College level review Committee just for education research or form part of an existing College level Committee. As a result, it was advised that the Medicine specific existing committee (MEEC) would be disbanded so that all educational research ethics reviews would go through the same Committee; however, a representative from medical education would need to be added to the central Committee.
- 3.3 Communications on this process would need to be clear and targeted; the Educational Development Unit (EDU) would work with strategic teaching fellows to share the process with those impacted by the changes.
- 3.4 Where students were undertaking educational research which required an ethics review, they would work with their Principal Investigators and Heads of Department in the normal way.
- 3.5 Currently the process was assisted by a part-time administration post within the Educational Development Unit; while the volume would likely increase over time, it was hoped the process itself of doing the initial checks would be lighter touch, as there would be a committee to refer the ethics checks.
- 3.6 The proposed ethics process was approved by the Committee. The Chair would determine how to take it forward and the Vice-Dean (Education) for Medicine would follow up regarding the disbanding of MEEC.

ACTION: Chair, Vice-Dean (Education) for Medicine

4. Pedagogy Transformation LTC.2018.39

- 4.1 As the first major phase of Curriculum Review was coming to an end, the Committee had noted the importance of reviewing the plans for pedagogic

transformation, including building on opportunities identified through the Review process. A number of initiatives had been funded through the first iteration of the pedagogy transformation process, with about £12.5 million allocated to stream A and B bids and a further £5 million for associated staffing costs.

4.2 Given the funding provided for staff involved in Curriculum Review was due to be spread over about four years, as the first phase was coming to an end, it was important to have a mechanism to ensure they continued to work on activities related to transformation and implementation of current review and were not embedded back into business as usual. There were existing approaches for similar funding, for example research grants, which could be used to provide a level of scrutiny over how funds were being used over the full length of the funding window.

4.3 Following discussion, it was agreed that while there was a need to ensure oversight, it was important to demonstrate trust in colleagues as they navigate their way through implementing undergraduate and undertaking postgraduate taught Curriculum Review and engaging in pedagogy transformation. In the first instance, the Vice-Deans (Education) would take forward discussions within their Faculties as to how the strategic teaching fellows were being used.

ACTION: Vice-Deans (Education)

4.4 Support mechanisms would also be provided via the Centre for Higher Education Research and Scholarship. Recently a workshop had been held for a small number of departments which had already completed the undergraduate Curriculum Review process to look at taking forward educational research; further workshops and a range of central resources via the CHERS website would provide ongoing central support for in- and cross-department engagement in pedagogy transformation. The possibility of using some of the remaining funding to introduce a principal teaching fellow role at Faculty level might also provide a focal point for ongoing support and encouragement.

4.5 The importance of having local ownership of pedagogy transformation was noted, with an acknowledgement that the support of key staff such as Heads of Department was also important in terms of practical buy-in. It was also important to recognise the number of competing demands on time and resources in departments, which might temper the ability of some departments to pursue pedagogy transformation at present.

4.6 There were already a number of success stories arising from Curriculum Review and pedagogy transformation projects which could be shared to generate further engagement and enthusiasm. It would be important to publicise these to staff and students so that momentum was maintained.

5. Learning and Teaching Strategy

5.1 Update on Curriculum Review

LTC.2018.41

5.1.1 A further three undergraduate Engineering departments, one postgraduate Natural Sciences department and a mix of undergraduate and postgraduate taught provision from the Faculty of Medicine had received approval from Programmes Committee since the last meeting. The away day format for

considering a large amount of Curriculum Review proposals had worked well and the next meeting would be planned using the same model.

- 5.1.2** There had been some concerns about the level of feedback being provided on Curriculum Review proposals by Programmes Committee. The feedback was being reviewed to ensure it was clear as to what changes were required or recommended and the timescale for making further changes. Colleagues were reminded that while programmes going forward for approval at Programmes Committee had undergone a significant amount of scrutiny prior to this stage, the Committee was fulfilling its governance role in terms of approval and would provide feedback where necessary in line with its normal role of scrutinising modifications and new programme proposals.

5.2 Update on regulatory progress

LTC.2018.42

- 5.2.1** The Committee received an update on progress with the new single set of regulations. Much of the current work was focused on areas of details, with a view to ensuring clarity and reducing any risk of the potential for misinterpretation.

ITEMS TO NOTE

6. Learning and Teaching Strategy Risk Log

LTC.2018.43

- 6.1** Members were asked to liaise with the Head of Strategic Projects (Education) if there were concerns about any departments' ability to implement the new undergraduate post-Curriculum Review curricula in 2019/20.

ACTION: Committee members

- 6.2** The Committee acknowledged the importance of the recent SIMP (Student Information Management Programme) roadshows in increasing awareness among departments of their involvement in implementation of the new student record system, particularly over the next six months. Feedback collated from the roadshows which impacted on the risk log would be shared with the Head of Strategic Projects (Education).

ACTION: Academic Registrar

7. Educational Evaluation

- 7.1** Due to the absence of the Director of Strategic Planning, this item was deferred until the next meeting.

8. Educational Research

- 8.1** Due to the absence of the Director of CHERS, this item was deferred until the next meeting.

9. Any Other Business

- 9.1** No other business was raised.

10. Dates for Meetings

- 10.1** Thursday 28 March 2019, 15.00-17.00

Thursday 16 May 2019, 15.00-17.00
Thursday 20 June 2019, 15.00-17.00