

## **Learning and Teaching Committee (LTC)**

Minutes from the meeting held on

Thursday 4 June 2020

### **Present**

Professor Simone Buitendijk – Vice Provost (Education) – Chair

David Ashton – Academic Registrar

Ashley Brooks – ICU Deputy President (Education)

Emma Caseley – Head of Strategic Projects

Dr Malcolm Edwards – Director of Strategic Planning

Leila Guerra - Associate Dean of Programmes, Imperial College Business School

Professor Martyn Kingsbury – Director of Educational Development

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

Professor Alan Spivey – Assistant Provost (Learning & Teaching)

Judith Webster – Director of Academic Quality and Standards

Professor Yun Xu – Director of the Graduate School

Scott Tucker – Deputy Director (Academic Quality and Standards) – Secretary

### **In attendance**

Andrew Tebbutt, Director of Student Recruitment and Outreach [Item 4]

Andrew Stevenson, Strategic Planning Officer [Item 6]

Hailey Smith, Project Manager (Learning and Teaching Strategy) [Item 9]

Rachel Witton, Executive Officer for the Vice-Provost (Education)

## **1. Welcome and Apologies**

**1.1** The Chair welcomed attendees. All members were present.

## **2. Minutes**

LTC.2019.30

**2.1** The Committee confirmed the minutes from the previous meeting held on Thursday 14 May 2020 as an accurate record, subject to the following addition:

(5.5 refers) The Academic Leader in Sustainability confirmed that meetings will be set up with Vice Deans (Education) to discuss how sustainable development can be further embedded into the curriculum.

### **3. Matters Arising**

**3.1** There were no matters arising not covered elsewhere on the agenda.

### **4. Amos Bursary**

**4.1** The Committee received a verbal update from the Director of Student Recruitment and Outreach on the Amos Bursary. One of the College's Access and Participation Plan (APP) targets is to increase the number of home Black students admitted to the College (at undergraduate level) each year from 63 to 126 over the next five years. Multiple initiatives are being developed to meet this target, including supporting a new Amos Scholarship linked to the existing Amos Bursary Scheme.

**4.2** In February 2020, the Access Programme Board approved establishing up to two scholarships of £1000 per annum for the duration of a student's UG programme, with one initially in partnership with the Amos Bursary. The Amos Bursary is reviewing whether any of their current participants are due to enrol at the College in October 2020. If not, the scholarship will launch in Spring 2021, publicised by both the Amos Bursary and Imperial. Regular discussions will take place throughout the year between both partners to determine additional opportunities for engagement and collaboration.

### **5. Learning and Teaching Strategy Success Criteria**

LTC.2019.31

**5.1** The Committee received a revised draft of the LTS update on success criteria 2019/20

**5.2** In Summer 2019, the Learning and Teaching Strategy Review Panel recommended the creation of a set of success criteria/targets for the Strategy, which were subsequently drafted by the Head of Strategic Projects. Over the 2019-20 academic year, the Committee has identified early priorities, which have been used to produce a progress report.

**5.3** The Committee briefly discussed the analysis being undertaken in order to understand how Departments have engaged with the change process, using as evidence the Curriculum Review narrative submissions and programme specifications. The language used in the documents was analysed in order to look at Departments' alignment with the intention of the curriculum change process. Initial evidence suggests Departments are Increasing active learning in classroom interactions. There is some evidence of good practice in using educational technology.

**5.4** The Committee recommended that the latest iteration of the progress report is considered at Senate on 24 June 2020.

## **6. Graduate Outcomes**

LTC.2019.32

**6.1** The Committee received an interim report on Graduate Outcomes: Results by the TEF split metrics.

**6.2** The report was the first iteration of the Graduate Outcomes Survey (GOS) analysed by student demographic, as used in the Teaching Excellence and Student Outcomes Framework (TEF). The analysis related to UG students only.

**6.3** While the differences observed across the headline statistic of 'employment and/or further study' are minor, more significant differences are observable in the proportions undertaking further study. Respondents from IMD Q4 and Q5 postcodes were notably more likely to be in further study than those from Q1 postcodes. Disabled students were also less likely to be undertaking further study, as were Home students and Mature students. White students were found to be among the least likely to be in employment and the most likely to be undertaking further study. Some of these differences are likely to be sector-wide, but what may merit further research are the barriers to further study (i.e. postgraduate study) at the College for the different demographics.

**6.4** Regarding earnings, the survey results demonstrate a pay gap between graduates from IMD Q1 and Q5 and POLAR Q1 and Q5. A gender pay gap is also observable, with male students paid around 15% more on average: a figure close to the UK gender pay gap. However, it should be noted that this also arises from the difference in degree choices between the sexes. Although former Home students are more likely to be in employment than their EU and Overseas peers, they are the lowest paid group. The data also confirms that students at the College who register a disability suffer long-term disadvantages, with this group earning a notably lower mean salary than students who did not register a disability while studying.

In most cases, the GOS metrics are an improvement on those returned in the Destinations of Leavers from Higher Education (DLHE) survey and the Longitudinal Educational Outcomes (LEO) data (both taken from the TEF Year 4 metrics). However, it is important to note that these metrics are not directly comparable, and the College does not currently have sector data and benchmarks for the GOS – it is possible that improved metrics are common across comparable providers who form the TEF benchmarks for the College's performance.

**6.5** The Committee welcomed the report and noted that a full report would be considered at the next meeting.

## **7. Educational Research**

**7.1** The Committee received a verbal update from the Director of CHERS.

## **8. Online Learning Innovation Group (OLIG)**

**8.1** It was confirmed that an OLIG meeting has not taken place since the previous LTC, so no significant updates were reported.

## **9. I-Explore Module Innovation Group (IMIG)**

**9.1** The Committee received a verbal update from the Assistant Provost (Learning and Teaching) and Project Manager (Learning and Teaching Strategy). It was reported that the I-Explore Module Selection Portal has been launched, which has received positive student feedback. The Committee congratulated all colleagues involved on an excellent achievement.

## **10. Quality Assurance and Enhancement Committee**

**10.1** The Committee received a verbal update from the Academic Registrar on the following items:

- Draft Fitness to Study Policy and Procedure
- Revised Programme and Module Modification Procedure for 2020-21 implementation
- Draft Student Attendance and Engagement Policy
- Undergraduate and postgraduate academic calendars 2020-21

## **11. Any Other Business**

**11.1** No other business reported.

## **12. Meeting dates for 2019/20**

**12.1** The Committee noted the following meeting date:

- Thursday 30 July 2020, 15:00-17:00