

## **Present**

Professor Emma McCoy – Vice Dean (Education), Faculty of Natural Sciences (Acting 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  
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  
Dr Edgar Meyer – Business School representative  
Ms Judith Webster – Head of Academic Services  
Ms Lucy Heming – Senior Assistant Registrar (Quality Assurance and Enhancement)  
- Secretary

## **In attendance**

Dr Sarah Walsh – Director of Risk Management (for item 3.1)  
Mr Alastair Lee – Head of Business Continuity (for item 3.2)  
Ms Amanda Wolthuizen – Director of Public Affairs/Chief of Staff for the President's Office (for item 3.2)  
Mr Matt Robinson - Strategic Planning Officer (for item 4)  
Ms Anne Shierson – Strategic Planning Officer (for items 4 & 5)  
Ms Hailey Smith – Project Manager (Learning and Teaching Strategy), Education Office  
Ms Rachel Witton – Executive Officer to the Vice-Provost (Education)

## **Apologies**

Professor Simone Buitendijk – Vice Provost (Education) – Chair  
Professor Martyn Kingsbury – Director of Educational Development  
Professor Alan Spivey – Assistant Provost (Learning & Teaching)

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

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

### **2. Minutes**

LTC.2018.18

- 2.1** The Committee confirmed the minutes from the meeting held on Thursday 18 October 2018.
- 2.2** Minutes 2.2 and 2.7 refer: risk management and Brexit continuity planning were on the agenda.
- 2.3** Minute 2.3 refers: the proposal to introduce a new President's Award for Assistant Supervisors had been confirmed.

- 2.4 Minutes 3.2.3 and 3.2.6 refer: discussions about lecture theatre conversion had taken place and rooms had been shortlisted, including an option from Medicine.
- 2.5 Minute 4.10 refers: discussions around mental health and how the learning and teaching approaches could be used to develop and support student resilience ongoing. Initiatives were being explored across the College, for example, resilience workshops, digital support options, departmental well-being advisors, mental health first aid and active bystander training. The Committee discussed the importance of language and the connotations particular words or phrases may have for individuals and where their responsibility and that of institutions might lie in relation to well-being and efficacy.
- 2.6 Minute 5.1.5 refers: personal tutoring for postgraduate taught students had been referred to the NSS/PTES (National Student Survey / Postgraduate Taught Experience Survey) working group.
- 2.7 There were no matters arising not covered elsewhere on the agenda.

### **ITEMS FOR CONSIDERATION**

## **3. Learning and Teaching Risk Management**

### **3.1 An update on the approach to managing risks**

- 3.1.1 The Committee received a presentation on the College's approach to risk management and the relationship between College risks and the Learning and Teaching Strategy and Education (LTC.2018.24a). A paper was tabled (LTC.2018.24b) which showed a risk heat map; the highest risks were infrastructure and staff recruitment and retention.
- 3.1.2 The College approach to risk was aligned to the College Strategy. The College had diverse governance structures which meant that additional work needed to be done to limit exposure to risk due to the potential for silos. Over the past two years, efforts had been made to develop a risk culture, which encouraged local identification of risks and the application of relevant controls; this made risk management more interactive and increased engagement.
- 3.1.3 Previously the approach to risk had been around incident management but the intention was to be more proactive. The risk list had been relatively static but was becoming more dynamic; this was assisted by undertaking more regular horizon-scanning.
- 3.1.4 Risks aligned to the Learning and Teaching Strategy cross-referred to broader College risks across a range of areas; this meant that working on addressing the College risk profile would have a beneficial effect on the Learning and Teaching Strategy. The Learning and Teaching Strategy risk profile was centred on engagement and resourcing, both of which were a work in progress.
- 3.1.5 The Committee supported a proposal to undertake some more detailed risk work around Education from Spring 2019. The Director of Risk Management would follow up on the details on what this would involve.

**ACTION: Director of Risk Management**

**3.2 An update on business continuity planning for the impact of Brexit on Learning and Teaching** LTC.2018.19

**3.2.1** The Committee received an update on planning for the impact of Brexit. The Brexit response group had initially been set up to influence the political situation but had moved to more of a contingency planning group, bringing in a wider range of members to ensure coverage of key risk areas. The main risks identified were staff and student recruitment and retention; research; financial impact; and disruption to supply chains. Most of the contingency planning was focussed around a 'no deal' outcome as any form of deal would involve a period of transition which would reduce the immediate impact of Brexit.

**3.2.2** The importance of clear communications was emphasised. The College had developed a web portal for staff and students with key information and resources and was engaged in social media to draw students to the site. Further communications were planned following the parliamentary vote on 11 December 2018. The College was engaged with external partners, such as Universities UK, to have access to the most up-to-date information and learn from practice elsewhere. The web portal was available at:  
<http://www.imperial.ac.uk/about/imperial-and-the-european-union/>

**3.2.3** Further promotion of the process for obtaining settled status for staff from the European Union would be undertaken shortly, following the receipt of positive feedback on the pilot.

**3.2.4** Operational advice was being developed which could help frame local discussions about managing business continuity. Much of this was focussed around travel; some areas were mapping activities in the two months following 29 March 2019 to identify areas of risk, e.g. field trips or study abroad activities.

**3.2.5** It was requested that further advice was developed for members of staff from the EU or with other visa considerations.

**3.2.6** It was not thought there was much benefit to the College actively and publicly campaigning against Brexit at the moment; the outcome of the 11 December 2018 vote would help determine whether the College would want to publicly support a particular course of action. The College was vocal about minimising the risks associated with Brexit but there was a limit to how far it could publicly campaign against Brexit, particularly considering its role as a registered charity. The College was active in working with other bodies, such as Universities UK, to promote key concerns and engage in shared planning activities.

**4. Data Dashboards**

**4.1** In the context of subject-level Teaching Excellence Framework (TEF) and the focus on split metrics, the Strategic Planning team had been working on dashboards (LTC.2018.25) to show differential outcomes for non-continuation into year two, degree completion, good degree outcomes and graduate employment outcomes within programmes based on gender, ethnicity, disability and widening participation (based on POLAR (Participation of Local Areas) quintiles). In future

it was intended that this would be extended to include data for postgraduate taught students, to go down to module level and to show intersectionality. It was proposed the dashboards could be a useful tool for evaluating curriculum innovations as it would show if attainment gaps were being narrowed.

- 4.2** The dashboards would include TEF benchmarks in future; this was complicated by the time lag in TEF benchmarks (based on an earlier cohort of students) but it would help show if progress was being made. Data without benchmarks was still use as the College was aiming for equal outcomes across different demographic groups.
- 4.3** It was acknowledged that the dashboards would need to avoid identifying individual students; this would be more acute at module level or through intersectional data but could still be problematic at programme level due to low enrolments of students from some demographic groups. The work being done to address recruitment of students from differently demographic groups would lessen the risks of individuals being able to be identified.
- 4.4** The data was not live but based on the HESA census date of 31 December; however, full HESA data conditions could not be replicated due to differences in how particular students were reported, for example, different ways in which students repeating a year were represented. TEF data was based on 1 December; further analysis was needed to see if there was any significant change as a result to having different reporting dates.
- 4.5** Data was used in a variety of processes within the College. It was intended that in future, data for processes such as annual monitoring would be accessible solely via the dashboards to provide a single source of truth.
- 4.6** Despite concerns about the accuracy of POLAR data, it remained one of the College checkpoints as it was being used in TEF; however, in future, the College could enhance its reporting with the use of other deprivation measures.
- 4.7** The Committee were positive about the development of the dashboards and were keen to see them launched in mid-2019.

## **5. Teaching Excellence Framework**

LTC.2018.20

- 5.1** The College's TEF Award had been extended for one year and would now expire in 2021. The College would need to engage in the first year of the full launch of the combined subject and institutional TEF exercises which would take place over 19/20 and 20/21 with submission in 2020 and publication of outcomes in Spring 2021.
- 5.2** Following last year's pilot of two subject-level methods, one model for subject-level TEF was being piloted this year. This had an increased focus on student engagement and understanding and included a student response, completed by a nominated lead student representative but involving engagement with the broader student body.

- 5.3** The College had not received any feedback on why it had been unsuccessful in its application for the second year of the pilot. There had not been an announcement yet as to which institutions were taking part. If the College had been selected to take part in the pilot, it would have been assessed against either 10 or 12 subject areas, depending on whether Business and Music were counted.
- 5.4** The College would receive its subject TEF metrics in early 2019 even though it was not taking part; a decision would need to be made as to how best to engage with the data, for example through an internal pilot. Those who had taken part in the external pilot last year had found it useful and the Committee agreed that it would make sense to undertake an internal pilot subject to addressing concerns around the timeline, workload and resourcing required.
- 6. HESA Data Futures**
- 6.1** HESA (Higher Education Statistics Agency) Data Futures meant a change in how the College would report data to HESA, with information now needing to be reported at module level and being reported more regularly (initially once per term but it was anticipated this would move to a monthly return).
- 6.2** One way in which the College was looking to address both the requirements under HESA Data Futures and changes in practice being driven by the Learning and Teaching Strategy was through the creation of a College-wide Academic Calendar. An initial draft of the calendar for 2018/19 had been released to illustrate when key processes currently operated across the College; the next iteration would incorporate greater clarity on where practice needed to change to better met external requirements or to enhance the student experience based on internal drivers.
- 6.3** A key concern was over the impact on the student experience if a full module diet for the academic year had to be reported at the start of the year; while the College was expected to report on the full set of modules required to show students would be able to meet progression and completion requirements, the College would argue for some level of flexibility so that students would be able to make changes to their elective module choices based on their experience during the year.
- 6.4** The increased regulatory burden under HESA Data Futures was meant to be balanced by a reduced burden from other bodies, which would now use HESA data instead of using their own HESA returns. This had been signalled by the GMC (General Medical Council) which would use HESA data to make ranking choices rather than its traditional data sources. Other Professional and Statutory Bodies were expected to follow suit, though there was a risk that they would continue to ask for additional data as well. If HESA data become the sole or primary source of data for all bodies, there was an increased importance on ensuring the data reported to HESA was as accurate as possible.
- 6.5** Further work needed to be done on communicating to staff and students the impact of HESA Data Futures, the drivers behind the Academic Calendar and how

colleagues would be supporting in making changes where required to meet new deadlines.

**ACTION: Academic Registrar**

### **ITEMS TO NOTE**

- 7. Destination of Leavers from Higher Education (DLHE) results** LTC.2018.21
- 7.1** This report covered the final year of DLHE data as in future the census point would be 15 months following completion of studies and data would be based on the information held by HMRC (HM Revenue and Customs) focussing on the financial return on investment in a degree.
- 8. Learning and Teaching Strategy Risk Log** LTC.2018.22
- 8.1** The Committee noted the updated Learning and Teaching Strategy Risk Log. Of particular note was the progression of Curriculum Review work, as evident from the volume of paperwork being generated. A temporary administrator would be recruited within Registry to assist with managing the paperwork through Programmes Committee. The Committee expressed their thanks to those who had contributed to the Curriculum Review Reference Panels, noting the amount of work they were being required to undertake.
- 9. Educational Evaluation**
- 9.1** It was noted that interviews were taking place for a new member of staff to support work on the dashboards.
- 10. Educational Research**
- 10.1** This item was deferred until the next meeting.
- 11. Online Learning Innovation Group (OLIG)** LTC.2018.23
- 11.1** The Committee noted the report from OLIG.
- 12. I-Explore Module Innovation Group (IMIG)**
- 12.1** The Committee received a verbal update on the first meeting of IMIG. A key issue raised had been about the capacity to provide sufficient I-Explore modules to meet the numbers of students involved. Modelling would be undertaken when programmes had been through Curriculum Review, as it would become clearer when the space for I-Explore modules had been incorporated and the extent to which existing individual Horizons or BPES modules had been integrated into programme offerings. In addition, the broader I-Explore offering was continuing to be developed through new STEM modules. While it was acknowledged there was a risk about delivering I-Explore on this scale, the College was actively preparing to meet the requirements following Curriculum Review.

**13. Any Other Business**

- 13.1** It was noted that a future meeting of the Committee clashed with a meeting of the SIMP (Student Information Management Project) Board; it was suggested that enquiries should be made to see if the SIMP Board meeting could be moved.

**ACTION: Secretary**

- 13.2** The Quality Assurance Agency (QAA) had launched the final piece of the new Quality Code (the Advice and Guidance sections) and a new Quality Code website. This was available at: <http://www.qaa.ac.uk/quality-code>

**14. Dates for Meetings**

- 14.1** Thursday 20 December 2018, 15.00-17.00  
Thursday 24 January 2019, 15.00-17.00  
Thursday 28 February 2019, 15.00-17.00  
Thursday 28 March 2019, 15.00-17.00  
Thursday 16 May 2019, 15.00-17.00  
Thursday 20 June 2019, 15.00-17.00