Imperial College London

Programmes Committee (PC) Minutes

Thursday 23 May 2024
10.30-13.00

Present
Dr Clemens Brechtelsbauer (Chair), Ms Laura Gardner (Secretary), Dr Tiffany Chiu, Dr Cloda Jenkins, Dr Michael Weatherburn, Mr Scott Tucker, Dr Vijay Tymms, Dr Jeffrey Vernon, Dr Lorraine Craig, Dr Lorraine Craig, Ms Kate Ippolito, Ms Yi Yang, Ms Betty Yue, Ms Judith Webster, Dr Magdalena Jara and Professor Alessandro Astolfi.

Apologies
Ms Camille Boutrolle.

In attendance
Ms Amy Huynh, Dr Rebecca Bell, Dr James Percival, Dr Oleksiy Sydoruk and Ms Nikki Boyd.

	1	**Welcome and Apologies** The Chair welcomed attendees to the meeting and apologies, as above, were noted. The Chair welcomed representatives for the three new programmes being considered at the meeting.
	2	**Minutes of the previous meeting** The minutes of the previous meetings held on Thursday 21 and Thursday 27 March 2024 were confirmed as an accurate record.
	3	**Matters Arising** There were no matters arising to discuss.
Items for consideration		
	4.	**New programmes**
		Faculty of Engineering
	4.1	**PC.2023.89 Department of Earth Science and Engineering** **MSc Renewable Energy with AI and Data Science: Geology and Geophysics (READY)**
	4.1.1	PC considered a new programme proposal from the Department of Earth Science and Engineering for delivery with effect from October 2025.
	4.1.2	The proposal had been approved by the Chair of the Admissions-Sub-Committee (ASC) based on the Course Viability Report (CVR). The programme was developed in response to growing feedback from the geo-renewable energy sector to meet an identified skills gap, which should ensure sufficient career and progression opportunities for graduates. The inclusion of 'AI' in the programme title following reviewer feedback intends to resonate with applicants and future proof it against other offerings. PC commended the presentation of a well-designed programme, clear rationale in the documentation and the inclusion of exit awards. PC noted that the proposed programme will share sixty-six percent of its content with an existing programme within the Department, MSc Geo-Energy with Machine Learning and Data Science (GEMS). While GEMS is focussed on the deep-subsurface, READY is focussed on the shallow sub-surface. The committee was reassured that relevant content on soil mechanics, rock mechanics and faults will be

tailored to READY students and delivered by colleagues from the Department of Civil and Environmental Engineering.

PC noted that the programme requires students to be familiar with Python and evidence this as part of the application process. It was agreed that the pre-requisite for Python and level of coding skills required should be clarified in relation to the entry criteria and admissions process.

PC were supportive of the proposal and provided the following feedback:
- Clarify the requirement and expectations for applicants and offer-holders regards Python coding skills.
- Consider enhancing the programme learning outcome on Python to reflect that students will progress from 'familiarity' to an 'advanced level'.
- Consider how 'machine learning' and 'data science' will be integrated into modules across the programme to ensure students use these skills effectively in their discipline.
- The programme assessment relies entirely on coursework. Consider how GenAI will be managed in this context. For example, will students be trained and assessed in how to use GenAI for coding.
- EART70160 'Data Science and Machine Learning' includes one summative assessment component. Consider adding a second summative assessment component.
- The learning outcomes for EARTH70162 'Applying Computational/Data Science all include reference to working collaboratively to solve problems. Consider enhancing the scope of the learning outcomes to include more variety.
- Clarify the number of summative assessment components on the EARTH70167 'Deep Learning' module specification.

The above feedback is not preventative in progressing the proposal.

4.1.3	PC agreed to recommend the proposal to the QAEC for **approval**.
4.2	**PC.2023.90 Department of Electrical and Electronic Engineering** **MSc Sensor Systems Engineering**
4.2.1	PC considered a new programme proposal from the Department of Electrical and Electronic Engineering for delivery with effect from October 2025.
4.2.2	The proposal had been approved by the Chair of the ASC based on the CVR. Although there may be a market for professional engineers to undertake part-time study for a postgraduate certificate/diploma as part of professional development, at present the programme will be offered as a full-time MSc with exit awards only. The programme has applied for accreditation with the Institution of Engineering and Technology (IET) which will require a programme-specific regulation limiting compensation to no more than 10 ECTS credits. PC commended the well-designed structure and thorough documentation, and then considered the uniqueness of the proposed programme, noting that three new modules will also be shared with other programmes in the Department. The committee were reassured that the proposed programme does not share the same focus on communications content as MSc Communication and Signal Processing (CSP), and includes more content on physical hardware design than the MSc Analogue and Digital Integrated Circuit Design (ADIC) programme. PC noted that the programme's financial model is reliant on the recruitment of overseas students which is in line with the current admissions and application profile within the Department.

	The documentation includes reference to student induction and cohort-building. PC discussed the merits of setting expectations with students as part of induction activities and recommended that, if possible, prior students could be involved in this to share their experiences.
	Due to the high number of applicants with English as a second language, the programme team are encouraged to ensure that students are sufficiently supported in academic English, for example through engagement with the Centre for Academic English (CAE).
	PC were supportive of the proposal and suggested the following feedback: • PC suggested the inclusion of open-book examinations in 'Communication: Physical Layer' and 'Sensor Systems and Networks'. • Consider setting programme-level expectations with students as part of induction, in areas such as working together as well as exploring the challenges and opportunities students may experience throughout the academic year. • Consider the use of technical language, such as 'sensors' vs. 'embedded sensors' in marketing materials, to ensure the terms are used consistently and resonate with potential applicants. • Consider including a module or additional content on the basics of systems engineering, covering content such as the management of systems design.. • In due course, consider offering standalone postgraduate certificate and diploma awards in Sensor Systems Engineering as part of programme lifecycle management, to attract professional engineers looking to upskill.
	The above feedback is not preventative in progressing the proposal.
4.2.3	PC agreed to recommend the proposal to the QAEC for **approval**.
	Centre for Higher Education Research and Scholarship / Educational Development Unit
4.3	**PC.2023.91 Centre for Higher Education Research and Scholarship / Educational Development Unit** **Postgraduate Certificate in Clinical Education**
4.3.1	PC considered a new programme proposal from CHERS / EDU for delivery with effect from August 2024.
4.3.2	As the programme is recruiting from a closed cohort, approval from the Chair of the ASC is not required. It was noted that, should the programme team seek to open the programme to external applicants, evidence of market research and ASC approval may be required.
	PC commended the clear presentation of the documentation, noting the programme team's comprehensive response to external reviewer feedback.
	The committee discussed whether delivering the programme on Wednesday afternoons is too restrictive. The programme representative acknowledged that there may be issues with attendance for some colleagues, but these will be addressed on a case-by-case basis.
	PC discussed expectations around programme recruitment. The programme will prioritise the recruitment of London-based Clinical Teaching Fellows (CTFs). Although not compulsory, all CTFs will be encouraged to complete the programme. Depending on resources, the programme could be extended to CTFs at the Cumbria campus.
	The committee discussed workload expectations for CTFs undertaking the programme. In the context of maintaining a healthy work-life balance, expectations for completion of

	the programme and associated time commitments should be made clear to current and new CTFs. PC were supportive of the proposal and suggested the following feedback: • Clarify institutional expectations and associated time commitments for the completion of the programme and include reference to this as part of the recruitment process for CTFs. The above feedback is not preventative in progressing the proposal.
4.3.3	PC agreed to recommend the proposal to the QAEC for **approval**.
5	**Major Modifications to Existing Programmes**
	Faculty of Medicine
5.1	**PC.2023.92 School of Medicine** **MBBS/BSc Medicine (A100)**
5.1.1	PC considered a late major modification proposal from the School of Medicine to add a programme specific regulation increasing the number of attempts students have at the Applied Knowledge Test (AKT) summative assessment on the core module 'Patients, Communities and Healthcare 3b' (MEDI70036) with effect from October 2024.
5.1.2	PC noted that the proposal is informed by a change to externally set guidance from the Medical Schools Council in respect of the Applied Knowledge Test (AKT).
5.1.3	PC agreed to recommend the proposal to the QAEC for **approval**.
5.2	**PC.2023.93 Department of Metabolism, Digestion and Reproduction** **MRes Clinical Research**
5.2.1	PC considered a late major modification proposal from the Department of Metabolism, Digestion and Reproduction to correct the final classification weighting arrangement on the programme specification and to change all compulsory modules to core for the named programme above with effect from October 2024.
5.2.2	PC agreed to recommend the proposal to the QAEC for **approval**.
5.3	**PC.2023.94 National Heart and Lung Institute** **MSc Genes, Drugs and Stem Cells – Novel Therapies (A3TS)**
5.3.1	PC considered a late major modification proposal from the National Heart and Lung Institute to change the module learning outcomes and assessments for the core module 'Core Studies in Regenerative Medicine' (NHLI70019) on the named programme above with effect from October 2024.
5.3.2	PC discussed the proposal to reduce the number of assessments from four to one group-based summative assessment for a 7.5 ECTS module. It was agreed that further information and a stronger rationale is required for the proposed assessment component, to ensure that it can assess the achievement of all learning outcomes for this module.
5.3.3	PC approved the proposal subject to the following recommendations: • Clarify the size of groups for the oral presentation and expectations around student participation. • Clarify why the oral presentation is described as a debate and how students will be assessed on their participation.

	• Ensure the learning outcomes are reflected in the assessment brief. • Remove reference to 'individual written feedback' from the module specification if students are no longer required to write a report.
5.3.2	PC advised that the recommendations above be considered and that the updated documentation be submitted to the Quality Assurance and Enhancement team. Subject to a satisfactory response, PC agreed to recommend the proposal via Chair's Action to QAEC for approval.
5.4	**PC.2023.95 National Heart and Lung Institute** **MSc Medical Ultrasound (Echocardiography) (A3A2)** **MSc Medical Ultrasound (Vascular) (A3A1 / A3A124)**
5.4.1	PC considered the resubmitted major modification proposal from the National Heart and Lung Institute with effect from October 2024: a) Introduce two new core modules 'Foundations in Echocardiography' for MSc Medical Ultrasound (Echocardiography) and 'Foundations in Vascular Ultrasound' for MSc Medical Ultrasound (Vascular). b) Change ECTS value for core modules NHLI70011 'Clinical Studies: Echocardiography' and NHLI70012 'Clinical Studies: Vascular Ultrasound' from 30 to 25. c) Change the learning outcomes and ECTS value for core module NHLI70034 'Clinical Studies 1: Arterial Ultrasound' from 15 to 10 on the part-time programme. d) Add a new 20% weighted assessment to core modules NHLI70011 'Clinical Studies: Echocardiography' and NHLI70012 'Clinical Studies: Vascular Ultrasound and reweight the 2 remaining assessments from 50% to 40%.
5.4.2	PC were supportive of the proposal noting the proposed assessments are well-considered and authentic to the programme.
5.4.3	The following feedback was suggested: • Correct the title of NHLI70012 'Clinical Studies: Vascular Ultrasound' on the module specification. • Reduce the number of learning outcomes for 'Foundations in Echocardiography' for MSc Medical Ultrasound (Echocardiography) and 'Foundations in Vascular Ultrasound' for MSc Medical Ultrasound (Vascular)' so they are commensurate with a 5 ECTS module (e.g., between 6 and 8). The above feedback is not preventative in progressing the proposal.
5.4.4	PC agreed to recommend the proposal to the QAEC for **approval**.
	Faculty of Natural Sciences
5.5	**PC.2023.96 Department of Chemistry** **MRes Advanced Molecular Synthesis (F1YA)**
5.5.1	PC considered the resubmitted major modification proposals from the Department of Chemistry with effect from October 2024: a) Withdraw two compulsory modules CHEM70023 'Chemical Kinetics' and CHEM70024 'Data Analytics in Chemistry'. b) Add existing module CHEM60011 'Programming in Python' as a compulsory module. c) Add three existing modules as electives CHEM70005 'Advanced Stereochemistry, Synthesis and Biosynthesis', CHEM70014 'Automation in Chemistry, Materials and Drug Discovery and CHEM70012 'Data Analytics in Chemistry'.
5.5.2	PC noted that the proposed modifications are identical to those submitted for review at the March meeting. It was noted that additional feedback and a response to the

	recommendations had been provided for consideration. The exceptional situation the programme team finds itself in, having to make changes due to forced external circumstances under significant time constraints, was acknowledged.
5.5.3	PC agreed to recommend the proposal to the QAEC for **approval**.
5.6	**PC.2023.97 Department of Mathematics** **MSc Applied Mathematics (G1U2 / G1U224)** **MSc Pure Mathematics (G1U3 / G1U324)**
5.6.1	PC considered a late major modification proposal from the Department of Mathematics to amend the programme specification, removing a misleading caveat in relation to students electing to take level 6 modules for the named programmes above with effect from October 2024.
5.6.2	PC agreed to recommend the proposal to the QAEC for **approval**.
	Imperial College Business School
5.7	**PC.2023.98 Imperial College Business School** **BSc Economics, Finance and Data Science (L1N3)**
5.7.1	PC considered the major modification proposals from the Imperial College Business School for the named programme above with effect from October 2025.: a) Change the rules by which students choose their electives in year 3. b) Amend the module learning outcomes, learning and teaching approach, assessment strategy, assessments, reduce the ECTS credit from 10 to 5 and to change the module title of the compulsory module BUSI60001 'Laboratory of Methods in Economics, Finance and Data Science' to 'Final Project: Questions and Methods'. c) Change the module learning outcomes, learning and teaching approach, assessment strategy, assessments, reduce the ECTS credit from 10 to 7.5, and to change the module title of the compulsory module BUSI60002 'Final Project' to 'Final Project Report'. d) Change the module learning outcomes, assessment strategy and increase the ECTS credit from 5 to 7.5 for the elective modules BUSI60004 'Industrial Organisation', BUSI60007 'Health Economics', BUSI60011 'Advanced Machine Learning', BUSI60012 'Text Mining for Economics and Finance', BUSI60019 'Advanced Macroeconomics' e) Change the module learning outcomes, assessment strategy, increase the ECTS from 5 to 7.5, and to change the module title of the elective module BUSI60020 'Climate Change and Finance' to 'Economics and Finance of Climate Change'. f) To withdraw the elective modules from the programme BUSI60005 'Game Theory', BUSI60006 'Energy Economics', BUSI60009 'Public Economics', BUSI60008 'Monetary Economics', BUSI60010 'Applied Econometrics', BUSI60014 'Marketing Analytics', BUSI60013 'Organisational Behaviour', 'BUSI60015' Innovation and Entrepreneurship', BUSI60016 'Asset Pricing', BUSI60017 'Advanced Corporate Finance' and BUSI60018 'Risk Management'.
5.7.2	PC noted that the proposal was comprehensive but too elaborate, and outlined significant major modifications that would usually only be expected for a Curriculum Review. The committee acknowledged that the proposal seeks to rebalance the third year of the programme, taking into account stakeholder consultation and experiences with the first cohort. Whilst broadly supportive of the proposal's intention, the committee expressed concern regarding the proposed balance of student workload, and the timing of the proposal. It was noted that students on the programme had only just completed their first year.

	PC agreed that, regarding proposals (b), (c), (d) and (e), it is not clear how a change in ECTS has been reflected in the nominal workload for students. For example, despite a proposed reduction in ECTS, the learning outcomes, module content, learning and teaching approach and assessment components have all increased for BUSI60001 'Laboratory of Methods in Economics, Finance and Data Science' and BUSI60002 'Final Project'. The reduction in ECTS for BUSI60002 'Final Project' should be considered carefully, as this is a particularly useful component for students to draw upon after graduation. PC discussed the rationale for changing the ECTS credit of elective modules in proposals (d) and (e). It was noted that many departments across the university offer 5 ECTS modules at level 6. It was agreed that the programme team should clarify how the increase in ECTS credit is reflected in the nominal student workload, other than an increase of independent study hours. PC were supportive of proposals (a) and (f). The following recommendations were noted: • Reconsider the increase in learning outcomes, module content, learning and teaching approach and assessment, to reflect a reduction in ECTS credit from 10 to 7.5, for BUSI60001 'Laboratory of Methods in Economics, Finance and Data Science'. • Reconsider reducing the ECTS for BUSI6002 'Final Project' from 10 to 7.5. If the team choose to proceed with the proposal, the programme team should reflect this in a proportionate reduction to learning outcomes, learning and teaching approach and assessment, on the module specification. • Reconsider the rationale for increasing the ECTS credit of elective modules from 5 to 7.5. If the team choose to proceed with the proposal, the programme team should reflect this proportionally across the module specifications, such as in the learning outcomes, learning and teaching approach and assessment.
5.7.1	PC **rejected** the proposal. The programme team are encouraged to consider the recommendations noted above and resubmit the proposal for reconsideration at the next opportunity.
5.8	**PC.2023.99 Imperial College Business School** **MSc Management (N19J)**
5.8.1	PC considered the major modification proposals from the Imperial College Business School for the named programme above with effect from September 2025.: a) Update the programme learning outcomes. b) Change the module learning outcomes, learning and teaching approach, and to change the module title of the compulsory module BUSI70001 'Accounting' to 'Financial and Managerial Accounting'. c) Change the module learning outcomes, learning and teaching approach, assessment strategy, assessments and change the title of the compulsory module BUSI70025 'Corporate Finance' to 'Applied Corporate Finance'. d) Change the module learning outcomes, assessment strategy and assessments for the compulsory module BUSI70080 'Strategic Management'. e) Change the module learning outcomes, assessment strategy, assessments and change the title of the compulsory module BUSI70063 'Marketing Decisions' to 'Marketing Management'. f) Change the module learning outcomes and assessments of the compulsory module BUSI70012 'Business Economics'. g) Change the module designation for BUSI70185 'Operations Management' and BUSI70038 'Entrepreneurship' from compulsory to elective. h) Change the learning outcomes, learning and teaching approach, assessment strategy, module designation from compulsory to elective and the title of the module from BUSI70058 'Business Simulation' to 'Sustainable Business Simulation'.

	i) Introduce the new compulsory modules 'Strategic Decisions and Analysis', 'Organisations and Leadership – Personal Dynamics' and 'Organisations and Leadership – Interpersonal Behaviours'. j) Withdraw the compulsory module BUSI70069 'Organisational Behaviour' and the elective modules BUSI70055 'Leadership Skills' and BUSI70078 'Social Project'. k) Add the existing module BUSI70272 'Mergers and Acquisitions'. l) Add the existing module and change the module title from BUSI70413 'Leadership in Action – Phase 2' to 'Social Impact Consulting Project'. m) Make available all the global exchange opportunities from MSc International Management onto the MSc Management. n) Amend the admissions criteria.
5.8.2	PC noted that the changes are informed by the withdrawal of the MSc International Management programme from 2025/6 onwards. The proposal is informed by market and accreditation changes and seeks to merge the Management and International Management programmes. PC commended the proposal, noting that the learning outcomes are well-written, and the programme structure is well-aligned with student interest. The BUSI70058 'Sustainable Business Simulation' module specification states 'the precise benefits accruing from the project will depend on the nature of the project chosen'. The committee advised that all project choices should allow students to meet the module learning outcomes. It was suggested that the learning outcomes should be revised to allow greater flexibility, or the types of projects are restricted to ensure the same set of learning outcomes can be met.
5.8.3	The following feedback was suggested: • Consider restricting the types of projects or revise the learning outcomes for BUSI70058 'Sustainable Business Simulation' to ensure all project choices enable students to meet the same set of learning outcomes. • Specify the number of blog posts required for the new compulsory modules 'Strategic Decisions and Analysis', 'Organisations and Leadership – Personal Dynamics'. Consider linking the reading list to Leganto and include more current literature. • Reconsider the assessment component title 'deferred reflection report' on the new compulsory module 'Organisations and Leadership'. The programme team are encouraged to use a different title for the component and provide a thorough assessment brief. The above feedback is not preventative in progressing the proposal.
5.8.4	PC agreed to recommend the proposal to the QAEC for **approval**.
6	**Short Courses**
6.1	**PC.2023.100 Grantham Institute – Climate Change and Environment** **Green Skills for a Sustainable Future: A Professional Development Programme**
6.1.1	PC considered a proposal from the Grantham Institute for the creation of the named short course above with effect from October 2024.
6.1.2	PC were supportive of the proposal and suggested the following feedback: • Clarify what assessment components are summative and formative across the documentation. The above feedback is not preventative in progressing the proposal.
6.1.3	PC agreed to recommend the proposal to the QAEC for **approval**.

6.2	**PC.2023.101 Grantham Institute – Climate Change and Environment** **Introduction to Climate Change**
6.2.1	PC considered a proposal from the Grantham Institute for the creation of the named short course above with effect from October 2024
6.2.2	PC agreed to recommend the proposal to the QAEC for **approval**.
7	**Programme Suspensions and Withdrawals**
7.1	**PC.2023.102 Imperial College Business School** **MSc International Management (N1UF)**
7.1.1	PC considered a proposal from the Imperial College Business School to withdraw the named programme above with effect from September 2025.
7.1.2	PC agreed to recommend the proposal to the QAEC for **approval**.

Items to note	
8.1	**PC.2023.103 Chair's Report**
8.1.1	PC noted the proposals that had been approved by via Chair's action on behalf of PC since the last meeting.
	Faculty of Medicine
8.1.2	**PC.2023.CA08 School of Medicine** **BSc Medical Sciences with Global Health (A141)** A major modification proposal to change the main campus of the BSc Medical Sciences with Global Health programme to White City and Hammersmith, following the closure of the St Mary's campus, with effect from September 2024.
8.2	**Quality Assurance and Enhancement Committee (QAEC)** PC noted the minutes from the previous QAEC found on the College webpages: www.imperial.ac.uk/about/governance/academic-governance/senate-subcommittees/quality-assurance-enhancement-committee/

Any Other Business	
9.1	PC discussed whether the short course proposal forms should be revised to simplify their completion. PC were informed that a full review of the short course approval process will be undertaken alongside developments in the Institute of Education.
9.2	PC discussed whether more significant major modifications, such as those presented in PC.2023.99, require additional scrutiny. It was agreed that, although the major modification process should be adhered to for such requests, the committee could consider requiring external review for more significant major modifications in future.
9.3	The Chair confirmed that this was Yi Yang's last meeting as student representative and Deputy President (Education). PC thanked Yi for their engagement and contributions to the committee throughout the academic year.
9.4	Committee members were thanked for their contributions to PC throughout the academic year, and the meeting was closed.