



Teaching and Learning Strategy for UCL Institute of Child Health

2011-15

Stage 1: the 'narrative' or vision

What does the department stand for? What does it want to achieve? What is it going to do meet its objectives?

Drafters may wish to look first at the questions below and use them as 'prompts' or suggestions for the kind of things they might wish to include in their statement – but this element of the strategy is intended to be as 'individual' as possible: a chance for the department to present its vision in its own words.

The UCL Institute of Child Health's (ICH) mission is to:

Improve the health and wellbeing of children, and the adults they will become, through world-class research, education and public engagement

In support of our mission, ICH pursues an integrated, multidisciplinary approach to enhance understanding, diagnosis, therapy and prevention of childhood disease. A broad range of paediatric issues is covered, from molecular genetics to population health sciences. All specialties as they relate to children's health are included so that ICH fulfills the role of a world-leading academic establishment in paediatrics and child health. In keeping with a commitment to disease prevention, ICH is active in teaching aimed at developing interventions to promote health both during childhood and in the later years of life.

Abbreviations

ACF	Academic Clinical Fellow	ICS	Institute of Cardiovascular Sciences
ACL	Academic Clinical Lecturer	IEC	Institute Education Committee
AM	Annual Monitoring	IEHC	Institute of Epidemiology and Health Care
AugAm	Augmented Annual Monitoring	IQR	Internal Quality Review
BPS	British Psychological Society	IWH	Institute of Women's Health
CCS	Cultural Consultation Service	KPI	Key Performance Indicator

<i>Cert</i>	<i>Certificate</i>	<i>LTSS</i>	<i>Learning Technology Support Service</i>
<i>CALT</i>	<i>Centre for Advancement of Teaching and Learning</i>	<i>PG</i>	<i>Postgraduate</i>
<i>CHRAT</i>	<i>Child Health Research Appeal Trust</i>	<i>PGR</i>	<i>Postgraduate research</i>
<i>CIHD</i>	<i>Centre for International Health and Development</i>	<i>PGT</i>	<i>Postgraduate taught</i>
<i>CPD</i>	<i>Continuing Professional Development</i>	<i>P&E</i>	<i>Planning and Executive</i>
<i>DARO</i>	<i>Development and Alumni Relations Office</i>	<i>PT</i>	<i>Part-time</i>
<i>Dip</i>	<i>Diploma</i>	<i>SLMS</i>	<i>School of Life and Medical Sciences</i>
<i>FPHS</i>	<i>Faculty of Population Health Sciences</i>	<i>SSC</i>	<i>Student Selected Component</i>
<i>FT</i>	<i>Full time</i>	<i>SSCC</i>	<i>Staff Student Consultative Committee</i>
<i>FTC</i>	<i>Faculty Teaching Committee</i>	<i>TCAT</i>	<i>Taught Course Administrators Team</i>
<i>GOSH</i>	<i>Great Ormond Street Hospital for Children NHS Trust</i>	<i>TDD</i>	<i>The Digital Department</i>
<i>IBSc</i>	<i>Intercalated BSc</i>	<i>UG</i>	<i>Undergraduate</i>
<i>ICH</i>	<i>Institute of Child Health</i>	<i>VLE</i>	<i>Virtual learning environment</i>

Stage 2: the department in context

1 Strategic Environment

a) What external factors influence the design and delivery of the department's teaching programmes?

This question encourages drafters to discuss those factors which are currently driving the department's strategy on teaching and learning. Drafters may wish to consider any or all of the following in responding to this question:

- * *Changes in school curricula and in the skills / knowledge base of the student cohort on entry*
- * *Changes in the department's student profile (international student numbers; WP students etc.)*
- * *Developments in the discipline more broadly*
- * *The need to respond to innovation elsewhere in the sector*
- * *Student expectations of the programme and of the subject*
- * *The requirements / expectations of professional and accrediting bodies*
- * *The ways in which collaboration with overseas institutions may impact upon ideas about teaching and learning*
- * *Funding issues and the need to generate income to support teaching activity*
- * *Any additional issues as determined by the department's context*

In responding to this question, drafters should comment on both the undergraduate and the graduate teaching that they offer.

The ICH was established in 1945 to provide high quality medical education to UK and overseas students, primarily centred on paediatrics, maternal and child health, as it related to the UK and global populations. ICH has a particularly close relationship with Great Ormond Street Hospital for Children NHS Trust (GOSH). In 2006 the partnership

was awarded Specialist Biomedical Research Centre status, under the government's National Institute for Health Research initiative. A second award has been made which will provide funding for a further period of 5 years beginning in April 2012. This is the only biomedical centre devoted to children's health, confirming ICH and GOSH as the UK's leading centre for research, education and service delivery in children's medicine. Also in 2006 ICH joined UCL's School of Life and Medical Sciences (SLMS).

The most significant change for ICH since the last strategic plan was considered has been the change in SLMS faculty structures. SLMS has moved from a two faculty structure to a four faculty structure. ICH is now one of four Institutes in the new Faculty of Population Health Sciences (FPHS), the other institutes being Institute of Women's Health (IWH), Institute of Epidemiology and Health Care (IEHC) and Institute of Cardiovascular Sciences (ICS). Since the inception of the new faculty in August 2011 a strategic plan that encompasses education has been developed. This will allow the development of a coherent educational strategy across the four Institutes.

Thus, the mission statement for the faculty educational strategy can be summarised:

'The FPHS is committed to complementing its world class research enterprise with world class educational enterprise across the continuum of biomedical education. FPHS is fortunate to hold the expertise, commitment and resource to deliver on this agenda. Individual Institutes have already rationalised and modularised existing PGT provision, introduced innovative new programmes and modules, designed to deliver flexible provision with multiple end points (e.g. MSc Health Sciences) and through alternate mediums. Infrastructure has been reviewed and built to support increased PGR numbers.'

We have already started a consultative process, led by the Vice Dean (Education), that will develop an integrated strategy to deliver transparent and appropriate mechanisms, with measurable and deliverable outcomes, to address the following points:

- engage, support, and train academic, research and support staff to deliver teaching that reflects the depth and breadth of expertise possessed by the Faculty;
- foster a culture of excellence in teaching, rewarding involvement, innovation and professionalism through local resource/support, personal development, appraisal and promotions;
- review market provision and position and marketing strategies and practices, developing a continuum of education and develop new, or build on existing, programmes where there is a clear rationale and market (eg. Professional Doctorates, Public Health, Global Health);
- deliver more flexible, responsive teaching with multiple exit points;
- deliver clearly defined, professional, service-driven teaching support across the Faculty, evaluate training needs and equip staff with the expertise and support necessary to deliver an enhanced student experience, supported by robust governance structures;
- evaluate how staff recruitment processes can recognize and link to teaching requirements;
- improve staff and student support mechanisms (mentoring, buddying) as part of a commitment to demonstrably enhancing the student experience;

- ensure Faculty policy and practice aligns and builds on broader institutional objectives and actions and is developed through open consultation with users and providers;
- align administrative support to the new MBBS curriculum, delivering co-ordinated and consistent support;
- deliver an iterative process to maintain communication and consultation.

In addition to these local objectives, SLMS has identified a number of further priorities aimed at improving the student experience at UCL:

- The establishment of 'educational hubs'
 - The accreditation of teaching through CPD
 - Developing e-learning and distance learning
 - The development of research-embedded education
- More wide -reaching objectives include:
- Widening participation and fair access
 - Innovation in teaching, learning and assessment
 - Global citizenship and employability
 - Internationalisation of the curriculum

We would anticipate that our success in delivery will be measured through clear, deliverable KPIs. As part of the SLMS, the FPHS is governed by KPIs, with increasing emphasis being placed on teaching. Examples include: Teaching income per HEFCE funded academic staff member, the numbers of PGT and PGR students per academic supervisor, the ratio of overseas students to total student numbers and the extent of the interdisciplinarity nature of our teaching. Our success will only be limited by Institutional commitment to deliver on associated infrastructure (space and funding for PhD numbers; the delivery of student hubs, additional teaching space, and appropriate platforms for a truly modular PGT curriculum and CPD provision).

ICH will continue to pursue medical research and education in the context of child health and disease, based upon an integrated approach of careful clinical observation and scientific investigation. This allows an understanding of disease mechanisms and, in turn, leads to precise diagnosis and development of new therapies. The Institute's current academic structure consists of eight research themes:

- Cancer
- Cardiorespiratory Sciences
- General and Adolescent Paediatrics
- Genes, Development and Disease
- Infection and Immunity
- Neurosciences and Mental Health
- Nutritional and Surgical Sciences
- Population Health Sciences

ICH is committed to the provision of high quality education and the content of all our courses reflects the research and clinical interests of ICH staff. The bulk of the educational provision will continue to be at PG level, although we will continue with UG teaching, particular through the offering of IBSc courses and SSCs. These will continue to be overseen by the Medical School.

b) What will the key external challenges be for teaching, learning and assessment for the department over the next four years?

This question invites consideration of the ways in which the factors influencing teaching within the department might change. The response should therefore develop out of the response to question 1 (a).

In addition to changes in the institute management, accountability and reporting structures at the faculty level, the key external influences on teaching, learning and assessment will be to respond to the changing environment of Higher Education in the UK and abroad. Issues to be considered include:

1. Changes in funding for UK universities, including the introduction of higher student fees at UG and PG level, which raises some concerns about widening participation and student numbers in general.
2. Changes in student populations with increasing numbers of overseas students.
3. Changes in student expectations.
4. Changes in expectations of employers and in professional accreditation bodies.
5. Increased importance of quality indicators relating to students' learning experience and skills development.

c) How will this context shape the department's teaching, learning and assessment strategy over the next four years?

Drafters should outline how the department is intending to respond to its current circumstances, and to those future challenges identified above, over the next four years.

ICH, together with its clinical partner GOSH, forms the largest concentration of children's health research in Europe and is at the forefront of high quality clinical research and teaching in paediatrics and child health. ICH offers a range of programmes at UG level: contributing to the MB BS and BSc degrees, offering Student Selected Components (SSCs) and IBSc modules, and PG level: Certificate, Diploma, MSc, MRes, MD (Res), MPhil and PhD degrees, together with a variety of short courses. These programmes offer a fully integrated education to students at a variety of levels, from basic scientists to qualified clinical health care professionals. Since there are no other integrated paediatric centres in the UK offering such specialist taught courses this means many of our courses are unique in the UK. This makes ICH not only attractive to UK and European students but also to overseas students.

We would anticipate in the next 4 years that we will be able maintain our position as a world leader in paediatric education, increasing student numbers and the range of courses offered.

ICH is fully active in shaping the new FPHS Education Strategy. Prof Christine Kinnon, ICH's Director of Teaching and Learning, is the new Vice Dean for Education in the Faculty. Other key Institute figures will also play a role in shaping future directions both locally and at a higher level.

We recently began work on developing an ICH scholarship fund in conjunction with colleagues from the UCL Development and Alumni Relations Office. This priority will

be crucial in addressing changes in the fee structures and ensuring continued widening participation from a national and international perspective.

We will continue to initiate and test out innovative and flexible ways to offer our teaching and training, eg distance learning, CPD.

Through collaboration with UCL, SLMS and Faculty committees, working groups and colleagues, we plan to stay at the forefront of good practice in quality assurance. This will continue to be a consistently active area of work for us in the next few years.

We will emphasise increased student engagement in activities at different levels in order to involve students more creatively in improving the educational experience we offer.

As the rate of new developments and change in higher education has increased, we will regularly review our strategy alongside changes in Faculty, SLMS and UCL strategies, so that we stay up-to-date and responsive.

2 Aims and Objectives for 2011-15

a) What are the department's key aims for teaching, learning and assessment for 2011-15?

Drafters are asked to briefly outline the strategic direction for the department in terms of its teaching activity, given the external strategic context and the Institutional Learning, Teaching Strategy. Responses may consider:

- * *The relationship between teaching and research within the department, and the profile of teaching as an academic activity*
- * *How curriculum content and delivery methods might evolve and change (e.g. to become more international; to respond to changes in the discipline; to reflect the needs of the student cohort)*
- * *How assessment methodologies might evolve to respond to curriculum changes and to changes in the student cohort*
- * *Where the department would wish to position itself in relation to similar programmes offered by other universities nationally and internationally*
- * *The staff profile of the department*
- * *The relationship between undergraduate and graduate teaching*
- * *Income generation strategies and support for strategically valuable teaching activity*

Our overarching objective is to ensure existing teaching provision remains at the highest quality and to develop new provision in specific areas. We plan to do this by:

- Developing a range of specialist paediatric taught modules and programmes to attract additional students to UCL. Programme proposals that have been developed since the last strategy was prepared include: Paediatric Physiotherapy, Child and Adolescent Psychiatry, Cell and Gene Therapy, which encompass areas of research expertise. This has necessitated the development of new modules including Applied Genomics, Clinical Applications of Cell and Gene Therapy, Molecular Aspects of Cell and Gene Therapy and Stem Cell and Tissue Repair. Many of these will be attractive to other courses and students at UCL and we are now marketing them to other faculties.
- Increasing the funding base of the Child Health PhD Programme to enable a minimum of 12 non-clinical students per year to be funded, across the range of child health specialities. We will explore new funding sources both externally and internally

within UCL in order to fund the additional studentships. We will also continue to improve the submission rates of higher degree research students and to improve the staff to student ratio.

- Exploring the relationship between UG and PG teaching by opening up existing modules to a wider audience. Many modules are now exclusively directed to either UG or PG students but could be opened to both.
- Reviewing marketing plans for current courses and presenting a more integrated marketing strategy using the UCL/ICH 'brand' to attract students to existing courses, including additional overseas students.
- Reviewing the use of technology in our taught courses and exploring the possibilities for distance learning developments in education provision, including the use of e-learning. We have initiated pilot programmes in this area and will expand the effort in the coming period.
- Keeping up to date lists of course alumni. Although a good number of our PG alumni are already on specific career tracks, we intend to facilitate more contact with alumni in order to provide current students with more advice and opportunities.
- Ensuring an appropriate balance between external and internal staff in delivering the current curriculum. The introduction of new specialist modules has widened the participation of our staff in our teaching effort, there are now a greater number of academic staff from a wide selection of departments involved in the teaching effort. ICH will extend this and continue to integrate the use of mainstream academic staff into all of its teaching programmes.
- To continue to seek to streamline and enhance administrative support, core teaching and timetabling.

b) How will the department's teaching and assessment activity reflect and support UCL's key priorities for teaching and learning in its provision over the period 2011-15?

Research-led teaching

* *How does the research of departmental staff, and the research base in the discipline more generally, influence the taught curriculum?*

At ICH a wide range of research staff across all themes are involved in delivering our teaching. As discussed, ICH's range of research activities can be into eight broad themes:

- Cancer
- Cardiorespiratory Sciences
- General and Adolescent Paediatrics
- Genes, Development and Disease
- Infection and Immunity
- Neurosciences and Mental Health
- Nutritional and Surgical Sciences
- Population Health Sciences

These themes map onto our portfolio of programmes:

PG Programmes:

- Biomedicine

- *(Cancer, Cardiorespiratory Sciences, Genes, Development and Disease, Infection and Immunity, Neurosciences and Mental Health)*
- Cardiorespiratory and Paediatric Physiotherapy
 - *(Cardiorespiratory Sciences)*
- Cell and Gene Therapy
 - *(Cancer, Cardiorespiratory Sciences, General and Adolescent Paediatrics, Genes, Development and Disease, Infection and Immunity)*
- Child and Adolescent Mental Health
 - *(General and Adolescent Paediatrics, Neurosciences and Mental Health)*
- Global Health and Development
 - *(General and Adolescent Paediatrics, Infection and Immunity, Population Health Sciences)*
- International Child Health
 - *(General and Adolescent Paediatrics, Infection and Immunity, Population Health Sciences)*
- Paediatrics and Child Health
 - *(Cardiorespiratory Sciences, General and Adolescent Paediatrics, Genes, Development and Disease, Infection and Immunity, Neurosciences and Mental Health, Nutritional and Surgical Sciences, Population Health Sciences)*
- Paediatric Neuropsychology
 - *(Neurosciences and Mental Health, General and Adolescent Paediatrics)*

UG Programmes:

- International Health
- Paediatrics and Child Health

All MSc students are offered the possibility of research projects to be carried out within ICH based research teams, under the supervision of our research staff.

Education for Global Citizenship:

Drafters should consider how the following are reflected in the taught programme:

- * *Global issues / perspectives considered in course content wherever appropriate*
- * *Consideration of methodologies used in other cultures*
- * *Teaching and assessment approaches which are accessible to students from a range of educational and cultural backgrounds*
- * *The ways in which students at UCL develop their sensitivity to cultural difference*
- * *Programmes developed which equip students for employment in a range of countries*
- * *Assessment tasks devised to encourage students to communicate with a range of audiences, and to work in teams*
- * *Collaboration on curriculum content or delivery with overseas partners*
- * *Integration of study abroad opportunities into the curriculum*

We commence each academic year with welcome inductions, one for taught students and another for research students. One of the main purposes of these events is to bring the students together all at once, so they get to meet each other and experience first-hand the diversity of the ICH student community in terms of culture, ethnicity, professional, age, educational experience, etc.

We recognise that some students, for example overseas students, may need special kinds of support. Therefore, we not only emphasis good functioning of the personal tutor system, but our course directors/tutors and administrators all contribute to providing individual support and advice as necessary.

Some of our programmes are 'global' in content and objectives by nature, eg MSc Global Health and Development. However we also include the global dimension in other programmes, for example with the international mental health module in our new MSc in Child and Adolescent Mental Health, and allowing students on the more professional MSc programmes to take optional modules offered by MSc programmes with global/international focus. With increased sharing of modules across programmes and departments, we will keep the Global Citizenship aim in view as we make plans and changes.

In all programmes, we create an open, interactive and respectful learning environment. One reason we use such a variety of assessment methods across courses is that we recognise that students have different strengths, but we also believe that there is benefit in challenging students to learn new skills and new ways of doing things.

Currently, our main overseas teaching collaboration relates to the tropEd network for international Health Education. This is a long-running partnership that supports student and staff mobility around Masters course in international health. Through this programme, we also receive students onto modules, often increasing the diversity of the student group on the course. From this work, we are able to learn from and with higher education partners internationally. With the initiation of distance learning, we will explore possibilities for other partnerships where there are already firm collaborations or professional relationships in place, for example in the Paediatric Neuropsychology area, where the BPS has East European partners.

With the UCL Cultural Consultation Service (CCS) now established, we will highlight this resource to students and staff and when appropriate, involve CCS colleagues in our planning and events, eg invite them to the ICH Teaching Awayday and ask them to present at our induction.

Innovative and effective teaching and learning methodologies:

Under this heading, drafters should consider the following, in the context of their discipline:

- * *Increased use of digital technologies to support course development, delivery and student collaboration*
- * *Student-led research*
- * *Distance and blended learning*
- * *Peer-to-peer learning*
- * *Redesign of teaching / learning spaces*
- * *Engagement with museums and collections' resources*
- * *Engagement with information literacy and digital resources*

All of our taught programmes make good use of improved VLEs such as Moodle. We have met the UCL target of employing basic Moodle on all of our courses and are now moving towards enhanced use of Moodle. ICH is one of the pilot departments for the introduction of Moodle2 at UCL, and we plan to have all of our courses on this new system by June 2012. With extensive use and improvement of web-based technology, we are reviewing the opportunities for using this method for the delivery of teaching. Blended learning will continue

to be incorporated and embedded into existing courses at more advanced levels, but also offers the opportunity for the development of distance learning.

Over the past few years, ICH has developed a close working relationship with colleagues in Learning Technology Support Service (LTSS), and we regularly involve them in our development and strategy planning in this area. Along with LTSS colleagues, several of our taught course administrators are leading and participating in The Digital Department (TDD) project at UCL, which aims to set up a toolkit of resources and a professionally-accredited training programme for taught course administrators who are helping to enhance use of VLEs and other technology in teaching and learning. Once established, we will integrate this toolkit and training into the induction and work of our taught course administrators. At the same time, we want to be sure that the student view is represented. So, we will follow the model used in TDD, which is to be sure to include students in evaluating and developing our use of digital technologies. We also will continue to highlight that not all students or staff are at the same level of digital literacy, and will factor that into plans for induction, training and support.

We are beginning to explore new arenas such as distance-based CPD and use of social media (Twitter, wikis, etc). With a UCL Teaching Innovation Grant, we are currently developing a Moodle-based distance-learning route for participants to 'attend' a one-week CPD symposium on paediatric neuropsychology (*Baby Brains Around the World*). We will use this project to inform our plans for developing similar initiatives in other academic areas. We are particularly keen to ensure the quality of the student learning experience in distance learning, and will evaluate this as part of the project.

Additionally, we have just formed an ICH peer learning group on e- and distance learning, which will not only enable more direct sharing and learning locally, but will be able to more link academic and administrative staff into similar forums at the SLMS and UCL levels. One area we see as vitally important is using technology appropriately for quality assurance. An immediate area for focus is having an efficient and effective system for collecting and analysing student feedback on their learning experience. We would like to work with other colleagues across the Faculty, SLMS and/or UCL to consider whether there should be a single system across UCL, so that consistency in experience and in data is achieved.

In September 2011 ICH opened its newly refurbished teaching accommodation in the Wolfson Centre. The majority of PG lectures are delivered here. It comprises 8 teaching rooms, with capacity ranging from 12-52 seats. Additionally, the Centre includes student common room facilities, 2 computer rooms with 20 and 12 computer stations respectively, wifi access across the building, a snack bar, and two offices for teaching and administrative staff to hotdesk. In addition, we use 2 lecture theatres (Kennedy Lecture Theatre, Leolin Price Lecture Theatre), as well as 6 smaller seminar rooms elsewhere in ICH.

The majority of UG teaching takes place on the main Bloomsbury campus. The exception to this is the SSC in Paediatrics teaching which takes place in GOSH, with additional seminars and tutorials provided in ICH teaching space.

Improved support for students' learning (pastoral support; feedback and assessment):

Drafters should comment on their department's approach to:

- * *The UCL personal tutor system and the Higher Education Achievement Record*
- * *Systems in place to support students to reflect on their own skills development*
- * *The department's approach to providing students with appropriate and timely feedback*

* *Any other pastoral structures which operate within the department, as appropriate*

At ICH, the key individuals with responsibility for student support and guidance are the MSc Programme Directors and the academic and administrative staff of the relevant Unit; and for research students, the principal and second supervisor and the team of ICH PG Tutors. In addition, students are made aware of the support available to them via UCL, for example the Dean of Students, the Graduate School and the range of services for careers, counselling, hardship, health and residence. Students are also advised they may receive advice from the Students' Union.

Personal tutors are assigned to all students in our taught course programmes. Students and personal tutors are encouraged to meet early in the academic year, to check in with each other on a termly basis and provide additional ad hoc assistance, should the need arise. Each personal tutor is provided the link to the UCL Personal Tutors Handbook and advised of UCL training in this area. Personal tutors are required to submit a formal record of their meetings.

Concerning assessment, we have implemented the new UCL guidelines for feedback on student assessments across all taught programmes, so that the feedback is returned in a timely manner that assists student learning. Through our assessment workshops and peer exchange between programme directors and teaching staff, we share practice on transparency of assessment criteria for students. Additionally, we are integrating use of Grademark for assessing student work and providing feedback. Our aim is to have all courses using this system within the next time period.

While supporting students in developing their skills through our modules, special skills sessions and on-going guidance, we also encourage students to use the excellent Key Skills webpages that have been developed centrally at UCL.

Employability, entrepreneurship and leadership:

- * *The profile of careers advice (both departmental and from the UCL Careers Service) within the department and the support structures which encourage students to prepare for life after UCL*
- * *The extent to which the curriculum has been developed with an eye to students' future employment prospects*
- * *The scope within the curriculum for students to show intellectual and practical leadership*
- * *The scope for students to pursue their own research and to set the pace of their own learning*
- * *The role of Student Representatives within the department's decision-making structures*
- * *Any other academic opportunities within the department for students to show initiative and to develop their entrepreneurship skills*

All students are made aware of careers advice resources at UCL, both fixed services and open days/fairs. ICH programme directors, teaching academics and personal tutors normally have specialist professional and/or field experience, as well as connections to networks and other professionals, which enables them to provide students with up-to-date career advice, in addition to links to contacts and organisations.

- We hold an annual PhD Open Day, in addition to Open Days for some MSc programmes, to which students are invited.
- We regularly forward job notices to past graduates through alumni lists in some of our MSc programmes.

Within ICH careers advice methods vary across programmes. Here are a few examples:

- For the MRes in Biomedicine, the Course Director is available to discuss career opportunities. Although students are made aware of the UCL Careers Office, most advice is given in house. Information about PhD opportunities at ICH, UCL and elsewhere are passed on to students, through the annual open day and other methods.
- In the IBSc Paediatrics and Child Health, general tutorial sessions are held once a week in Term 1 and Term 2. These sessions are a key way in which careers advice is given to the students.
- For the MSc in Paediatric Neuropsychology clinicians receive lectures from the BPS on potential career advancement and professional regulation as a BPS accredited Clinical Paediatric Neuropsychologist. The MSc in Paediatric Neuropsychology is accredited by the BPS.
- Research students who are in at least their second year are invited to attend a two-day careers workshop which is run by the UCL Careers Service and is held on ICH premises.

However, for some taught degree students, in programmes such as the MSc programmes in Advanced Cardiorespiratory Physiotherapy and MSc in Paediatrics and Child Health, careers advice is less relevant, as the students are already on a training pathway within the NHS. Although a good number of our PG alumni are already on specific career tracks, we hope to facilitate more contact with alumni in order to provide current students with more advice and opportunities.

We have a wide range of taught programmes which operate at different levels and have vastly different themes and styles. This reflects the diverse levels of expertise and experience, the different professional needs and cultural backgrounds of our student body. Across our programmes, we build in assessment methods that develop not only students' academic aptitudes, but also transferable professional skills, for example relating to oral and written communication, working across disciplines, problem-solving, interpersonal skills, planning and evaluation.

As discussed, some of our students are already on career pathways within the NHS so these programmes are designed to take direct account of the students training needs.

All MSc programmes offer the student the opportunity to undertake a research project in their chosen area. Since all our courses are modular this offers great flexibility for the students. The student can undertake our courses over as many as five years.

All students have opportunities to make their opinions known, firstly through the student evaluation questionnaires and feedback sessions held at the end of modules and secondly through the Staff Student Consultative Committees which feed into the IEC. The Student Representatives have opportunity to speak at the IEC which is held termly.

Recognition of the importance of teaching and learning in maintaining UCL's international reputation:

- * *The level of training and teaching expertise required of staff with teaching responsibilities*
- * *The process by which the teaching load is apportioned across the staff body*
- * *The way in which the peer observation of teaching system operates*
- * *The expectations of staff who have been asked to develop new courses*
- * *Promotion of staff achievements in teaching*

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| * <i>The promotions process</i> |
| * <i>Other opportunities for staff to develop their teaching practice</i> |

All staff involved in teaching are encouraged to undertake the training sessions offered by CALT and other courses offered through UCL. An increasing number of staff undertake PG teaching qualifications. All academic staff supervising PhD students must have undertaken the appropriate training offered at UCL.

Through working with other colleagues in our new Faculty and with CALT colleagues, we aim to extend the participation of ICH teaching staff in training and peer exchange.

We are encouraging all members of academic staff to take on an active teaching role, in line with UCL policy. Since traditionally ICH was a PG medical teaching institution, many members of staff were not formerly expected to undertake teaching roles.

Peer observation of teaching is an area we have been developing. It is now compulsory for all modules which are delivered by UCL staff. Measures have been put in place through the IEC to ensure that there is full compliance.

There is comprehensive help for staff who are developing new courses. We have developed two new courses in the past year.

As part of the annual staff appraisal process, contributions to the teaching and learning programme are reviewed each year. This helps to identify staff who wish to increase their teaching loads and can assist staff in optimally carrying out such activities. The contribution to teaching and learning forms part of the assessment criteria for the promotion of all senior staff. Appropriate members of staff are put forward for teaching awards e.g. Provost's teaching award, Excellence in Medical Education Award. In 2011-2012 ICH has instigated a Teaching Development Fund that will provide funding for teaching-active staff to pursue teaching related activities and courses as a further incentive to improving staff performance in this area.

Any staff who obtain recognition for their teaching efforts are acknowledged in the monthly ICH Directors Bulletin.

ICH follows UCL guidelines on promotions. We actively seek nominations for promotions. For senior academic promotions, cases are put forward annually to the November meeting of the ICH P&E Committee, which acts as ICH's Promotion Committee, and which considers all possible cases prior to submission to the UCL Senior Promotions Committee. ICH has an excellent track record in senior staff promotion. For more junior promotions, Unit Heads make a case to the Director, on an *ad hoc* basis, who then will forward deserving cases to the Faculty for approval. Staff are encouraged to undertake teaching activities to ensure that they have a well-rounded CV. Excellence in research alone is increasingly insufficient to obtain promotion at the higher levels.

ICH has a Teaching Innovation Fund which is open to all staff involved in teaching. Staff can apply for funding to attend internal or external courses or conferences which will aid their teaching effort.

Where drafters identify areas under any of these headings where additional development is necessary, this should be indicated in the response. Drafters should ensure that these development needs are reflected in the departmental strategic aims and objectives section (above).

c) What objectives and timelines has the department set with a view to achieving its aims for teaching and learning?

- Studentships

We will explore new funding sources both externally and internally within UCL in order to fund the additional studentships. We will develop a case statement and scholarship strategy in collaboration with the UCL Development and Alumni Relations (DARO).

We will increase the funding base of the Child Health PhD Programme to enable a minimum of 12 non-clinical students per year to be funded, across the range of child health specialties.

- Marketing, recruitment and Alumni Relations

Our Taught Course Administration Team and our Education Committee have these topics as regular items on their quarterly meeting agendas. Working with colleagues in central services, we are developing a more integrated marketing strategy using the UCL/ICH 'brand' to attract students to existing courses, including additional overseas students.

In the current year we plan to develop an alumni presence on the webpages of our all of our taught programmes. Over the next few years we will build up alumni activities, such as keeping up to date lists of course alumni and circulating occasional news/updates. Although a good number of our PG alumni are already on specific career tracks, we intend to facilitate more contact with alumni in order to provide current students with more advice and opportunities.

- Curriculum development

We will develop a range of specialist paediatric taught modules and programmes to attract additional students to UCL through an annual review of our teaching portfolio. As part of this, we will review our capacity to offer existing modules or new components as CPD short courses.

During our annual review of modules and programmes, we will assess how more modules and teaching might be shared between UG and PG programmes, as well as between programmes in ICH and UCL.

We will contribute two UG modules to the new UCL BAsC starting in September 2012.

- Technology for Teaching and Learning

We will set up an ICH e- and distance learning group in February 2012. This will bring together ICH colleagues to explore pedagogy and practice around e-learning, distance learning and blended learning. In ICH, we will complete the 'Baby Brains Around the World' pilot of an on-line, distance CPD course by June 2012 and will share the lessons of this experience and approach within our education group, so that we can evaluate

how best to advance use of technology in diversifying our courses and programmes. We will link use of blended and distance learning into our plans for course development, student recruitment and widening participation.

- Student Achievement

We will continue to improve the submission rates of higher degree research students and will review this annually.

- Staffing

We will conduct an annual review of teaching activity to ensure an appropriate balance between external and internal staff in delivering the current curriculum. The introduction of new specialist modules has widened the participation of our staff in our teaching efforts and there are now a greater number of academic staff from a wide selection of departments involved in the teaching effort. ICH will extend this and continue to integrate the use of mainstream academic staff into all of its teaching programmes. We have recently extended the number of Teaching Fellows posts, and we will review their role and contribution on a regular basis. We will continue to improve the staff to student ratio. We will continue to seek to streamline and enhance administrative support, core teaching and timetabling.

- Integration into New Faculty

Our active participation in building the strategy, structures and practice in the new Faculty of Population Health Sciences will be a major focus, particularly over the coming few years. We will fully participate in strategic away days, committees and informal collaboration with colleagues in order to maximize the benefits for the entire Faculty community, both on the student and the staff side.

d) How will the department monitor progress against the objectives outlined in this strategy? What indicators will the department use to track and measure its performance?

Drafters should indicate the structures and processes that are currently, or will be put in place, to ensure that its strategic objectives for teaching are met. Responses may consider:

- * *The role of the Head of Department*
- * *The role of the Departmental / Faculty Teaching committee*
- * *The role of staff-student consultative committees*
- * *The function and frequency of curriculum review*
- * *The use of objective quantitative data (e.g. student attainment data; student recruitment data; RAM)*
- * *The use of external feedback measures (e.g. recognition; leadership on curriculum design and development)*
- * *The frequency with which the department will monitor progress*

Additionally, drafters should list 3-5 key indicators which the department will use to evaluate performance over the period covered by this strategy.

The ICH Director, Prof Andy Copp, acts as the Head of Department and is fully aware of all aspects of the ICH teaching mission. He is briefed by the Deputy Director, who is also Director of Teaching and Learning, Prof Christine Kinnon. Prof Kinnon acts in the

role of Divisional PG tutor and chairs the IEH, which is the Departmental Teaching Committee. The Divisional PG tutor for research, Dr Andy Stoker, reports to this committee. Prof Kinnon also has a wide role in that she is the FPHS Vice Dean for Education and so is able to offer a strategic overview from the faculty level.

The IEC oversees all aspects of teaching and learning at ICH and meets termly:

IEC Terms of Reference

1. Within the framework of the UCL Learning and Teaching Strategy, to define and develop an ICH learning and teaching strategy and to review annually progress being made towards the achievement of its aims.
2. Within the framework of Academic Committee and Faculty Teaching Committee (FTC) statements of policy and good practice in respect of quality management and enhancement (QME), to define, develop and keep under regular review departmental QME processes and mechanisms.
3. To consider and approve proposals to institute, amend, revise or withdraw modules or programmes, for forwarding to the appropriate faculty committees or officers.
4. As part of the implementation of UCL's Annual Monitoring (AM) and Augmented Annual Monitoring (AugAM) processes (i) to receive and consider ICH's Annual Monitoring Report (AMR), (ii) to receive and consider ICH's Augmented Annual Monitoring Report (AugAMR) and (iii) to submit these to the relevant Faculty Teaching Committee.
5. To receive the minutes of ICH Staff Student Consultative Committees (SSCCs), to note the main matters arising, and where necessary, to take further action.
6. To receive the ICH's Self-evaluative Statement for Internal Quality Review (IQR) and approve this for forwarding to the IQR team.
7. To report to the ICH Director on matters related to teaching and learning by means of an annual report by the Director of Teaching and Learning to the Planning & Executive Committee of ICH.
8. To report to the FTC(s) concerned by submission of Minutes of each meeting of the Committee to the officers of the relevant FTC(s).

The IEC reviews data on student attainment, student recruitment, and other quantitative data, as and when it is available. We also receive KPI data from SLMS and incorporate these into our discussions. Examples include: Teaching income per HEFCE funded academic staff member, the numbers of PGT and PGR students per academic supervisor, the ratio of overseas students to total student numbers and the extent of the interdisciplinarity nature of our teaching.

3 Approaches to Teaching, Learning and Assessment

a) What distinct principles underpin the department's approach to teaching, learning and assessment?

This question invites drafters to define the fundamental characteristics of their department's approach to teaching, both in the context of their discipline and as part of UCL more broadly. Drafters may wish to consider:

- * *Aspects of their provision which are specific either to their discipline or unique to their approach to it*
- * *The factors that influence course content (e.g. staff expertise; innovation; demands of professional bodies; future graduate employability)*
- * *The factors that inform the department's approach to assessment (the purposes for which it is used; the needs and expectations of the student cohort; curriculum content)*
- * *The extent to which the department seeks to innovate in teaching and learning methodology*
- * *How the synergies between teaching and research support student learning*
- * *The extent to which the department offers an internationalised curriculum (see 2b, above)*
- * *The role of generic skills development and employability skills in programme and module development*
- * *The relationship between academic challenge and pastoral support;*
- * *The extent to which the department's teaching equips students to take on leadership roles*
- * *How far the department is engaging with the potential of new technologies for teaching, learning and assessment*
- * *Other factors as relevant*

The underlying philosophy of the ICH strategy harmonises with the aims set out in the UCL strategy for teaching and learning.

Our aims are to provide high quality and relevant programmes of study that will equip students with the skills and knowledge necessary to improve their employment prospects. Our aim in running many of these courses is much more than a mere acquisition of knowledge. We intend that our courses will encourage students to exploit the analytical, critical and correlative abilities and provide a permanent intellectual framework for rapidly assimilating new subject areas and evaluating the claims made in contemporary medical research. In addition, for clinical students we aim to improve the quality and delivery of their clinical care, and for research students, to give them the skills that will enable them to increase their scientific maturity and self-confidence, which in turn will enable them to conduct high quality research projects.

For the PG taught courses a variety of teaching methods are employed including lectures, tutorials, data-interpretation exercises, problem-solving sessions, student-led presentations, essays, library-based research projects and laboratory-based research projects. We expect students to be able to critically analyse research papers, to be able to design experimental strategies, and, where relevant, to undertake research in the laboratory. We provide our students with research opportunities that take account of the fact that our students come from a wide range of disciplines, with the projects sharing the common feature that they link basic and clinical aspects of paediatrics.

All of our students undertaking taught courses are assessed by a variety of criteria, and include formative assessments as well as summative assessments. Summative assessments include coursework and written examinations. Coursework, as appropriate for a particular module, may include essays, data interpretation, problem-solving exercises, oral presentations, and written reports. Written examinations may include essays, short notes, data interpretation, problem solving, multiple choice questions, single best answers, extended matching questions, modified essay questions, and objective structured practical examinations. We frequently review our assessment procedures against established best practice in assessment.

For students registered for the MPhil/PhD there is regular monitoring via the mandatory UCL research log, a tool which was first developed at ICH and later adopted by UCL. There is a formal procedure for upgrade from MPhil to PhD, which for full-time students typically takes place early in the 2nd year. Students are required to prepare a written report, give an oral presentation and pass an oral examination.

All higher degree research students are required to undertake skills development programmes run by the UCL Graduate School. The students are required to attend ICH Seminars held on a weekly basis featuring presentations by internal and external speakers. They also run a Postgraduate Society which hosts external speakers. In addition they are expected to present a poster at the annual ICH Poster Competition and the UCL Graduate School Poster Competition. All research students are actively encouraged to present posters and, where appropriate, give oral presentations at major national and international conferences. They are also encouraged to attend locally-run workshops on subjects such as experimental design, upgrading from MPhil to PhD, writing up a thesis and careers advice.

b) What are the department's strengths and weaknesses in teaching, learning and assessment? How might these be capitalised upon or addressed over the next four years?

Frank responses to this question are encouraged. Drafters should use this question as an opportunity to reflect on what the department does particularly well in its teaching, and where improvement might be necessary.

Drafters may wish to consider the following prompts when identifying strengths and weaknesses:

- * *Course content*
- * *Reputation of programme*
- * *Student successes*
- * *Innovative methodologies for teaching and assessment*
- * *Assessment and feedback*
- * *Use of new technologies*
- * *Internationalised curriculum*
- * *Personal tutor system*
- * *Employability (including relationships with professional bodies)*
- * *Relationship between undergraduate and graduate teaching*
- * *Recruitment*
- * *Student cohort profile*
- * *Relationship between research and teaching*
- * *Staff workload*
- * *Relationship to developments across UCL*
- * *Leadership on issues relating to teaching and learning*
- * *Structures which support teaching and learning*
- * *Peer observation of teaching*

All courses are reviewed on a regular basis and should offer students an up to date curriculum. The move to modularity has meant that students have many more options to tailor their courses to their own specific requirements.

While we need to start new courses on the basis of sound planning and proceed with some caution in launching new programmes, we will have a more in-depth review of our areas of research expertise and develop a plan for expanding our teaching and training options where the market demands is there and we have the resources to sustain such activity.

By and large all programmes offered by ICH have a good reputation, both at home and abroad.

Our pass rate is good, certainly in line with other comparable high quality courses at UCL. Students go to many different careers, many choose to undertake PhDs.

Our MSc programmes are tailored to the specific training needs within those subject areas. Students graduating from these courses will either be clinicians, other healthcare professionals, laboratory scientists or clinical scientists working in NHS Clinical departments. Many students graduating from the MRes in Biomedicine go on to eventually undertake a PhD or enter medical school.

Recruitment to all programmes continues to be robust. There is however concern that with increasing UG and PG fees for home students that this may reduce the number applying for PG programmes. We intend to monitor the situation closely.

Research and teaching go hand in hand with an increasing number of academics at ICH having a dual role.

Staff workload is undoubtedly increasing. Many staff are taking on extra roles and responsibilities. Some of this is to do with research staff being more active in teaching, staff being asked to fill roles at faculty level and in some cases to cover job losses through redundancy.

As part of the new FPHS, we are taking this as an opportunity to rationalise some of our teaching. We intend to partake in a faculty wide review of modules offered with the aim of identifying areas that could be rationalised, preventing duplication of effort.

ICH is recognised as leading partner in the FPHS teaching effort. ICH and IEHC undertake the bulk of the teaching within this faculty. Prof Kinnon is the Vice Dean for Education in the faculty.

Each programme, taught and research, has dedicated administrative support and named administrators with whom students interact for information and advice. The taught course administrators work as a team (TCAT) to ensure consistency of quality across programmes. Administrators work closely with programme directors on a daily basis. Programme webpages are the key source of information for prospective students. Applicants and incoming students also rely on the webpages, but receive additional information from administrators, who have regular exchanges with these students, mainly via email. Programme handbooks and extensive module information are available to current, and in some cases incoming, students through Moodle.

As discussed earlier, this forms an integral part of the ICH teaching programme.

c) How does the department structure and resource teaching and learning? Will this change over the next four years, and if so, how and why?

This question is intended to encourage drafters to reflect on the way in which the department currently manages the staff and other resources which support teaching. The response should provide both a statement of the current position, and a consideration of the ways in which these resources might need to

be deployed differently in response to some of the pressures, challenges and trends identified in earlier questions.

Drafters may wish to refer to the following in their response:

- * *Staff workload allocation (of teaching, and of enabling roles relating to teaching, e.g. Departmental Tutor)*
- * *Use of hourly-paid staff*
- * *Use of post-graduate teaching assistants, demonstrators etc.*
- * *Peer observation of teaching*
- * *Committees in support of teaching within the department*
- * *Use of central UCL resources (e.g. use of internal consultants on teaching methodology and learning technologies; Museums and Collections)*
- * *Use of central UCL pump-priming funds (e.g. teaching grants; away-days funding)*
- * *Income generation strategies*
- * *Collaborations and exchange agreements with universities overseas*
- * *Any challenges which are unique to the department, or which require additional central support to be addressed*

The teaching effort is largely under the control of key academics, who act as Programme Organisers. The Programme Organisers who sit on the IEC are under the overall control of the Director of Teaching and Learning and, ultimately, the ICH Director. The Programme Organisers are responsible for identifying staff within their department who can deliver the teaching. This can be research active academics or, in some cases, specifically appointed Teaching Fellows. The Programme Organisers can also recruit in other appropriately qualified staff from elsewhere at UCL, GOSH or other external universities, if there is the need. By and large we do not use many hourly-paid staff unless we have to. In some cases Post-Doctoral Fellows and PG research students may be requested to give specific lectures or act as tutors. Peer observation of teaching is an important tool in ensuring the quality of delivery. Academic staff are supported by our TCAT.

We make full use of courses designed to improve our teaching and administrative skills and have requested staff from CALT and LTSS to make specific presentations to our staff. We organise in-house training in teaching and learning in areas such as assessment theory and practice, and using VLEs. In addition, members of the ICH Postgraduate Team (for research degrees) meet on a monthly basis, and attend relevant Registry workshops and information sessions when they take place. All course directors and teaching administrative staff are encouraged to attend the annual ICH Teaching Awayday where there is opportunity to discuss new developments and all issues related to best practice in teaching and learning. In addition all teaching administrative staff have the opportunity to attend the annual Teaching Administrators Conference run by the Faculty of Life Sciences in order to broaden their knowledge of good practice being carried out elsewhere within UCL and to share their knowledge and experience with others.

In some instances we have requested funding from central resources for specific events such as the teaching awaydays.

d) What mechanisms are in place for monitoring the effectiveness of the way in which the department is teaching and assessing? Do these need to be revised or reviewed in light of projected trends for the next four years?

This question invites drafters not only to identify current mechanisms and briefly explain their function, but also to consider what monitoring might be necessary in order to support the department to achieve its strategic aims over the next four years.

Responses may include reference to:

- * *Internal curriculum review processes*
- * *Staff-student consultative committees*
- * *Other sources of student feedback*
- * *Use of external examiners and other peer review mechanisms*
- * *Student assessment outcomes*
- * *Evaluation against departments nationally / internationally in the same discipline*
- * *Evaluation against departments nationally / internationally in other disciplines*
- * *Staff performance appraisals*
- * *Staff promotion procedures*
- * *Financial monitoring*
- * *Programme approvals procedures*
- * *Mechanisms in place for monitoring the effectiveness of supervisions for doctoral students*

As part of Quality Assurance, programmes have mechanisms in place for feedback of teaching episodes by the students throughout the duration of their studies, and at the point of exit. All staff undergo regular formative assessment as part of the peer observation of teaching programme and appraisal processes. Feedback is reviewed at Programme Committees and Programme Review sessions, and action is taken where appropriate. There is student representation on the Staff Student Consultative Committees, the ICH Teaching and Research Degrees Committees. All taught programmes are subject to formal internal reviews at least every two years, and programme specifications must be reviewed and updated on an annual basis. Conformity to the demands of the specialist training pathways is maintained in consultation with the Royal Colleges and London Postgraduate Deanery.

In addition to each student keeping the mandatory research log (initially developed at ICH and then taken up by UCL) and obtaining transferable skills points, they are monitored regularly. ICH undertakes a formal review of each student after the first 4 months, at 8 months and at the end of each year to review progress and where necessary address problems, such as the effectiveness of supervision. This review is based on named but confidential questionnaires sent to both the student and their supervisors and an agreed progress report. Each student is then seen by a member of the Postgraduate Team who has special responsibility for monitoring student progress. On completion of their higher research degrees, students are asked to complete a final named but confidential audit questionnaire, which includes questions regarding the quality of supervision. This, together with the annual monitoring process of students, enables the ICH Postgraduate Team to monitor the performance of supervisors and to maintain appropriate standards.

We will keep these procedures under review in the next four years.

e) How does the department innovate in teaching, learning and assessment? How will the department seek to develop its teaching over the next four years?

Drafters are invited to outline the extent to which the department seeks to challenge orthodoxies in teaching and learning, and the extent to which its innovations have been successful. Responses should also consider how the department's context influences the kinds of innovation that are appropriate.

Responses to this question may cover some or all of the following:

- * *The synergies between teaching and research and the ways in which these are exploited;*
- * *New modes of delivery, assessment that have been trialled or introduced*
- * *New approaches to content*
- * *Interdisciplinary approaches to teaching and learning*
- * *The use of new technologies to underpin teaching, learning and assessment*
- * *The extent to which the department offers an internationalised curriculum, including in collaboration with overseas partners*
- * *The role of the student in shaping teaching, learning and assessment strategies*
- * *Any constraints on innovation – e.g. from accreditation by professional bodies; financial constraints*

Responses should also consider whether innovations in graduate teaching differ from that for undergraduates.

We have recently introduced much more strategic discussion at our ICH Education Committee, and we will continue to use this as forum for developing innovations and responding to a changing external environment as well as changing expectations. Now that we have dedicated Teaching Fellows contributing to a number of programmes, we will also be able to be more ambitious in enhancing teaching and learning. Additionally, we will continue to forge a strong connection with our CALT colleagues and the SLMS activities around teaching and learning.

All of our course directors, graduate tutors and our Director of Teaching and Learning are active researchers and/or practitioners. Many of them are also active or leaders in professional organisations related to their fields. Thus, our teaching incorporates not only current developments in research but brings in a critical research perspective. In addition, our academic teaching staff, except for teaching fellows, also have one foot in the world of research and are grounded by being based in academic research units.

Where relevant, we try to link our courses to the teaching interests and aims of other UCL departments through module sharing. We also have had some success in involving more UCL colleagues in teaching on our modules in some cases, while also involving more ICH staff in teaching. Through these approaches, for example in the MSc for Global Health and Development, we and our students engage with research and teaching perspectives—and content—from other disciplines, professions and traditions. We also are contributing two of our existing UG modules to the new UCL BAsc programme.

Over the coming four years, we will continue to review our teaching in light of the potential for sharing courses and teaching across ICH and other UCL departments.

On the learning technology front, we plan to further develop use of Moodle (Moodle2) in our teaching and learning. But we also will explore how to initiate appropriate use of other media, eg social media, lecture capture, in the learning process and for communication, particularly with potential, current and past students. We will work with colleagues in the Faculty and School to try to develop a common approach and system for course evaluation that will allow better analysis and quicker response to feedback.

On key area we have started to expand in is distance learning. This year we have a pilot on-line distance course on Paediatric Neuropsychology running (Baby Brains

Around the World). We will use the evaluation of this initiative to help shape future activities at ICH.

We will review our current international teaching links (eg Erasmus Mundus joint degree) in light of changes in funding for programmes, such as the European Commission's 'Erasmus for All' programme that will integrate all mobility programmes into one fund from 2014. Another key consideration in our planning in this area will be evaluating new opportunities for collaborations that will link with our broader aims and activities.

We currently involve students in many levels of our discussion and feedback processes, including having a student representative attend the ICH Education Committee.

The main constraints we see in the next period are financial, in terms of stricter budgets, increasing tuition fees and potentially fewer students.

f) What is the student profile of the department? Will this change over the next four years? How will the department respond to the various needs of disparate student groups?

Drafters should use this question to give a statement of the current recruitment position, and to outline recent trends. Responses should also consider how the department might respond to the challenges and opportunities these trends represent:

Areas that responses might cover include:

- * *Balance between home students and EU / international students*
- * *Previous educational experience of home students (e.g. WP cohort)*
- * *Balance between undergraduate and graduate students*
- * *Influence of external / short course / CPD students on teaching and learning activity*

The concept of 'student needs' covers a range of areas, including:

- * *The need for additional 'catch-up' tuition*
- * *The need for additional support with unfamiliar methodologies and modes of assessment*
- * *The ways in which the taught undergraduate curriculum and the taught postgraduate curriculum interrelate*
- * *The 'teaching' of doctoral students*
- * *The need to respond to student expectations about e.g. assessment and feedback; the use of new technologies; the level of challenge in particular courses*

In ICH, the gender balance among PG students is weighted much more toward female students, who made up 73-82% of students over the most recent three academic years. The age groups most represented among PG candidates are the higher age categories, namely 25-39 years of age and 40 plus, which comprise 75-83% of the cohorts over the same period. Our PG recruitment (taught and research degrees) reflects a positive representation of BME students, with a range of 37.5-40.7% of reporting candidates over the period 2008-2011. This demographic picture reflects the professional character of many of our taught postgraduate programmes, which attract students wishing to advance their careers.

Recognising that our students come from diverse backgrounds, we encourage all our taught course and research students to take advantage of resources that assist their academic development. We inform our students of UCL-provided support for students in

the form of courses and other support provided by the Graduate School, CALT and the UCL Language Centre, as well as the UCL Key Skills on-line resources. In addition, some programmes, such as the MSc programmes in Global Health and Development, International Child Health, and European MSc in International Health, offer additional skills sessions to students in academic writing, creating posters and other topics. These courses and sessions have been particularly appreciated by international and non-traditional students.

We offer a growing range of our MSc modules as short courses and taster courses, which gives the opportunity for participants to experience the ICH learning environment. In the case of taster students, academic credit can be banked and later transferred to an ICH degree programme. This access point has provided a means for CPD participants to develop their academic skills and, in some cases, become degree candidates. This opens the door to training and postgraduate education to working professionals who otherwise might not consider a fuller degree programme.

Additionally, the ICH Events office runs a wide variety of non-academically accredited short courses for participants wishing to continue their professional development. In 2010-11, ICH ran 37 such courses which gave 3,573 students Continuing Professional Development (CPD) points. This involved just over 48,000 hours of contact teaching time.

ICH shares the UCL commitment to widening participation. Because we do not directly recruit students onto our UG courses, all our UG students have been 'preselected' at the point of entry into the Medical School. We plan to explore with the Faculty the opportunities for involvement of ICH staff in the MB BS selection process.

With respect to our taught PG courses we recruit globally and have students from very diverse backgrounds on these courses. We particularly value applications from candidates who have gained laboratory, clinical or public health experience. Higher degree research students are also recruited from diverse backgrounds. For our international health and global health-focused Masters programmes, we have secured sponsorship training that emphasises opportunities for students in middle and low-income countries (Erasmus Mundus and African Graduate Scholarships).

Additionally, all of our PG taught programmes are offered on a part-time and/or modular basis, to enable working professionals and non-traditional students more opportunity to undertake degree study.

g) How does the department support staff to develop their teaching? How will the department ensure that staff can give due priority to teaching activity within their overall teaching load? How will the department recognise staff for excellence in teaching?

Drafters are invited to outline the support currently offered to staff with teaching responsibilities, and to consider how this support might be enhanced or extended over the coming years to better support the department – and UCL – in realising its aspirations for teaching and learning.

Support may include:

- * *Work with CALT, via consultancy or attendance at relevant training courses*
- * *High profile for completion of the PG Certificate in Learning and Teaching in HE for all new lecturers*
- * *Regular peer observation of teaching*

- * *Nominations for Provost's Teaching Awards*
- * *Release to attend national conferences on pedagogical issues or to publish on pedagogical issue*
- * *Staff rotation around key teaching 'enabling' roles (e.g. Chair of Departmental Teaching Committee, Undergraduate Tutor)*
- * *Acknowledgement of the importance of teaching as an academic activity*
- * *Expectation that staff will seek to innovate and keep their teaching expertise current*
- * *Staff away-days*
- * *Whole-staff involvement in strategic planning for the development of teaching activity*
- * *International collaborations on teaching and learning with overseas partners*

As discussed, ICH is keen to engage as many academic staff as possible in the teaching endeavour. We actively promote staff attendance at appropriate training sessions held both internally and externally. We have recently developed a Teaching Fund which is open for all staff involved in teaching to apply to, to cover the costs of attending such meetings. Peer observation of teaching is actively promoted for all staff involved in teaching at ICH. Recently three of our staff received external recognition for their teaching: Dr Paul Winyard, Dr Caroline Fertleman & Dr Chloe Macaulay won major teaching awards from the London Specialty School of Paediatrics at its annual conference in 2010. We actively encourage staff to participate in teaching enabling roles, both at Institute and Faculty level, e.g. Prof Kinnon, the Departmental PGT, is also the Faculty Vice Dean for Education. Increasing importance is being placed on teaching activity, particularly for promotions. Staff involved in teaching are encouraged to attend the annual ICH Teaching Awayday.

4. Financial Context

a) What are the financial / resource implications of the department's strategic aims for 2011-15?

- Drafters should consult their School Finance Director for assistance with this question. The following prompts should be considered:*
- * *From what activities does the department derive its teaching income? Do you anticipate that this will change (e.g. through changes in your student profile/demand) and how will you respond?*
 - * *Does the department use income from other sources to support the delivery of teaching and learning on full degree programmes (e.g. short courses; CPD programmes; cross-subsidy from other departmental activities).*
 - * *Describe any strategies you have identified to improve the cost-effectiveness of your programmes. Have they been implemented and what has been the outcome?*
 - * *Outline any Faculty / departmental mechanisms and processes that are used to consider the financial viability/sustainability of new modules or programmes.*

The present ICH business model is that fees, in combination with the HEFCE T grant, are set to ensure that as a minimum the cost of programmes and courses is recovered. Ideally, each course is designed to generate a surplus which could be used to support the strategic aims of the Institute and the Faculty, as well as enabling re-investment in enhancements to the student experience and enabling the future development of additional teaching opportunities to provide a wider choice for students.

One anticipated outcome of the modularisation process, is that it should enable the possibility of teaching larger student cohorts in a more focused number of modules, leading to consequent resource savings and an increase in income. Modularisation should also give the potential for increasing student numbers by increasing student choice, not only across the Institute but more widely across the Faculty and UCL in general, thus opening the door to different markets. ICH will continue to integrate the use

of mainstream academic staff into all its teaching programmes to maximise the expertise we can bring to our teaching programme. The major challenge envisaged in the next few years will be to seek how best to take advantage of resource efficiencies, scaling and the market growth potential to be gained by modularisation in a difficult financial climate and whilst faced with an increasingly demanding student consumer.

All programmes are reviewed on a regular basis by the IEC to ensure financial viability and sustainability. Additional monitoring is carried out at Faculty level.

b) What central support or resources (if any) will be necessary to support the department in achieving its objectives in each of these areas?

In order to have a more effective course evaluation process, it would be extremely helpful if the Faculty or University would institute a common evaluation system, preferably one that could allow some common 'shared' questions across modules and programmes and which could also allow local customisation.

More joined up planning and working within our new Faculty will help us achieve and modify a range of our objections. We are working closely with colleagues in FPHS to advance this collaboration in key areas of research, education, management and administration.