



## Departmental Learning and Teaching Strategies: Guidance for Drafters

### 1 Introduction

All UCL departments which offer undergraduate or master's degree programmes are required to produce a departmental learning and teaching strategy, which is subject to review at regular intervals.

The Departmental Learning and Teaching Strategy (DLTS) template provides a framework for that document which aims:

- To stimulate reflection and to encourage departments to produce an 'individual' document that accurately reflects their own circumstances;
- To support departments to produce documents which are aligned with institutional strategies;
- To provide Faculties with the information required to produce an overarching Faculty strategy for teaching and learning which takes account of the needs and strengths of constituent departments.

It is hoped that departments will be able to 'recycle' the text they produce using this template in a number of different contexts, including bids, annual monitoring statements, and other public texts.

We refer to 'departments' throughout for the sake of brevity - but please substitute 'division' / 'PGI' / programme committee or other term if you are developing a strategy for a different organisational group.

### 2 Developing a Departmental Learning and Teaching Strategy (DLTS)

Drafters are strongly encouraged to work collaboratively on the development of the DLTS. Although an individual or small group may be given the responsibility for producing the final version of the document, it is important that the drafter has the opportunity to incorporate a range of opinions as to how the department might seek to enhance and develop its teaching provision over the period covered by the strategy. All staff within the department should be aware of the DLTS and recognise it as relevant to their own teaching activity.

Strategies should be formally discussed and approved by departmental teaching committees (or a similar body) before submission to the Vice-Provost (Education).

### 3 The template

#### Stage 1: the 'narrative' or vision

This section of the strategy is intended to give drafters an opportunity to make a strategic statement about what their department/ unit/ PGI/ programme stands for. The statement should briefly summarise where the department hopes to direct its efforts over the next few years in support of its teaching programme, and outline the strategic thinking behind this plan. This section of the strategy may lend itself to use in other contexts to communicate the department's approach to teaching to external audiences, including prospective students.

#### Stage 2: the interplay between the department and the institution

Stage 2 works through various strategic issues relating to teaching and learning in a more systematic way. Questions are provided for the drafter to address and guidance notes are provided. This section is an opportunity for drafters to go into detail about the various factors which influence their department's teaching strategy, and to locate their strategy in a

broader UCL context. It is also intended to prompt evaluation of their departments' strengths and weaknesses, and for consideration of how the latter, in particular, might be addressed.

This section of the DLTS should additionally be considered an opportunity for departments to communicate both their successes and the challenges that they are facing on teaching issues directly to UCL's senior management. The contents of Departmental Learning and Teaching Strategy documents were used in 2010 to inform the development of UCL's Institutional Teaching and Learning Strategy, and will be used in future to ensure that investment in teaching and learning is targeted appropriately. DLTSs are also regarded as key sources of information about exemplary teaching practice across the university and highlight departmental expertise on areas of strategic importance for UCL.

## 4 Further information

The Centre for the Advancement of Learning and Teaching is able to provide support to departments as they plan their learning and teaching strategies.

This support can be tailored to a department's circumstances, but might include:

- Work with key staff to scope the content of departmental documents
- Workshops to inform debate and discussion about possible key issues in the strategies
- Facilitating the shared ownership of the development of DLTS documents in departments
- In the longer term, assistance with workshops and consultancy to ensure that strategies are implemented

To discuss the support available for the production of these strategy documents, please contact the CALT Teaching Fellows associated with your School:

BEAMS: Jason Davies ([j.p.davies@ucl.ac.uk](mailto:j.p.davies@ucl.ac.uk))  
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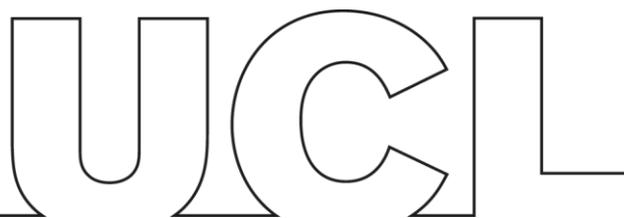
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## 5 Timeline

Departments should complete their Departmental Learning and Teaching Strategies by **1 March 2012**.

Final documents should be submitted to Clare Goudy ([c.goudy@ucl.ac.uk](mailto:c.goudy@ucl.ac.uk)) in the Vice-Provost (Education)'s office and to the relevant Faculty Tutor.



## Teaching and Learning Strategy for UCL Institute of Cardiovascular Science 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 to 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 Cardiovascular Science (ICS) mission is to:

Be forward looking and responsive to the upcoming healthcare needs in cardiovascular disease. Encompass the origins, mechanisms and outcomes of cardiovascular disease over the “lifecourse” (in alignment with the faculty strategy), i.e. “cradle to grave”. It strives for research excellence and is interdisciplinary and collaborative. Our work has a broad portfolio, spanning discovery, translation and evaluation.

Based in the UCL Faculty of Population Health Sciences (FPHS), ICS brings together basic and clinical scientists from UCL and expert clinicians from UCL partner hospitals to provide:

- Innovative research for the prevention and treatment of diseases of the heart and circulation
- A stimulating and creative working environment for all staff and students
- World-class teaching and training in the Cardiovascular Sciences
- Forward-thinking policy development for effective Cardiovascular disease management
- Encouragement and support for innovation in cardiovascular sciences
- Links with individuals and groups beyond the department locally, nationally and internationally

#### **Graduate and Further Education in ICS**

The Institute has a strong graduate research programme, underpinned by a range of fellowships and training fellowships (British Heart Foundation, Wellcome Trust, MRC) covering the areas of Genetics, Genetic Epidemiology, Imaging, Preventative Medicine and Regenerative Medicine and Basic Cardiovascular Science. ICS is currently training over 30 PhD and clinical fellowship students and MD students.

An MSc in Cardiovascular Science will have its first intake in October 2012, with both a basic science and clinical stream.

ICS research is broad, spanning discovery-based laboratory science, clinical translation and experimental medicine, as well as healthcare evaluation, implementation and policy. Much of the work is interdisciplinary, integrating with UCL Institute of Ophthalmology, UCL Engineering, Nanotechnology, Chemistry, Behavioural Science, and the UCL Genetics Institute. We have a flourishing link with leading cardiovascular scientists and clinicians at Yale University through the Yale UCL Collaborative.

ICS investigators and their collaborators receive major support from the BHF, Wellcome Trust, MRC, BRC, and other funding agencies. We are co-ordinators for a Fondation Leducq Grant. Academic training is supported in part by two British Heart Foundation 4-year PhD schemes.

The ICS was officially launched in August 2011 and this is therefore our first Teaching and Learning Strategy Document.

## Abbreviations:

ACF	Academic Clinical Fellow	GOSH	Great Ormond Street Hospital for Children NHS Trust
ACL	Academic Clinical Lecturer	ICS	Institute of Cardiovascular Science
BHF	British Heart Foundation	KPI	Key Performance Indicator
BRC	Biomedical Research Centre	MRC	Medical Research Council
CPD	Continuing Professional Development	PG	Postgraduate
Dip	Diploma	PT	Part time
FBS	Faculty of Biomedical Sciences		
FT	Full time		

## 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.*

ICS was established in 2011 as part of the new Faculty of Population Health Sciences, incorporating staff previously based within UCL Medicine, UCL Institute of Child Health and the UCL Division of Population Health, with joint appointments with the UCL Institute of Ophthalmology.

Our staff is based in different locations across and beyond the UCL campus: Institute of Child Health/GOSH, The Heart Hospital, The Hatter Cardiovascular Institute, 170 Tottenham Court Road, The Rayne Institute and 1-19 Torrington Place.

#### 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).*

Changes in UK education funding may mean fewer UK students will apply for the MSc Cardiovascular Science.

The most significant change we have to consider is the change in the SLMS faculty structures. SLMS has moved from a two faculty structure to a four faculty structure. ICS is now one of four Institutes in the new Faculty of Population Health Sciences (FPHS), the other faculties being Institute for Women's Health (IWH), Institute of Epidemiology and Health Care (IEHC) and Institute of Child Health (ICH). 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 (for ICS this is

the MSc Cardiovascular Science) and through alternate mediums. Infrastructure has been reviewed and built to support increased PGR numbers.'

**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.*

The FPHS has 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;
- introduce an active learning programme to promote active involvement of students by the formation of small student groups so they actively are involved in journal club presentation, poster presentation and debates.
- 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, Clinical Training);
- 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, and ICS is involved in piloting CPD in Cardiology as part of the UCL - Apollo Health Group initiative
- 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 KPI's. As part of the SLMS, the FPHS is governed by KPIs, with increasing emphasis being placed on teaching. Examples include: the numbers of PGT and PGR students per academic supervisor: the ratio of overseas students to total student numbers and the extent of the interdisciplinary 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).

## 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*

The Institute's current academic structure consists of seven research themes:

- Myocardial disease
- Structural heart disease
- Vascular disease
- Imaging
- Cardiovascular genetics
- Regenerative medicine
- Prevention and outcomes

ICS is committed to the provision of the highest quality education and the content of all our courses directly reflect the research and clinical interests of ICS staff, the majority whom have world renowned reputations

In September 2012 we will start teaching on our first taught PG course, the MSc in Cardiovascular Science, which has both a basic science and clinical stream, with links to the UCL Heart Hospital and GOSH, with an aim that these students who complete this programme will often go on to study for an MPhil/PhD or become consultant cardiologists.

ICS PhD programme offers research opportunities to both clinical and non-clinical students and covers a broad range of subjects related to basic and clinical aspects cardiovascular disease in the following areas:

- Genetics and Genetic Epidemiology
- Imaging
- Regenerative Medicine
- The myocardium
- Basic Cardiovascular Science
- Translational research
- Preventative Medicine

We predict an average of 4-6 new PhD students per year will be funded by the BHF, MRC, the Wellcome Trust and the BRC.

We plan to support the development of an expanding capacity for research, teaching and translational medicine locally, nationally and internationally through postgraduate education:

*Academic degree programmes:* Our overarching objective is to ensure that the planned MSc teaching provision remains at the highest quality and covers a wide range of Cardiovascular Science that and we will continue to support and supervise individual PhD, MD and MPhil students.

- *short courses, conferences and self-directed learning packs:* we will develop educational events and materials aimed at a range of interests. Amongst these will be short courses on congenital heart disease. We are also involved in the CPD pilot scheme set up at UCL in conjunction with the Apollo Health Group and will continue to expand and take this forward.
- *international links:* we continue to forge links with Yale University and build on shared research and educational interests

We shall continue to work towards enhancing the links we have begun to build between research, education and service delivery. In addition, we seek to develop research capacity in the development and evaluation of new educational initiatives.

- Reviewing marketing plans for courses in congenital heart disease, run from ICH, 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.
- Ensuring an appropriate balance between external and internal staff in delivering the current curriculum. ICS will 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?*

**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*

**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*

**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*

**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*

**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*
- \* *The promotions process*
- \* *Other opportunities for staff to develop their teaching practice*

*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).*

### **Research-led teaching:**

**Almost all of our teachers on the MSc are research academics or academic clinicians so the aim of the MSc is to have a very research-led teaching approach**

### **Education for Global Citizenship:**

Global issues will be incorporated into all modules where appropriate. We predict that we will have a high proportion of overseas students who will create a colourful variety of discussions and debates. English is unlikely to be the first language of many students and additional help will be given to ensure the students learn to write scientifically. The course director will dedicate time and offer support. The course will include a high level of teamwork that is well received by the students, and several meetings of the MSc teaching committee have already been held.

### **Innovative and effective teaching and learning methodologies:**

Further development of innovative teaching methods will be continuously explored. The majority of teaching materials will appear on Moodle and we will continue to develop further web and digital based teaching methods and aids. A range of student led research and teaching will be incorporated into the taught MSc curriculum and further development of these methods will be explored. For the MSc, peer-to-peer teaching will be incorporated into each MSc module through peer lead tutorials and assignments.

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

The Institute will develop a personal tutoring system involving both clinical and scientific staff. Training courses and a written guide is available to personal tutors. Personal tutors will be encouraged to help students develop their key skills. Students will be given regular feedback on their progression throughout the MSc programme, both in formal assessments and in more informal contexts. The use of the Key Skills system as a tool for personal tutoring of MSc students will be encouraged.

**Graduate research:** In addition to the use of the student log book (eLog) graduate research students meet with the Institute Graduate Tutor for research students annually to review the progress of their research work and core skills. We are in the process of setting up a mentoring scheme for PhD students. In discussion the students opted for a scheme where a list of potential mentors will be circulated and the PhD student will then make contact with the mentor that they feel suits their interests best. All mentors will have had to attend a half day mentoring scheme first.

### **Employability, entrepreneurship and leadership:**

UCL Careers Services give a seminar on career development and applying for a PhD. The Course Director and personal tutors will also offer advice on career development, applying for posts, etc.

The taught courses will aim to develop students' scientific skills and encourage students to take part in extra curricula activities, to strengthen their employment prospects. Students will be encouraged to be student representatives both at the Institute and Faculty level (StARS and SuperStARS).

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

The key staff involved with organising the MSc programmes and individual modules have been trained in teaching. All research staff who are likely to supervise PhD projects are being reminded to attend the Graduate School mandatory briefing session for research student supervisors at the earliest opportunity.

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

In the academic year 2012-2013, it is aimed that all HEFCE staff will be involved in teaching. All staff involved with teaching undergraduates and postgraduates will undergo peer observation of teaching, annually. Staff will also be encouraged to attend UCL run courses on teaching methods

### **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.*

There are a number of key staff who are particularly involved in the setting of objectives and monitoring progress against these. Prof Aroon Hingorani has recently been appointed Director of ICS. It is hoped that he will take an active role in leading learning and teaching in the Institute. Philippa Talmud is the Postgraduate tutor and Gemma Martin has recently been appointed as the Teaching Administrator, and this is a joint appointment with Department of Medicine.

Progress will also be monitored through ICS teaching committee which will monitor the MSc course.

There is an Institute Postgraduate Teaching Committee. Postgraduate students also feed back via the Staff Student Consultative Committee. These committees will meet termly. Student feedback is assessed at the end of each MSc module and fed back to the relevant committee. The Chair of the Board of Examiners reports, student progress and any other issues for the MSc course will be fed back to the committee.

In line with UCL's quality management and enhancement processes, annual monitoring reports will be completed each year. This process will provide an important opportunity for self-evaluation and scrutiny of progress against objectives.

## **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 ICS 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. We intend that our course(s) 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 MSc a variety of *active* teaching methods will be employed including lectures, tutorials, data-interpretation exercises, problem-solving sessions, student-led presentations, essays, clinical portfolios, journal clubs, library-based research projects and laboratory-based research projects. Clinical stream students will attend clinics and medical rounds at either the Heart Hospital of GOSH. 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.

**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*

*Drafters are also encouraged to outline any steps that will be taken to address areas of deficiency, or to build upon strengths.*

The MSc programme, which will start in October 2012, has a novel curriculum with modules not taught on comparable MScs at other UK institutions. All those teaching on the course are experienced teachers and are highly motivated to deliver first-rate teaching. The MSc programme content will be continuously reviewed and updated to fit with changes in scientific and clinical practice. New technologies are taught in both theory and practice.

A personal tutoring system will be introduced. Being a very research orientated Institute, there will be a need to address the level of commitment to teaching by a number of academic and clinical staff. We will pay special attention that the standards set out at the beginning of the MSc are maintained.

**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*

We have just received Faculty approval for our MSc in Cardiovascular Science that will start in October 2012

This MSc has both a clinical and basic science stream and we anticipate 15-20 students in the first year, with a maximum of 10 clinical stream students. Peer observation of teaching will take place annually.

We have set up the following new modules for the MSc

- CARD001** Microvascular Biology
- CARD002** Animal Models of Cardiovascular
- CARD003** Congenital Heart Disease - Fundamentals
- CARD004** Congenital Heart Disease – Management
- CARD005** Adult cardiology
- CARD099** Research project

In addition to the above programmes and modules run by ICS, we also provide teachers that contribute towards UG modules and PG modules that are run by other UCL Departments.

As a new Institute overall strategy is still being developed. Concerning income generating strategies there is a world renowned resource of congenital heart defects held at ICH by an ICS senior lecturer. There are plans to run specialised three day courses on congenital cardiology made available to paying clinicians. We are also involved in the pilot CPDs with the Indian Healthcare company Apollo, which should be income generating for both ICS and UCL.

ICS has special links with Yale University and several researchers at ICS have on-going research collaborations with cardiovascular researchers at Yale, and this will provide a forum for student exchange, which is planned for the future.

**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*

All of our students undertaking the MSc will be assessed by a variety of criteria, including formative assessments as well as summative assessments. Summative assessments will 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 will 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. 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. 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.

The Postgraduate Teaching Committees and Staff-Student Consultative Committee will meet termly. The SSCC meetings will provide a forum for students to air issues and for staff to be informed of any problems.

All course questionnaires, feedbacks, Chair of the Board of Examiners reports and students' final awards will be discussed at the relevant Institute meetings including the Staff Student Consultative Committee meeting and the Teaching Committees. For postgraduate teaching, this is also achieved through the annual monitoring review.

Peer review of each academic's teaching is regularly carried out.

MSc programme: Students will provide feedback after each module via Moodle and summaries will be discussed at the SSCC and teaching committee meetings. These will highlight any problems with module teaching and a summary will be submitted to the Faculty. External examiners' reports will be incorporated into the Chair's report and the annual monitoring review. The Programme Director will monitor module marks. The students' final marks will be monitored to ensure a high level of success.

**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.*

The MSc in Cardiovascular Science will only select students with 2.1 first degrees in areas of science from recognised universities world-wide. The programme is designed to enable participants to move onto a PhD programme immediately following the end of the MSc, but will also prepare students who wish to work in industry. Clinical Students will have grounding in Cardiovascular Science which will set them in good stead for a specialisation in cardiology. Thus, the emphasis in the teaching and learning is on students honing their independent research and transferable skills. The programme will take an active learning approach to encourage students to be more active in their involvement and encourage small group working. Since most of the teaching will be from lecturers involved in active research within ICS or UCL this will be a research-led teaching experience, to bring research closer to the students and enthuse them with up-to-date research being undertaken at ICS and UCL. The programme is composed of a taught component and a lab/clinical-based research projects in which the students conduct independent research and complete a dissertation of 10,000 words. Students will work closely with an allocated project supervisor and often interact on a regular basis with postdoctoral staff in the laboratories. Additionally, students will develop their professional and academic acumen through active participation in oral presentations of scientific papers.

We currently have a 4 year BHF funded 4 year PhD programme, run through ICH. By September 2012 we will have 16 four year BHF student supported on this scheme. This scheme will now come under ICS. The renewal of this grant will be submitted from ICS to the BHF in April 2012. This scheme aims to build on the close links with Yale University and encourage one or two students a year to benefit from collaborations between ICS and Yale to spend a year of their PhD at Yale University. As with the current scheme applications will be offered projects from recognised supervisors which will be peer reviewed internally. The PhD studentships are currently and in the future will be advertised together with the titles of projects in the portfolio and the names of primary supervisors. In recent years we have had more than 100 high quality applicants and these are short listed and interviewed by a panel chaired by the PI of the grant with 2-3 cardiovascular scientists. Students have 2-3 lab rotations in their first year. The student is supported in his/her choice by their personal tutor. We have found that this procedure has resulted in the selection of high calibre students who have undertaken successful research, and we hope now they will become more involved in ICS. We also have PhD students funded by the MRC and Wellcome Trust.

**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*

MSc programme: to be eligible for the programme, we expect a 2/1 or 1st in a relevant biomedical sciences degree or a medical degree. In all cases we anticipate our students will be of a high calibre. This will enable us to provide advanced and up to date teaching. We do not envisage any change in the student profile in the next five years. Students will be taught many transferable skills including how to write scientifically, critical evaluation of papers, various laboratory methods, etc. They will have a variety of observation days in clinics to give them an idea of different working environments. They have seminars from UCL careers department and personal tutors will help with careers advice. It is planned that a careers day will be set up in collaboration with the Department of Medicine and UCL genetic Institute taught MSc programmes, in June after exams.

**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*

The Institute ensures that adequate probationary procedures are in place for new academic staff, that teaching is reflected in the current job plans of all academic and clinical staff and postgraduate teaching activities are separately identified but there are issues with motivating some research and clinical staff to teach. All academic staff will be encouraged to become personal tutors. The Institute seeks to encourage and increase staff involvement in education leadership positions and to ensure that academic staff maintain their on-going development as educators as well as researchers. All academic staff will be encouraged to attend the UCL Staff Development training courses in order to nurture key skills and develop new ones. All staff must have attended the supervisor training course (or similar) prior to undertaking student supervision on research projects. The use of appraisal, performance management and teaching feedback is used to enhance the quality of the teaching in the Institute. The Institute aims to support excellence in teaching by working with UCL to improve academic recognition of staff heavily involved in teaching and by supporting teachers for academic promotion.

## **4 Business Planning**

**a) How will the department fund its teaching activity over the period 2011-15?**

*Drafters should briefly outline the sources of income which support the department's teaching programme, and comment on the sustainability of this position over the period covered by the strategy.*

*Drafters may respond directly to the following prompts:*

- \* *Does teaching activity in the department generate a surplus or a deficit? If the latter, what steps is the department taking to remedy this situation?*
- \* *Where does the department derive the income it uses to support teaching, and will this change over the next four years? If so, how will the department respond to this change?*
- \* *What strategies has the department adopted to maximise teaching income (including undergraduate / postgraduate and Home and EU / overseas student ratios)?*
- \* *Does the department benefit financially from collaborations with other departments / institutions - e.g. in terms of shared equipment, staff etc.)?*
- \* *How does income from short-course delivery support teaching and learning?*
- \* *What will the impact of a reduction in funding be for the department's teaching activities?*
- \* *How might the impact of any shortfall be mitigated?*

The present ICS 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 is 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. ICS 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.

#### **b) How does teaching relate to the rest of the department's income generating activity?**

*Drafters should outline the relationship between teaching as an income generating activity and the department's other activities, considering the following:*

- \* *How does research income relate to the department's capacity to deliver its teaching and learning objectives?*
- \* *Have, or will, Full Economic Costs for research affected the viability of the department's teaching provision?*
- \* *Does the department exploit opportunities for cross-subsidy (e.g. between teaching and research activity)?*
- \* *Are there any significant conflicts between academic demand and the economic constraints under which the department operates?*
- \* *Does the department undertake any additional activity in support of its teaching and learning programme in order to make it economically viable?*

*Responses should also consider whether this relationship would be subject to change over the period covered by the strategy*

We have a business plan for our new MSc but at this stage, prior to full recruitment of students, we are unable to discuss its efficacy. The planned congenital cardiology courses and the CPDs should also provide a source of income for the Institute,

#### **c) Are there any additional financial / resource implications associated with the department's strategic aims for 2011-15? How might the department address these?**

*Drafters may wish to consider the following prompts:*

- \* *What steps is the Department taking to ensure that its teaching programmes and modules are delivered efficiently and effectively and are justified by student demand?*
- \* *Can the department's strategic ambitions be funded at current levels of income? If not, what steps can the department take to remedy this situation?*
- \* *Will the department's strategic ambitions result in higher levels of income? If so, how might these additional funds be deployed?*

As a newly formed Institute we are still drafting our Institutional strategy

#### **d) What central support or resources (if any) are necessary to support the department in achieving its objectives in each of these areas?**

Introducing lecture casts would be a very useful resource that the college could provide. We plan to introduce this in our future teaching.