



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 'Institute' / '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:

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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) in the Vice-Provost (Education)'s office and to the relevant Faculty Tutor.



Teaching and Learning Strategy for the Institute of Epidemiology and Health Care 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?

The Institute of Epidemiology and Health Care (formerly Division of Population Health) is part of the Faculty of Population Health Sciences within the UCL School of Life and Medical Sciences (incorporating UCL Medical School)

The Institute has a multidisciplinary team of approximately 350 staff dispersed across six buildings on the three UCLMS campuses (Bloomsbury, Royal Free and Whittington). The Institute comprises five Research Departments as follows:

CHIME	http://www.chime.ucl.ac.uk
Applied Health Research	http://www.ucl.ac.uk/ahr/
Epidemiology and Public Health	http://www.ucl.ac.uk/epidemiology/
Infection and Population Health	http://www.ucl.ac.uk/iph/
Primary Care and Population Health	http://www.ucl.ac.uk/pcph/

We also host the MRC Clinical Trials Unit <http://www.ctu.mrc.ac.uk/> and incorporate a large portfolio of research linked to UCL's Global Health Initiative.

The Institute's Director is currently Professor Andrew Steptoe, the Institute's Manager is Richard Marsh.

Further information on IEHC can be found at: <http://www.ucl.ac.uk/iehc/>

A full profile of the School of Life and Medical Sciences including list of Institutes and Institutes in each Faculty can be found at: <http://www.ucl.ac.uk/slms/>

Further information on UCL Medical School can be found at: <http://www.ucl.ac.uk/medicalschoo/>

Our work ranges across the life-course from childhood through to old age. Work in chronic disease epidemiology focuses on the social and biological determinants of health, particularly in cardiovascular disease, and its Public Health implications. We undertake research in Primary Care to improve health outcomes. In the field of Infectious Disease in Populations, we investigate the transmission and control of HIV and sexually transmitted infections (STIs), 'flu and tuberculosis. We have strong research and teaching profile in information and quality management to support clinical practice. We participate in many national and international interdisciplinary collaborations, and have a large portfolio of research linked to UCL's Global Health Initiative.

Our skills mix of epidemiological, clinical, statistical and behavioural science provides the scientific basis to underpin internationally competitive research and teaching programmes focused on:

- Understanding the determinants of health & disease in populations & in patients in clinical settings;
- Evaluating strategies for the prevention & treatment of physical & mental ill health; and
- Teaching and capacity building in population health.

The Institute offers world-class education and training in a wide range of subjects which include contributions to all years of the MBBS curriculum, a number of MSc programmes reflecting its disciplinary expertise, and an extensive MPhil/PhD program. There are regular departmental seminar series, each of which is designed to include opportunities for MD (Res) and PhD students to present their research in progress. Over 100 postgraduate research students work in the research groups of the Institute and its affiliated units and participate in the PhD or MD student programme. Additional support and guidance is provided by local Research Department Graduate Tutors and two Institute Graduate Tutors.

The academic mission of the Institute is summarised as “understanding the determinants of disease in populations and patients in clinical settings and evaluating strategies of prevention and treatment in physical and mental health”. In Epidemiology and Public Health work ranges across the life-course from childhood through to old age, with particular foci of activity in chronic disease epidemiology including the social and biological determinants of health, particularly in the field of cardiovascular disease. In Infection and Population Health we focus on transmission and control of HIV and sexually transmitted infections (STIs), flu and tuberculosis. In the field of Primary Care & Population Health we deliver a large programme of community based undergraduate medical education and a programme of internationally competitive multi-disciplinary research addressing the management and prevention of disease in individuals and populations in areas of priority to the health of the public. In CHIME we focus on research, education, organisational change and technological innovation, linking information quality and governance for health. As an Institute we have strong national and international interdisciplinary collaborations with a large portfolio of international research linked to the UCL global health theme.

Stage 2: the department in context

1 Strategic Environment

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

The most significant change for IEHC 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. IEHC (formerly the Division of Population Health) is now one of four Institutes in the new Faculty of Population Health Sciences (FPHS), the other faculties being Institute of Women’s Health (IWH), Institute of Child Health (ICH) 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 as follows:

‘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 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).

FPHS makes a very significant contribution to undergraduate teaching for medical students (including paediatrics, obstetrics & gynaecology, men's health, genito-urinary medicine, cardiology, epidemiology, public health, medical sociology, health psychology, biostatistics, health informatics, general practice & community based teaching). These programmes fall within MBBS are therefore managed by the Medical School. We do offer our own IBSc courses and SSCs at undergraduate level however the bulk of the FPHS educational in-house provision remains at PG level.

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

The challenges we face include:

- Adapting to changing landscape within the NHS
- Adapting to funding constraints within higher education
- Working to reduce the heavy demands on academic staff juggling teaching, research, administrative and, in many cases, clinical duties
- A lack of central funds to facilitate change and initiatives
- Co-ordinating activity across 7 different sites
- Bedding in new working arrangements following Faculty reorganisation

Teaching and research in IEHC are based not only within the setting of UCL and the wider academic community but also within the context of the National Health Service and the global health environment. Most of our teaching is aimed at future or current health professionals. We must therefore constantly adapt to changes in health care research, practice and policy in order to prepare our graduates for the realities of modern health care practice and moreover for life-long learning needed to adapt to changes which they will inevitably face in their future careers

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

Our teaching is informed both by our experience in research and in clinical practice. The teaching draws upon and develops our network of links between departments in UCL and with external agencies. For example, our links with UCLP, local public health departments and Primary Care Trusts/Clinical Commissioning Groups help provide students with a comprehensive and up to date curriculum, with many examples of the practical application of public health that can be gained from such collaboration.

The skills mix of clinical, epidemiological, statistical and behavioural & social science in IEHC provides the intellectual and scientific basis to underpin our broad ranging programmes in both teaching and research. This also allows us to keep up to speed with and adapt to the fast changing context in which we work and to offer innovative contributions to both undergraduate and postgraduate education. As an example, the focus of the NHS is clearly shifting away from hospitals and into the community. We are unique within UCL in that a large component our teaching activity relates to community based disciplines and many of our academic staff are practising local health professionals.

2 Aims and Objectives for 2011-15

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

The Institute's educational objectives are as follows:

Excellence in teaching and assessment

- To ensure the delivery of high quality undergraduate and post-graduate teaching in all disciplines represented within the Institute (i.e. primary care, public health, epidemiology, genito-urinary medicine, medical statistics, medical informatics, psychology and sociology)
- To ensure that teaching is reflected in the job plans of all staff and that undergraduate and postgraduate teaching activity are separately identified
- To monitor contribution to teaching and assessment to ensure that all staff fulfil their teaching obligations and participate in examinations, including the MBBS
- To ensure the provision of written question writers, standard setters and OSCE examiners for all MBBS assessments
- To use appraisal, performance management and teaching feedback to enhance the quality of the teachers in the Institute
- To encourage staff to attend teaching related staff development such as the TIPS course
- To support excellence in teaching by working with UCL to improve the academic recognition of staff heavily involved in teaching and by supporting teachers for academic promotion
- To encourage and increase the involvement of staff in education leadership positions
- To identify colleagues with an interest in teaching and involve them in appropriate areas
- To provide and develop Student Selected Components for MBBS students in all phases of the course
- To ensure that adequate probationary procedures are in place for all staff
- To ensure that academic staff maintain their ongoing development as educators as well as researchers
- To work with ACME in the development of a critical mass of researchers in Medical Education
- To represent the interests of population based disciplines in educational developments relating to local NHS service reconfiguration, UCL Partners and local Health Innovation and Improvement Clusters (HIECs).
- To reflect UCL key priorities including global citizenship and internationalisation of curricula

Intercalated BSc programmes

- To continue to develop and support the iBSc in Primary Health Care programme and ensure its sustainability possibly by sharing modules with other iBScs
- To consider options for developing new iBSc programmes within the Institute

Graduate and CPD programmes

- To develop and deliver flexible, high quality post-graduate education across the range of disciplines represented within the Institute.
- To increase graduate student numbers by fostering the strategic development and rationalisation of existing and new courses to respond to the professional, clinical and academic needs of the home and overseas markets.

- To achieve a clear, up-to-date understanding of current and likely future market needs and to develop/redevelop individual modules and review existing courses accordingly
- To promote the use of more flexible methods of delivering courses including appropriate use of distance and blended learning modes and short courses for Continuing Professional Development
- To achieve full, rational modularisation of MSc courses across the Institute (new Health and Medical Sciences MSc)
- To offer modules which exploit the Institute's strengths in some generic areas (e.g. health services research, epidemiology, evidence-based practice) and which may flexibly interface with cognate programmes elsewhere (mainly, but not exclusively within UCL) and provide options for MScs, diplomas, certificates and short courses
- To continue to provide high quality PhD training programmes across the Institute
- To continue to increase numbers of PhD supervisors and students across the Institute
- To work closely with the Faculty and with other Institutes, to ensure the development and implementation of robust educational governance and quality assurance mechanisms
- To ensure we deliver flexible support that addresses the differing needs of all groups of PGR students, including those who study part-time, are members of staff and/or who have clinical commitments
- To develop and promote the use of supervisory panels for research degrees and to investigate ways for these roles to be recognised within the UCL structure
- To retain an appropriately flexible approach and support systems for students who initiate their studies at UCL during, rather than at the start of the Autumn Term, of any academic year

UCL Academic Services requirements

- To comply with UCL regulations and requirements for teaching and for quality assurance
- To ensure the appointment of a Institute Graduate Tutor (JN/AM) and an Institute Undergraduate Tutor (JR) to oversee and ensure effective operation of the teaching and learning activities within the Institute, to report to the Faculty Tutor(s), and to attend the relevant Faculty Teaching Committee
- To contribute to the Faculty Learning and Teaching strategy (LTS), to update annually the Institute LTS incorporating appropriate elements from the MBBS LTS, and to report the Institute LTS to the relevant Graduate and Undergraduate Faculty Teaching Committee
- To update annually all programme specifications and report them to the relevant Graduate and Undergraduate Faculty Teaching Committee
- To ensure that Institute Graduate and Undergraduate Teaching Committees meet regularly and submit minutes to the relevant Graduate/Undergraduate Faculty Teaching Committee
- To ensure that Staff Student Consultative Committees meet regularly and submit minutes to the relevant Graduate/Undergraduate Faculty Teaching Committee
- To ensure that Institute teaching and assessment policy comply with UCL and Faculty requirements
- To ensure that Institute quality assurance complies with UCL and Faculty requirements including provision of Annual Monitoring Reports and contribution to the MBBS AMR as appropriate
- To respond to IQR, SEQ and other feedback by implementing improvements in teaching
- To implement peer observation of teaching and submit an annual return to the relevant Graduate and Undergraduate Faculty Teaching Committee

Teaching Administration

- To ensure the appointment of an Institute administrative lead for teaching to co-ordinate Graduate/or Undergraduate teaching, or both

- To ensure provision of good quality administrative support for Graduate programmes and good quality administrative support at each campus for MBBS teaching

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?

The Institute is committed to providing a high quality student-centred approach to teaching and learning adapting in response to UCL (and UCLP), national and international need. We strive to deliver broad-based academic support, with staff involvement from trained educators, practising clinicians, and a large group of academics, research staff from a range of disciplines and research interests. We embrace new learning and teaching technologies. We now have a nationally recognised system for on-line student evaluation and are developing a variety of web based learning resources (e.g. community based teaching and public health websites and Moodle courses) to help educate students and raise the profile of our teaching within the university and externally. All this ensures we are able to attract and retain high-calibre staff and students and offer a diverse, high-quality student learning experience in line with UCL priorities.

UCL's 'education for global citizenship' agenda also resonates well with the work of the IEHC. All our teaching programmes aim to equip students with skills they will need for employment (at UG level) or leadership (at PG level) after they leave us. We also have considerable first-hand experience of approaches to teaching in other parts of the world, and increased international collaboration, particularly at postgraduate level, is a key feature of our strategy for the next five years.

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

Our objectives are described in 2a above. These are reviewed annually

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?

IEHC Undergraduate and Graduate Teaching Committees monitor all aspects of undergraduate and postgraduate teaching carried out by the Institute. They also support preparation of the Institute's Self-evaluative Statement for Internal Quality Review (IQR) and of implementation required under IQR reports

In terms of educational outcomes we are reassured by the very high pass rates of MMBS finalists which is always in excess of 95%. Most students on our IBSc in Primary Health Care programme gain upper second class honours degrees and in each of the graduating years 2009, 2010 and 2011 three students gained first class degrees.

At postgraduate level the annual review of examiners reports and completion data provide an opportunity to monitor trends over time. The Institute Graduate Committee reviews completion and awards data annually to monitor trends. We have expended considerable energy to improve completion rates within four (FT) or seven (PT) years as appropriate, and have put in place more rigorous admissions and supervisory arrangements, the amalgamation of five departments with differing histories and a large cohort of part-time students means a detailed review is required in the current session.

3 Approaches to Teaching, Learning and Assessment

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

By providing a wide range of high quality learning opportunities both in the medical school and in healthcare settings, and by encouraging skills of self-directed learning, the Institute aims to contribute to the preparation of undergraduate medical students for a future in any branch of medical practice; and to offer a wide range of opportunities for academic, personal and professional development for postgraduate students.

Teaching at all stages is strongly informed by clinical experience and research interests. Integration of theory and practice is encouraged in all areas. The key to maintaining the Institute's vision and commitment to education lies in supporting and developing academic staff with dedicated educational roles. We are also very conscious of how much our success depends on recruiting and retaining high quality teaching administrators. Their skills and dedication are absolutely central to the smooth running of our large and varied teaching programme both on campus and in the community.

The Institute's Integrated BSc in Primary Health Care provides a good example of our teaching and learning philosophy. This degree programme was introduced in 1997 and takes 10-12 students per year. The course offers a unique combination of ongoing clinical experience (attached to a London general practice) and the acquisition of academic skills relevant to a career in clinical medicine. The programme has a dedicated academic lead and administrator and consists of a taught course, a clinical placement and a research project with dissertation. It is taught by a multidisciplinary team from general practice, public health and social sciences. It has a particular focus on the development of academic, professional and transferable skills thus ensuring that students are well prepared not only for possible work in primary health care in the UK or abroad but also for work in any other branch of medicine. We have a high standard of applicants and many student projects have resulted in peer reviewed publications and or presentations at national and international academic meetings. Several graduates have subsequently entered GP training programmes.

Assessment is always at the forefront of our educational thinking and we regard it primarily as a means of supporting students to develop their professional and academic skills. To this end, a wide range of different assessment methods – formative (essays, case presentations, multiple choice questions) and summative (formal written examinations, OSCEs and research projects) are used for undergraduates. Continuous, formative assessment is considered particularly important as a means of ensuring that students receive sufficient feedback to develop. Clear marking criteria for all assessments are accessible to students, clinical tutors and departmental staff. Clinical tutors and subject specialists contribute to the development and process of assessment (e.g. preparing exam questions and taking part in clinical examinations).

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?

Our strengths as an Institute include a broad spectrum of research activities, high international academic profile, the expertise of our academic staff and the fact that our work falls within an area so central to the current local, national and international political and research debates. We bring together a very large group of academic and NHS colleagues who provide a valuable and dedicated source of teaching and research, with the obvious kudos of being part of an Institution whose standing in the world has risen so rapidly in recent years. The Institute also prides itself on having a higher number of staff who have already obtained, or are currently studying for masters or doctoral level qualifications in education than any other within SLMS. This contributes to our reputation for high quality educational endeavour. The Institute has an unusually high level of educational influence extending into the Faculty and College as well as the wider community. Members of the Institute make a significant contribution to the overall shape and direction of the undergraduate and postgraduate provision of the Faculty through membership of committees and joint appointments.

Probably our greatest weakness is lack of financial resource to mirror increased student numbers and educational requirements. The resource to requirements ratio seems to be spiraling downwards: core requirements (computers, printing etc) increase with numbers, where resource is constant. Changes in the rules for the use of Research Council student awards have reinforced the problem, as the expectation that the Institute provides all core resource has been made more explicit. It is intended to review the needs, thereby allowing us to quantify the resource required and explore alternative avenues for funding, but a change of Faculty policy would be a quicker and more effective tool allowing the Institute to re-establish clear drivers for increasing student numbers.

A further weakness relates to uncertainty regarding prospects for career progression beyond the lecturer/teaching fellow level for both clinical or non-clinical academic staff with a primarily educational portfolio: junior staff in such positions have often felt undervalued and unrewarded for their efforts in terms of teaching. It has also resulted in the loss to other departments and institutions of some promising individuals in whom we have invested considerable

training and support. Despite UCL's apparent support of a promotion track based on excellence and innovation in teaching, promotion policy seems in practice to be weighted towards research related achievements. This tension applies in all the IEHC disciplines but there is a particular issue for clinical educators who are usually only part time academics with busy clinical duties over and above the teaching work which they are appointed specifically to undertake. We hope that the new UCL grades of Senior and Principal Clinical Teaching Fellow will provide a partial solution to this problem as long as these new grades prove to have the same status, salary and career potential as traditional Senior Lecturer posts.

There are particular issues regarding recruitment for statistics and social science teaching. Much undergraduate teaching in these subjects is provided by researchers on "soft" funding through research grants. Though most are happy to be involved in teaching, tensions can arise where the teaching commitment is greater than that permitted by the particular funding body.

We face an increasing challenge in recruiting sufficient numbers of GPs to deliver our community based programmes to the large numbers of students now taking part in the MBBS programme. Whilst there is still great enthusiasm for teaching from many practising GPs there is a sense that we have reached capacity in terms of the time they can dedicate to our mission. Pressures from service are increasing year on year and this inevitably has a negative impact on GPs' availability to protect time for undergraduate teaching. Also financial constraints on teaching budgets through SIFT have meant that many GPs cannot cover service re-provision costs of teaching in their practices on the basis of the placement payments currently available.

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?

The Institute is actively involved in both undergraduate and postgraduate education. Our teaching covers the disciplines of general practice/primary care, public health, genito-urinary medicine, epidemiology, psychology, medical statistics, and sociology. Our undergraduate teaching almost all takes place within the MBBS programme. Since we are involved in all 6 years of this course close liaison with the medical school is needed in both the development and delivery of all our courses. As a multidisciplinary Institute each disciplinary group has a named senior member of staff who is responsible for leading on undergraduate teaching in their area. However in an integrated curriculum such disciplinary boundaries are increasingly blurred and so we have entered wholeheartedly into the integration process by ensuring that the Institute has appropriate discipline representation on curriculum and module management committees at all levels. We hope this involvement will ensure that students still gain, within the integrated curriculum, a proper understanding of vital components of a comprehensive medical degree, such as sociology and psychology, in a way which can complement other learning. An Institute Teaching Committee takes an overview of all teaching.

At undergraduate level changes will take place over the next four years as a new MBBS curriculum is introduced from September 2013. At Masters level changes will also occur as the new Masters in Health and Medical Sciences rolls out

The following programmes are currently hosted by IEHC:-

- iBSc Primary Care
- MSc Health Psychology
- MSc Dental Public Health
- MSc Health and Society: Social Epidemiology (including the Diploma)
- MSc Health Informatics (including the Diploma and Certificate)
- MSc Sexually Transmitted Infections and HIV (including the Diploma)
- MPhil/PhD full-time and part time
- MD (Res) full-time and part time

Full details of all courses and entry requirements are listed on the Institute's website <http://www.ucl.ac.uk/iehc/teaching>

All of the administration and teaching for the courses is held within the Institute. Members of this Institute also contribute to modules within other Institutes' MSc programmes including:

MSc in Global Health (http://www.ucl.ac.uk/cihd/postgraduate/Programme_Information_GHD) and MSc Infection & Immunity (<http://www.ucl.ac.uk/infection-immunity/allstudents/postgraduate>).

In addition, the Institute hosts a series of short courses which include:-

- Health and Society Summer School – held for one week each June
- Research Methods Summer School: one week summer course organised by Infection and Population Health:

- Individual modules from CHIME's postgraduate programmes are offered on a short course basis to students for CPD:
- ITTPC (Introduction to teaching in Primary Care) Courses for GPs. Run in partnership with London Deanery

We are also major contributors to UCL's MBBS programme, our involvement in which covers the following areas:

- General Practice and Community Based Teaching
- Public Health
- Epidemiology
- Genito Urinary Medicine (including sexual health and HIV)
- Psychology
- Sociology
- Medical Statistics
- Health Informatics
- Professional Development Spine
- Special Study Modules

We contribute to the Graduate School Training Programme delivering four programmes:

1. Introduction to Study Design and Analysis for Epidemiology and Social Science
2. Statistical Analysis Methods for Epidemiology and Social Sciences
3. Multilevel Modelling for Health Research with MLwiN
4. Multilevel Modelling for Longitudinal Data Analysis

General Practice and Community Based Teaching

UCL Medical School is committed to delivering a significant proportion of its undergraduate medical curriculum in community settings and PCPH delivers several well established programmes in which GPs teach medical students in their own practices, often in subject areas which have traditionally been taught exclusively in the hospital.

Community based teaching has continued to grow in prominence within the Medical School since the introduction of the new RFUCMS curriculum in 2000. The importance of experience in general practice has also increased since the introduction in 2005 of 4 month GP placements for at least 50% of newly qualified doctors as part of their Foundation Programme. Our courses have been praised during past visits by the Teaching Quality Assurance Agency and the GMC. We have worked closely in developing our programmes with UCL's Academic Centre for Medical Education (ACME).

Time spent by medical students in the community (mainly in general practice) accounts for 15% of the curriculum. Increases in community based teaching have brought very tangible benefits to the Institute in terms of financial resources, additional staff and facilities, enhanced status of general practice, and closer links with local practices.

As well as traditional Core General Practice attachments, where GPs supervise individual students for 4-week "general" GP placements in years four and five, all students undertake placements in the community where they are taught by enthusiastic GPs in the following specific areas:

- Community Orientated Medicine GP Placements (years 1 & 2)
- Introductory Course in Clinical Methods (year 3)
- General Medicine in the Community (year 3)
- Care of the Older Person (year 3)
- Child Health (year 4)
- Dermatology (year 4)
- Mental Health (year 4)
- Women's Health (year 4)

GPs involved in Community Based Teaching (CBT) are provided with training and curriculum development sessions, which bring together tutors, departmental members and hospital specialists. After receiving the appropriate training, GP tutors are paid from SIFT funding to teach in the practice in protected time on a fixed, regular basis.

Public Health

The GMC places particular emphasis on the importance of public health teaching within the undergraduate medical curriculum. The DPH is actively involved in delivering a varied programme of public health teaching with dedicated sessions occurring mainly in year four. Public health is also taught throughout the curriculum in various contexts, such as through integration with clinical lectures or clinical practice, through the teaching of specific disciplines of public health, or through dedicated public health sessions. The course consists of lectures, tutorials, problem-based learning and project work. The Institute actively promotes and has lead on developments within the public health curriculum. It aims to illustrate basic public health principles by providing examples of public health approaches to problems relating

directly to each of the year four modules i.e. child and family health, women's health and communicable diseases and clinical neurosciences (psychiatry and neurology).

The Professional Development Spine/Vertical Module Teaching

IEHC has played a leading role in the development of this important programme running through all years of the MBBS course. Several members of the Institute play key roles in organisation and delivery of this teaching in areas such as health promotion, clinical skills, communication skills, ethics & law, evaluation of evidence and community oriented medicine.

Social Determinants of Health

Members of the Institute play key roles in convening and teaching this vertical module which runs through the undergraduate curriculum. Teaching is informed by research and theory and aims to provide wide understanding from various discipline perspectives in order to develop students' understanding of the social, psychological and environmental aspects of health and disease, and to enable them to understand, appraise and interpret published research studies. A wide range of topics are covered in lectures, tutorials and practicals.

Communicable Diseases

Sexual Health, GU Medicine and HIV teaching currently teaching takes place within the fourth year Women's Health and Communicable Diseases Module. This module includes lectures and seminars on core topics plus a four week clinical attachment in communicable diseases within which students' regular tutorials and attendance at GUM and HIV clinics.

Medical Statistics

The high level of statistical expertise involved in the Institute's quantitative research brings opportunities for statistical staff to provide a variety of learning opportunities. Beneficiaries include other IEHC staff, a wide variety of students, both in general medical undergraduate courses, and specialised iBSc and postgraduate courses, as well as research staff within the wider UCL Medical School and associated NHS trusts. Learning is provided both through formal teaching, and through advisory work provided to medical researchers on a wide variety of projects. Higher degree students in particular benefit from this one to one teaching.

Health Informatics

Health Informatics teaching is provided by members of CHIME and is supported by custom-built web sites which provide day-to-day support and discussion fora for student communities. CHIME also provides IT Skills Development Courses and Special Study Modules for undergraduate medicine and other health studies. CHIME has contributed significantly to library IT facilities and, in partnership with the Academic Centre for Medical Education, the three UCL Clinical Skills Centres which play a key role teaching and assessing clinical skills throughout the medical undergraduate curriculum. CHIME includes an Educational Computing Development Unit, which promotes innovation and develops teaching and learning resources, web-based administrative systems and leads strategy for the web infrastructure of the Medical School. CHIME provides leadership and development expertise for initiatives such as the Electronic Curriculum Map, the Electronic Student Record, numerous specialist web-sites and teaching resources including the openEHR foundation. It oversees the IT strategy and support services of the Medical School.

Student Selected Components (SSCs)

As part of the Medical School's policy of providing an undergraduate programme which provides significant student choice over and above the agreed core curriculum, the Institute offers a range of Student Selected Components. Many of these are general practice based and include humanities in medicine diabetes in GP, rheumatology in GP, Substance misuse, oncology in GP, ophthalmology in GP, Occupational Medicine, complementary medicine, acupuncture

NHS Vocational and Academic Clinical Training

The Institute contributes significantly to vocational and academic clinical training programmes in its related medical specialties. This includes:

- Specialist training for General Practice, Public Health, Psychiatry and GU Medicine. We have very close links with Specialty Training Programmes within the London Deanery
- Academic placements in Primary Care, Epidemiology, Public Health and Sexual Health for Foundation Year 2 doctors.
- NIHR and locally funded Academic Clinical Fellows (ACFs) trainee posts in Primary Care, Public Health, Psychiatry and GU Medicine
- Support, on a weekly basis, critical appraisal seminars for trainees in psychiatry, over 3 sites at Camden and Islington NHS Foundation Trust (CIFT)
- Support and assist trainees to develop research proposals and fellowship applications to funding bodies

Higher degrees and research training

The Institute has a strong record of recruiting and supporting clinical and non-clinical research training fellows, many of whom undertake a higher degree. We have a strong track record of success in obtaining MRC, Wellcome and Department of Health individual training and senior scientist fellowships for both clinical and non-clinical scientists. There are currently 210 students registered for a PhD or MD in IEHC. Members of the Institute also contribute to UCL's Roberts training programme in generic and transferable skills for graduate students: four courses are delivered by the Institute:

1. Introduction to Study Design and Analysis for Epidemiology and Social Science
2. Statistical Analysis Methods for Epidemiology and Social Sciences
3. Multilevel Modelling for Health Research with MLwiN
4. Multilevel Modelling for Longitudinal Data Analysis

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?

IEHC Undergraduate and Graduate Teaching Committees monitor all aspects of undergraduate and postgraduate teaching carried out by the Institute. They also support preparation of the Institute's Self-evaluative Statement for Internal Quality Review (IQR) and of implementation required under IQR reports

All new programmes and new lecture components are examined internally and externally. Visiting examiners are the main source of external views on the quality of teaching and assessment. Internally, student performance and student feedback are complemented by the peer observation process which is used as a more informal means of academic staff supporting each other in the design, development and delivery of learning activities. Both internal and external comments are reviewed and appropriate action taken as necessary. Each course undergoes an annual monitoring process in line with UCL requirements. Overall student performance is monitored annually by the boards of examiners. In particular, the External Examiner is asked to comment upon any observations they may have. These comments, including those via the External Examiners' reports are fed back to the relevant teaching committee. The Departmental Staff-Student Consultative Committees, and the Staff-Student Graduate Research Student Consultative Committee include student representatives who serve and provide feedback to the Committees. This is complemented by face to face meetings between the Graduate Tutor and Student Representatives and feedback sessions between the Graduate Tutor and the student body.

All taught students are asked at the end of each module to complete a module evaluation form, and at the end of a programme of study are asked to complete a detailed questionnaire about the programme as a whole. The evaluation data are reviewed, at minimum, annually and used to help assess the learning experience so that improvements may be identified. Indirect feedback is obtained through detailed records being kept of student performance and by dissemination of External Examiners Comments and shared discussion at Education Review meetings and/or meetings of the Departmental Teaching Committee. Direct, informal feedback is provided by regular, at least termly, contact between Personal Tutors and students

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?

Innovation is encouraged in all elements of the Institutes' teaching activity. Particular areas of focus for the next four years will be:

- Development of eLearning and eAssessment (including greater use of ePortfolios, Moodle, Lecturecast, Electronic Voting Systems, and webcasting)
- Increased interdisciplinary and multiprofessional teaching and learning
- Modularisation of Masters level courses
- Greater internationalization, particularly at postgraduate level
- Development of an MSc in the area of Applied Health

The Institute is very actively engaged with the Medical School in developing and implementing an innovative new MBBS curriculum to start in September 2012. This will build on the strengths of the current MBBS programme and also the new opportunities within the School of Life and Medical Sciences and UCLP. With an emphasis on scientific rigour, clinical reasoning and professionalism, achieved through greater integration and better application of educational

methods, the new curriculum will challenge orthodoxies in traditional medical training and prepare UCL medical students for the contemporary healthcare environment.

Another exciting innovation is the Institute's new graduate programme in Health and Medical Sciences. This offers multiprofessional student groups a broad range of modules spanning all aspects of clinical practice and healthcare delivery. Students can study flexibly at their own pace with or without registering for a university award, making it feasible to combine study and work at whatever balance the student may prefer.

All teachers are encouraged to apply for ESCILTA grants and to the UCL Teaching Quality Fund to support innovations and training opportunities. We are also building on our international network of university partners with research-led teaching strengths in order to facilitate staff exchanges and Fellowship opportunities.

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?

The student profile across the Institute is currently as follows (note: Data does not include MBBS student profile and is correct as of January 2012):

- Home / EU (Full time) 35%
- Home/EU (Part time) 45%
- Overseas (Full time) 16%
- Overseas (Part time) 4%

It is envisaged that the student profile of each department will reflect our increased commitment to CPD and to grow PhD numbers. A major innovation being led by CHIME is the Health & Medical Sciences Programme which will allow students to create a programme tailored uniquely to their individual, professional needs. Amongst other things, this programme forms the basis of the recently announced successful bid for PG medical training across 20 clinical specialities (Medical & Dental Education Commissioning System) involving 1000 new students across 4 years. The implementation details are currently being discussed but will be consonant with our commitment to supporting flexible modes of studying using remote and F2F learning. Student support is central to the success of the HMS programme (and therefore MDECS) and to this end each student will have an academic/professional Student Advisor. The Institute provides an increasing teaching service across core modules (on courses not owned by IEHC) which is reported in the UCL Student Load.

On-going gradual growth in graduate student numbers is expected, but this will be limited by constraints on space across the Institute as a whole.

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?

The Institute is committed to supporting all staff in the continuing development of their educational knowledge and teaching skills and prides itself on having a higher number of staff who have already obtained, or are currently studying for masters or doctoral level qualifications in education than any other within SLMS

We work very closely with the School of Life & Medical Sciences Teaching and Professional Development Unit which offers development opportunities for all our teaching staff including:

- A two day teaching course to all new staff
- A range of teacher support activities including courses, peer review and teaching observation.
- A variety of workshops encouraging and supporting innovation and excellence in teaching
- A Masters programme in Medical Education conjunction with the Royal College of Physicians.
- An advocacy service in support of applications for membership of the Institute for Learning and Teaching in Higher Education.

- A range of courses under the Teaching Improvement Project System (TIPS) for academics and clinical professionals involved in the delivery of medical education.

Staff are also encouraged to take part in the Academic Development Programme offered by UCL's Centre for the Advancement of Learning and Teaching (CALT) and the UCL Teaching and Learning Network. We also actively encourage applications for UCL Excellence in Medical Education Awards (EMEA) and Provost's Teaching Awards. At least one member of the Institute has gained an EMEA in each year since these awards were instigated.

As already mentioned in Section 3b above there is a tension around ensuring that academic staff can give due priority to teaching activity in a climate which seems to provide much greater recognition and reward for research achievement. It is hoped that UCL promotion criteria will continue to develop in a way which will redress this balance.

4 Financial Context

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

Teaching activity is funded through a variety of sources. MBBS teaching on campus is largely delivered by HEFCE funded staff. A significant proportion of undergraduate teaching is funded through SIFT (NHS Service Increment for Teaching) payments from the Department of Health which are negotiated annually and related directly to volume of teaching activity. Research staff who are funded by grant income also contribute to both undergraduate and postgraduate teaching. A proportion of postgraduate teaching (short courses) is funded through course fees.

The Institute currently runs a number of short courses and summer schools which are income generating:

- Statistical analysis methods
- Prognosis: risk prediction for health outcomes
- Research Methods in Sexual Health and HIV
- UCL Society & Health Summer School

The financial implications of the expansion set out in s3f are substantial and encouraging. At this stage, the Faculty is negotiating with FMS to determine implementation and the appropriate allocation of resources

The Institute undertakes a high volume of teaching service provision, and aims to deliver broader involvement from research staff and to ensure that academic staff maintain their on-going development as educators as well as researchers.

There are particular issues regarding recruitment for statistics and social science teaching. Much undergraduate teaching in these subjects is provided by researchers on "soft" funding through research grants. Though most are happy to be involved in teaching, tensions can arise where the teaching commitment is greater than that permitted by the particular funding body. As a result we need to invest greater resources in provision of teaching within areas such as statistics.

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

It is widely recognised across the Institute that the continued expansion of PGR numbers can only occur with provision of more space.

It is also recognised that increases teaching on MSc modules can only be achieved with investment in core student hub facilities & related teaching space.