

Education Strategy 2020-2025



Using evidence based learning and developing novel, innovative methods of teaching to ensure an outstanding and inspirational student experience to develop the next generation of child health experts and leaders.

Introduction

Strategy context

This is a watershed moment for GOS ICH. An internal review of current educational activity and practices conducted in early 2018 by Professor Deborah Gill in addition to the regular UCL Internal Quality Review recognised the potential for expansion in educational activity.

A new co-directorship of education became operational in August 2018 (Professors Bedford and Wade) providing a timely opportunity to review and refresh the existing education strategy with a view to implement the recommendations of the recent reviews and instil a fresh enthusiasm and platform for educational advancement at GOS ICH.

Aim

The aim for GOS ICH over the next five years is to develop an international reputation for education in child health equal to our existing reputation for research. We will use evidence based learning and develop novel, innovative methods of teaching to ensure an outstanding and inspirational student experience necessary to develop the next generation of child health experts and leaders.

Developing our education strategy

The GOS ICH education strategy must align with GOS ICH Strategy, faculty education strategy and UCL 2016-2021 education strategy (www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/migrated-files/ucl_education_strategy_june2017_finalv2_web.pdf).

The GOS ICH education strategy will also take into account the findings of the 2013 review of ICH Events, the 2014 'Changing the Culture' reflection document and the 2017 Review of Short and Taster courses. For the new GOS ICH education strategy to be implementable, it must have the support of the staff members who will be involved in education delivery. We therefore consulted with researchers, teachers and administrative staff in Research and Education Departments at GOS ICH (2018) and undertook a survey of all staff to determine current levels of teaching involvement and their views on barriers and incentives to expansion.



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Background

The mission of the UCL Great Ormond Street Institute of Child Health (GOS ICH) is to improve the health and well-being of children, and the adults they will become, through world class research, education and public engagement. GOS ICH already has a reputation for it's research and we aim to match that with the provision of world class education in child health.

We will build on the successful established educational offerings of GOS ICH to ensure that the next generation of clinicians and scientists are equipped with the skills and knowledge necessary to inform policy and deliver services to influence and improve child health in a context of the challenge of changing patterns of children's health.

Building on the research strengths of the five Research and Education Departments, we will explore the potential for expanding our educational provision and increasing student numbers by offering general and specialist paediatric and child health related programmes and short courses which align with our research strengths. Research led education will form a major cornerstone of the expansion within the framework of the UCL Connected Curriculum (www.ucl.ac.uk/teaching-learning/connected-curriculum-framework-research-based-education).

We will provide an inclusive environment, which promotes equality of respect and opportunity for all members of the GOS ICH's diverse community. Every student, regardless of their background, race, gender or religious beliefs will be treated with respect and encouraged to achieve their own personal milestones fully supported within an education encompassing Institute.

In the strategy, education includes not only face-to-face classroom teaching but also PhD supervision and online and written provision of training materials. Where the contribution of Institute staff to education at GOS ICH is measured, we include support activities such as MSc/BSc project supervision, peer-assessment of teaching colleagues, marking of assessments and similar peripheral roles.

In this document we discuss the need and rationale for our objectives. The actions and any requirements from supporting or external bodies that are considered necessary to successful implementation and the Key Performance Indicators (KPI) of successful delivery are presented in the appendix.

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The current situation

We currently provide the following highly rated educational programmes:

Undergraduate

- Integrated BSc in Paediatrics and Child Health for UCL MBBS students in their third year
- Leadership for and contributions to teaching on the MBBS, including the Child and Family Health with dermatology (Year 5)
- Leadership for modules on the BSc Population Health

Postgraduate taught

- MSc in Paediatrics and Child Health with pathways in:
 - Advanced Paediatrics
 - Community Child Health
 - Global Child Health
 - Molecular and Genomic Paediatrics
 - Intensive Care
- MSc in Paediatrics and Child Health with Clinical Practice
- MSc Child and Adolescent Mental Health
- MSc Cell and Gene Therapy
- MSc Infancy and Early Childhood Development
- MSc Paediatric Neuropsychology
 - Applied
 - Clinical
- MSc Physiotherapy with pathways in:
 - Cardiorespiratory
 - Paediatrics
 - Neurophysiotherapy
- Leadership for and contributions to MSc Global Health and Development
- A new MSc Personalised Medicine and Novel Therapies has been approved for 2019/20

The Michelle Zalkin scholarship is available for students with a proven interest in child protection applying for the MSc Paediatrics and Child Health. The award covers full fees for a UK student. The Peter and Leok Wheeler Child Health Scholarship provides one student from a low or middle income country with up to €2,000 per year to cover the tuition fees for the MSc Paediatrics and Child Health or the MSc Paediatrics and Child Health with Clinical Practice. In addition, up to 10 bursaries of £3,000 each are available to MSc/MRes students and are awarded competitively.

Short and taster courses

- GOS ICH hosts the UCL Centre for Applied Statistic Courses (CASC), the largest provider of short (non-examined) statistics based courses within UCL and established primary statistical educator of non-statisticians in the UK.
- The physiotherapy group at GOS ICH have an established programme of taster and non-examined participation in scheduled MSc module classes.
- Short courses are allied to other MSc modules. For example, as part of the MSc Paediatrics and Child Health immunisation module, a two day course 'Fundamentals of Immunisation' is run annually in collaboration with Public Health England. This attracts about 100 delegates mainly from Primary Care.

Postgraduate research

- MRes Child Health
- MPhil/PhD programme offers postgraduate research degrees in a wide range of health-related fields that reflect the diverse expertise of the five Research and Education Departments. The GOS ICH, supported by funds from its Charitable Investment Organisation (CIO) and the BRC, runs a nationally competitive PhD programme. Six to ten internally peer reviewed PhD projects are available per annum, awarded following national advert, application and interview. In addition, students have funded studentships from charities, including Wellcome Trust, research councils, NIHR and national governments. Some are self-funded – including members of staff (who are also able to access the Study Assistance Scheme).

Educational strengths

We have built a solid foundation on which to extend our educational activity.

- Our research is world leading and our educational offerings are already highly rated by students in their feedback.
- We have a body of highly committed staff already fully engaged who can act as ambassadors.
- We have been able to use charitable funds to support and augment our educational activity

Education Strategy for GOS ICH 2020-2025

Education Strategy Objectives

1. Developing an education culture at GOS ICH
2. Ensuring continued high quality research led teaching
3. Strengthening links with GOSH and wider UCL
4. Developing metrics for teaching activities
5. Increasing educational provision at GOS ICH
6. Ensuring equality, diversity and inclusion
7. Developing new technologies for education

1. Developing an education culture at GOS ICH

GOS ICH, with our clinical partner, Great Ormond Street Hospital (GOSH) is Europe's leading centre of child health research and one of the premier centres in the world. However, the origins of GOS ICH as a post-graduate research institute have meant that the majority of senior academic staff, other than supervision of PhD students, have focussed the majority of their academic time on research rather than teaching. As a leading child health institute, we are thus well placed to ensure that future generations of scientists and clinicians acquire the skills and knowledge necessary to influence and respond to future developments in child health through research based education. To satisfy the training needs of GOS ICH staff whilst maximising the potential income from our educational activity we have to fully engage all our academic staff with the educational

programmes. Parity of esteem with research must be ensured, and it is this that the culture will embrace.

To reinforce the importance of education as a core activity of all academic staff and to encourage involvement of research staff, there will continue to be explicit inclusion of a teaching component in new academic staff job descriptions and contracts, appraisals and applications for promotion. Senior academic staff can provide role models for more junior staff of the importance of educational activity.

PhD students and research fellows will be expected to contribute as educators to help distribute the education workload across the Institute and also to provide them with the transferable skills that are important for their

career development. Those employed directly on teaching fellow contracts will be supported to maximise their career progression.

Heads of the Research and Education Departments will have greater responsibility for the oversight of education activities provided by staff in their departments and GOS ICH more generally and will encourage staff to take opportunities to develop their education portfolio. This will ensure that GOS ICH's research 'stars' are a draw for participants on programmes and courses in addition to providing the education role models for more junior staff. The 2014 'Changing the Culture' document should act as a framework for how the Institute ensures all staff value and champion education. Teaching activity will continue to be heralded within GOS ICH bulletins utilising newly developed metrics and to be celebrated and acknowledged in similar manner to achievements in research. Teaching awards will be instigated locally to encourage initiatives and to applaud those whose contributions are outstanding.

Clarity in education governance

Following the appointment of Co-Deputy Directors of Education in August 2018, the governance structure for education at GOS ICH has been revised. A Senior Education Team (SET) comprising both Co-Deputy Directors of Education, the Department Graduate Tutor (Teaching), Department Graduate Tutor (Research), the Education Administration Team Lead, the GOS ICH Events lead, and the Institute Manager has been established. The recently appointed education and life-learning leads (Department Education and Life Learning Leads - DELL) in each academic department will act as conduits between SET and their departments to improve communication. The SET will provide senior leadership encompassing all education

activity, including both strategy and quality assurance/enhancement activities, and clear line management of all related activity. Both the SET and DELL groups will meet regularly with additional meetings as necessary. Terms of reference for the SET and DELL groups will be developed and a chain of responsibility for policy implementation in departments established.

To further improve communication between existing education programmes and enable sharing of best practice, we will establish a GOS ICH Education Forum comprising programme directors, teaching staff and interested others. The Education Forum will be organised by the Department Graduate Tutor (DGT) (Taught) and will host training and discussion events for teaching staff.

Ensuring high quality administrative support for teaching

The Transforming Our Professional Services Programme (TOPS) is working to redesign and modernise Professional Services. This is a timely re-organisation that presents an opportunity to develop an improved administrative structure for teaching at GOS ICH. We will aim to ensure equity of provision for all teaching programmes and to avoid duplication of effort. Ensuring a high quality educational experience for students' needs is a priority.

The execution of many of the objectives laid out within the education strategy are necessarily dependent on the provision of high quality and efficient administrative support. We will conduct a review of the support available and determine the optimum way to underpin the provision of teaching, so that academics and researchers are freed from the burden of unnecessary administrative tasks. This will have the effect of also enhancing the importance of the administrative roles to facilitate appropriate career progression. Of

prime importance will be service agreements that establish the responsibilities of all individuals involved in course delivery. We will encourage a culture within which all individuals involved in course provision, from advertising and registration through to on-the-day teaching, feedback and follow-up, are focussed on the student experience.

We will develop service agreements for the support provided by the relevant administrative team to academics involved in provision of teaching and allied educational events. This will encourage academics to utilise their expertise to participate in teaching, unencumbered by administration issues.

2. Ensuring continued high quality, research-led teaching

To ensure maintained excellence in the quality of research led teaching we will ensure regular annual review of curriculum design, the design and delivery of lectures and tutorials, marking and feedback. Staff need robust, objective and useful feedback on their teaching to continue to develop as educationalists.

Promotion of training for teaching through Arena, UCL's professional development pathway for teaching, through which nationally recognised fellowships accredited by the Higher Education Academy are awarded to teaching and support staff, will be strengthened. The peer dialogue scheme together with annual review of all taught modules including review of student feedback will be implemented and monitored robustly. Some training for teaching should be locally organised at GOS ICH. The education forum will be a valuable resource to provide training for teaching at GOS ICH and build better communication between education programmes to share good practice. Staff will be encouraged to engage in and publish and present research relating to their educational activities. The new Faculty strategy will also lead to the implementation of a "Programme team" approach whereby all core module leads and tutors on a programme will meet to discuss learning objectives, assessment, digital support and other needs and requirements for 1-2 days on an annual basis.

In addition to the UCL Teaching Awards for which staff will be encouraged to submit entries, GOS ICH will investigate the potential for introducing local awards in recognition of excellence in teaching as determined by students.

All teaching will incorporate participant feedback and a standard template for this is currently being developed by UCL, with likely implementation in 2019/20. When teaching activity is quantified this should include feedback presented in a standard format. It will not be acceptable, and no longer possible, to select results or quotes for inclusion, feedback should be given in its entirety. This feedback will be included in annual appraisals and promotion applications as evidence of quality of teaching recorded. All teaching staff will undergo regular peer assessment.

Developing programmes of teaching aligned to research strategy

GOS ICH is at the forefront of child health research internationally and this expertise forms a solid basis on which to develop research led teaching. One of our key areas of strength is that we cover the full spectrum of research that is relevant to child health from genetic and molecular based science through clinical research to population and applied health

research and this needs to be reflected in our educational offerings. To ensure strategic planning in developing educational offers, further developments will utilise the experience of the current successful established programmes of education as well as drawing heavily on subject specific expertise.

An annual teaching census will ensure monitoring of the teaching load across GOS ICH and may help to identify potential for expansion, for example in skills based short courses.

A review of all existing modules will be conducted to identify where provision could be streamlined. This will not only facilitate module choice for students, but ensure better use of existing teaching staff and may also improve inter disciplinary working.

We need to understand and respond to the market to ensure that we are effectively targeting our energies and expertise. There are competitors in London, nationally, and internationally in this education space but the ICH brand is strong and has been strengthened recently by the more prominent inclusion of the Great Ormond Street brand. Better intelligence, or in some circumstances co-working with other providers, may be helpful in identifying targets for development and maximising student/ participant numbers and income. Exploring education needs with Health Education England and the London and National postgraduate paediatrics and parallel professions' training and regulatory bodies may further identify new education and professional development opportunities. The international market should be further explored to identify appetites for both UK and locally delivered education packages. Effective and persuasive marketing of the excellent education provision at GOS ICH and the range of benefits of studying at GOS ICH need to be professionally led.

3. Strengthening links with Great Ormond Street Hospital (GOSH) and wider UCL

We are committed to continuing to work closely with GOSH. Our close links with the hospital are a significant attraction for prospective students and considerable teaching and project supervision is provided by GOSH clinicians. GOSH has recently launched its Learning Academy bringing together education and training from three separate divisions into one under the directorship of an Executive Director for Education. It is therefore timely for both organisations to align their education strategies and to work in collaboration to provide education through a cost-effective and accessible way, identifying new market opportunities, and creating high-quality teaching spaces. To this end, a Learning Academy working group has

been established between GOSH and GOS ICH to explore ways of maximising shared opportunities for educational expansion. This group will report to UCL's Child Health campus group chaired by Professor David Lomas, Vice Provost Health.

We will explore with GOSH opportunities for providing a UCL accredited educational offer for overseas' students on clinical observerships and for clinical fellows at GOSH to enhance their experience. We will explore the franchising of GOSH training to GOS ICH rather than their current policy of using non-UCL university accreditation. We aim to build a framework jointly for staff to contribute to teaching programs,

examined and otherwise. There will be close collaboration with GOSH when considering the development of e-learning technologies (see objective 7).

We also need to strengthen our links with other institutes within our faculty, and across wider UCL. At faculty level a deputy Director (Education) forum has been established with similar aims to that established at GOS ICH to maximise opportunities for sharing experiences and for support amongst the Deputy Directors

(Education). This includes the deputy Directors (Education) in each of the seven institutes in the Faculty of Population Health Sciences (Institute of Cardiovascular Science, Institute of Clinical Trials and Methodology, Institute of Epidemiology and Health Care, GOS ICH, Institute of Global Health, Institute for Health Informatics, Institute for Women's Health).

We will continue to develop modules across faculty and UCL departments, building on existing research links.

4. Developing metrics for teaching activities

Encouraging academic staff to participate in education requires incentives and rewards. A requirement for all academic staff annual appraisals to have at least one education based objective is essential but metrics of engagement are also necessary to monitor and ensure equity of contribution. Whilst it is acknowledged that quantification of educational activity may be problematic, this does not preclude attempts to do so. It is important that there is transparency of educational input and that only those responsible for the underpinning, preparation and delivery of education at GOS ICH are credited.

With research-based activity, the metrics of success are grant awards and published papers. These are tangible outputs which are clearly attributed to named individuals, or groups of individuals, with transparency of leadership and support members.

Current education metrics are based on numbers of students taught and/or overall financial gain. Whilst GOS ICH would wish to maximise financial gain from teaching, we also need to account for internal training which negates

the need for staff to seek this externally, thus saving money. There are also other less tangible benefits, as internal training contributes to staff development which may translate into improved research success (grants and papers). Hence, we will develop metrics of both student numbers (internal and external) and financial net income to UCL. These metrics must be given on all academic appraisal forms alongside the more established research metrics of papers published and grants obtained during the previous year. The metrics will account for organisation of courses, preparation of materials, delivery and support, recognising that there may be a team effort, with differing levels of input, similar to that with a published paper. Each module or short course will have a team 'authorship' with placement as per a paper and transparency of who has taken the various roles and their consequent input to success.

This process of quantification and transparency will encourage academic staff to participate more readily in educational activity in the knowledge that their input will be properly recognised, as much as if it were a research activity.

5. Increasing education provision at GOS ICH

Our existing educational post-graduate, under graduate and short course provision provides a solid basis on which to expand, utilising our potential to increase student numbers on existing programmes in addition to new enterprises. The renewed culture of education will aim to make efficient use of infrastructure, available rooms and equipment, as well as staff expertise and time devoted to education. To do this, we need to consider the delivery of classroom education as an entity, involving the traditional BSc and MSc courses, alongside additional CPD and Life-Learning activity/Executive Education/ Short course provision. Research and Teaching Departments will be responsible for identifying and implementing new teaching opportunities allied to their research strengths.

Maximising income from CPD and non-examined higher education

All MSc modules with space capacity should be available as “tasters” to ensure efficient use of the teaching and space as well as drawing in potential students for Masters and other programmes.

Short courses (life-learning/executive education) are the optimum means to maximise additional usage and income from available rooms. Unlike the education programmes which are necessarily restricted by academic terms, there is more flexibility for running these courses which are not limited by term dates, hours of operation, exam requirements or requiring formal documentation and approval with long lead times. GOS ICH is the main provider of short courses within UCL and will build on this to develop an expanded portfolio. The direction of this enterprise will be led by the research expertise of our academics.

To develop CPD and Executive education requires an administrative infrastructure to support the academic staff and this will be reviewed.

Explore potential for expansion of undergraduate education

Provision of undergraduate education by GOS ICH has increased considerably recently to include not only the MBBS, but the establishment of the now highly successful IBSc in Paediatrics and Child Health, development and leadership of several modules (Acute and Chronic Infectious Diseases and Child and Adolescent Public Health) and significant teaching contribution on others, including the recently launched UCL BSc Population Health. Development of further undergraduate teaching will be considered in light of the wider GOS ICH strategy. This will require a PR exercise to develop a greater understanding of the gaps in UCL provision that could be filled/complemented by GOS ICH led teaching.

To facilitate expansion of undergraduate courses will require clear administrative structures to underpin academic input.

Maximising student numbers on existing programmes

Where there is potential to increase student numbers on existing programmes, in conjunction with faculty expertise, we will explore how best to maximise existing markets. This will include identifying where and how co-working with similar organisations with similar education goals and activities might provide efficiencies of scale, and engaging with international markets for PG and CPD provision. The new GOS ICH brand

strength and reach should be identified and exploited across all markets (UG, PG, and CPD).

We will regularly review Student admission procedures and identify best practice for maximising conversion rates of offers to acceptances. To this end we have developed Induction pages on Moodle for students who have accepted an offer. This is being populated with information about each programme as well as more general information to engage these students and make them feel a part of GOS ICH before commencing their studies. GOS ICH website is an important source of information for prospective students and current students and urgently needs to be made fit for purpose and kept up to date.

Improving research student numbers and environment

Although there are a significant number of PhD students at GOS ICH, including an excellent nationally competitive PhD Programme, there is room for expansion. We will encourage a

pathway to PhD from MSc, MRes, undergraduate and CPD courses and promote research degree opportunities to staff at GOS ICH and GOSH. We will explore ways of supporting PhD students with respect to next destinations and encourage students/supervisors to explore “PhD plus” funding opportunities.

We will optimise the staff-student supervisory ratio and continue to review and enhance the student experience, particularly with respect to quality of supervision. Supervising PhD students is a key part of the academic role for which early career researchers need support. We will explore the most effective mechanisms for encouraging and supporting them to gain PhD supervision experience. We have taken into account the student voice (through the Post Graduate Research Experience Survey (PRES) and the Staff-Student Consultative Committee (SSCC)) in targeting some specific areas for strengthening including agreeing personal training and development plans, provision of careers advice and research culture.

6. Ensuring equality, diversity and inclusion

We are committed to drive diversity of student recruitment, equity of attainment, and an inclusive community which promotes equality of respect for all members of the GOS ICH's diverse student community.

Lectures should ideally be timed during core hours. Where it is outside these, we will try to ensure that the material is available via Lecturecast and that new key principles are not introduced. Timetables should be made available with sufficient notice for participants to arrange childcare, other responsibilities or medical

appointments. We must adhere to the timetables provided to participants. Timetables must be accessible to all students in sufficient time prior to course commencement. All training should make materials available to students, preferably in the form of Lecturecast and written materials. All reasonable requests from students to accommodate religious or other time restrictions (for example during fasting days) should be given proper consideration and be catered for where possible. Prayer and breast feeding facilities will be made available wherever possible.

7. Developing new technologies for education

Online learning is an essential component of any education programme and we will ensure that GOS ICH is equipped to compete within the current market. Development of online learning not only widens the reach of education but also provides a marketing source by attracting students to register for other courses and programmes. The e-learning champion will lead on exploring the provision of training and resources for staff interested in delivering teaching using upcoming and innovative methods. There will be increasing numbers of new opportunities to offer short and taster courses, and to develop online courses and distance learning over the next five years. Consequently, we will reach a larger global student population and maximise impact. These exciting developments will be augmented

by an increased presence within educational innovation in e-technology. It is important that we fully utilise the expertise we have to maintain a strong foothold within this exciting arena, and that GOSICH is a leading player in the movement of educational growth in the optimal direction. Seed funding will be sought to develop research in innovation in education and form partnerships outside GOSICH that are appropriate to this task. An e-learning committee will be convened by the e-learning champion to develop and oversee the e-learning direction of GOS ICH, they will be responsible for procreation and administration of the seed funding. This committee will include representation from GOSH to ensure that any platforms and systems instigated are compatible across the joint institutions.

Conclusion

As the premier clinical paediatric training institute in the UK, with a world-renowned integrated hospital, the vision is to grow our educational reputation to match. The GOS ICH five-year education strategy has been developed to deliver our part in the wider UCL Education Strategy 2016-21 and to align with the educational objectives of the Faculty of Population Health Sciences. The education strategy is an important tool to achieve the recommendations of both the Gill and IQR reviews, providing stronger links with our partner institution, Great Ormond Street Hospital, and moving us towards a position of greater education strength. Over the next five years, our vision is to ensure delivery of world-class education in child health, via a Connected Curriculum and research-based teaching experience, thereby attracting highly motivated students with excellent potential from around the world to study at GOS ICH

Appendix: Actions and Requirements for implementation of GOS ICH education strategy and Key Performance Indicators (KPI) of successful delivery.

Developing an education culture at GOS ICH

ACTIONS:

- Ensure that all new academic contracts reflect the responsibilities for both teaching and research as identified in the UCL Academic Framework.
- All academic staff to have at least one teaching objective on their annual appraisal.
- Raise awareness that for academic staff, applications for advancement through promotion, rebanding and increments must demonstrate evidence of substantial and sustained input to educational activity.
- Raise awareness among staff to report significant educational achievements for inclusion in GOS ICH bulletins. This would include establishing new teaching programmes or modules, increases in student numbers on existing programmes and staff achievements.
- Form Senior Education Team with terms of reference. Arrange regular meetings.
- Department Graduate Tutor (teaching) to organise GOS ICH Education Forum
- Creation of service agreements for administrative under-pinning of MSc, BSc modules, CPD and Executive education/ short courses.
- Create local teaching awards to reward sustained, excellent and/or innovative work

REQUIREMENTS:

- Ensure process in place for HR to vet all new job contracts to verify that responsibilities for teaching and research as identified in the UCL Academic Framework are met. There needs to be a central process for monitoring appraisal returns before sign off at GOS ICH level.
- Teaching staff and administrative support staff to take appropriate responsibilities for teaching provision

KPI:

- Increase in overall % ring-fenced teaching time of GOS ICH staff.
- Record of meetings and topics covered.
- Service level agreements for administrative support implemented.

Ensuring continued high quality research led teaching

ACTIONS:

- Develop targets for numbers of staff to gain ARENA awards.
- Develop targets for staff numbers to apply for UCL Teaching Awards
- Introduce GOS ICH Teaching Awards
- Creation of a standard metric for post-course feedback from students
- Ensure peer assessments are regularly undertaken for teaching staff
- Use annual teaching load census to inform development of new programmes and short courses
- Explore potential markets in relation to GOS ICH research strengths

REQUIREMENTS:

- Administrative gathering of appraisal records of ARENA participation and Teaching Award application rates and successes. Administrative system for policing peer assessment records and feedback gathering.
- Marketing expertise from central UCL

KPI:

- Increased numbers of staff taking up ARENA training or applying for local and UCL Teaching Awards. Successful award of ARENA qualifications and Teaching Awards.
- Development of new modules, programmes and short courses that attract students

Strengthening links with Great Ormond Street Hospital (GOSH) and wider UCL

ACTIONS:

- We will work towards developing a joint GOS ICH and GOSH Education strategy
- Directors of education to liaise with GOSH training to ensure maximum collaboration.
- Regular meetings between Directors of Education GOS ICH and the Director of Education GOSH
- Faculty to organise Education forum for Faculty Deputy Directors (Education).

REQUIREMENTS:

- UCL to facilitate GOSH inclusion in GOS ICH room bookings and library access. UCL to facilitate contract negotiations for franchising.

KPI:

- GOSH and GOS ICH strategies aligned.
- Regular interaction with other Faculty Deputy Directors (Education)

Developing metrics for teaching activities

ACTIONS:

- Identify or develop appropriate metrics for quantification of teaching activity

REQUIREMENTS:

- Administrative support in collation of existing potential metrics
- Administrative mechanisms for collecting and collating agreed metrics

KPI:

- Evidence of metrics and their uniform application

Increasing educational provision at GOS ICH

ACTIONS:

- Reorganisation of management of administrative structures to support non-examined and CPD educational activity
- Perform review of current UG teaching.
- Review of current marketing procedures across education programmes at GOS ICH
- Review of student admission procedures
- Monitor applications and conversion rates
- Review and regular update of GOS ICH website
- Ensuring an equitable staff-student PhD supervisory ratio
- Intensify monitoring of PhD e-log engagement and other indicators of frequency of supervision, with prompt action if inadequate supervision is identified
- Initiate and support cross-Institute and cross-Faculty activities that enhance cohort-building and research culture, particularly those that are student-led

REQUIREMENTS:

- Administrative collation of income generated from CPD and Executive education
- Support with marketing of short and taster courses.
- Central collation of data.
- Training for teaching administrative staff in web site maintenance.
- Marketing expertise input.
- Administrative system in place to collate necessary data

KPI:

- Financial income. Numbers of course participants (internal and external). Usage of rooms maximised.
- Determine the scope for increase in UG teaching provision
- Increase in MSc student numbers; enhanced supported and up-to-date website
- increased application and conversion rates
- Increased numbers of PhD students; improved staff-student ratio; improved Post Graduate Research Experience Survey (PRES) feedback

Ensuring equality, diversity and inclusion

ACTIONS:

- Review existing provision for accommodation of minority groups of students.
- All teaching and administrative staff to be made aware of the processes for dealing with student requests for special consideration to allow them to fully participate within the education programmes.

REQUIREMENTS:

- Administrative staff to ensure timetables finalised and available to students in good time.
- Support to ensure Lecturecast facilities available to lecturers and material accessible to students.
- The Departmental Equal Opportunity Liaison Officer (DEOLO) to provide information on issues re equality across GOS ICH.

KPI:

- Reduction in unresolved complaints.
- Implementation of policies
- Lecturecast in every teaching room (IQR recommendation which needs implementing).

Developing new technologies for education

ACTIONS:

- Ensure e-learning champion who will take responsibility for provision of training and resources for staff developing online courses
- Encourage research into innovation within education
- Create an e-learning committee incorporating representation from GOS ICH

REQUIREMENTS:

- Input from central UCL is essential to online provision. We need central IT on board and training/support for development of such material
- Seed funding

KPI:

- Increase in online educational provision from GOS ICH

Notes

Notes



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