

**LEARNING, TEACHING AND ASSESSMENT
STRATEGY 2012-2016**

THE INSTITUTE OF CANCER RESEARCH



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UK Quality Assured

Reviewed 2012

SECTION A: INTRODUCTION

Background

The Institute of Cancer Research's Learning, Teaching and Assessment Strategy 2012-16 (LT&A) is aligned with the ICR's Strategic Plan 2011-16 and contributes to the fulfilment of the ICR's Vision, Mission, Strategic Goals and Objectives. It covers all aspects of learning, teaching and assessment. The E-Learning and Library strategies are sub-strategies to this document and are included as Annexes A and B respectively.

The ICR mission is to make the discoveries that defeat cancer. We do this through:

- Research into the causes, prevention, diagnosis and methods of treatment of cancer
- Education and advanced training of medical and scientific staff
- Treatment and care of the highest quality for cancer patients
- Attraction and development of resources to the optimum effect.

The ICR's Strategic Goals are:

To be a world leader in fundamental research into cancer and the translation of research discoveries into improved outcomes for cancer patients.

To educate and train the next generation of cancer researchers and clinicians.

To deliver a world class and sustainable organisation to support cancer research and education for patient benefit.

The ICR's Objectives for Education and Training are:

To offer high quality postgraduate research training for students of the highest intellectual calibre.

To provide research-led education to clinicians specialising in oncology to enable a rapid translation of research outcomes to improve patient care.

To provide tailored training opportunities and support for the career development of postdoctoral researchers. [Note: the strategy for meeting this objective is set out in the ICR's HR Strategy 2011-16.]

Context

The ICR is a College of the University of London. It offers postgraduate courses only. This reflects its status as a specialist cancer research organisation, working at the forefront of cancer research, and is integral to its strategic approach to learning, teaching and assessment. It has long-established provision for MPhil/PhD and MD(Res) students and has also offered an MSc in Oncology since 2006.

The strength of our research programme and the quality of training offered to research students is demonstrated by the ICR's performance in being placed first overall in the Times Higher Education tables of outcome of the Research Assessment Exercise 2008; this ranked the ICR as the leading Higher Education Institution submitting to more than one Unit of Assessment.

The Quality Assurance Agency institutional review in January 2012 confirmed that:

- the academic standards of the Institute's awards meet UK expectations for threshold standards
- the quality of student learning opportunities at the Institute meets UK expectations
- the enhancement of student learning opportunities at the Institute meets UK expectations.

During the 2010/11 academic year there were 107 FT students and 51 PT students registered for research degrees, with a further 36 FT and 61 PT research students writing up. There were also 150 PT students registered for the MSc (Oncology) taught course, at PG Cert, PG Dip and MSc levels.

As at February 2012 there were 98 FT students and 48 PT students registered for research degrees, with a further 37 FT and 55 PT research students writing up. As at May 2012 there were 147 PT students registered for the MSc (Oncology) taught course, at PG Cert, PG Dip and MSc levels.

Achievements

The LT&A Strategy builds on the achievements of the Learning and Teaching Strategy 2009-2012. These include:

Quality

- Achieving confirmation from the Quality Assurance Agency following the institutional review in January 2012 that the ICR meets UK expectations for threshold academic standards for its awards and is also meeting UK expectations in the quality of learning opportunities and in our strategies for enhancement of student learning opportunities. This affirms the success of the previous Strategy and that our core business is fit for purpose.
- Conducting the first Periodic review of the MSc course, with positive feedback and constructive suggestions (now implemented) from the external reviewer;
- Strengthening the student contribution to quality assurance, through participation in the national PRES and PTES surveys, enabling us to benchmark our performance; through introducing training for new student representatives; and through the inclusion of a taught course student representative on the Academic Board;
- Implementing actions to meet the recommendations of the QAA audit in 2008, for example through the development of formal mechanisms for the consideration,

implementation and reporting back on external examiner reports, and obtaining the QAA's sign-off in March 2010;

- Successful HESES audit by HEFCE in 2010, and successful review by UKBA in 2011 and achieving "Highly Trusted Sponsor" status;
- Establishing the Data Quality Review Group, leading to greater co-ordination of HESA returns;
- Conducting an Equality Impact Assessment on all Academic Services owned policies, continuing to monitor outcomes against equality criteria to report to the Equality Challenge Unit;

Governance

- Assumption of responsibility from the University of London for doctoral students' submission of their final theses;
- Streamlining the Academic Committee structure and clarifying and strengthening its delegation of powers to sub-committees;
- Strengthening the Codes of Practice, Regulations and underpinning policies as appropriate, for instance to cover the Annual Monitoring Exercise for taught courses and interruptions to study, and refining the supervisory arrangements for research degree students;

Resources

- The development and initial implementation of "Lab Book", as an innovative platform for delivering transferrable skills training to research degree students at the point of need;
- Transition of the taught course virtual learning environment to an open-source platform, enabling customisation in the next period;
- Developed guidelines for the accessibility of e-learning applications.
- Promoting public communication of science, for example through the increase in the number of STEM ambassadors from 16 to 28 over the period of the audit, and through high-quality summer placements for undergraduates;
- Organising numerous Distinguished, Inaugural and Link Lectures during the period covered by the Strategy, and launching a series of Grand Rounds in January 2012.

Course delivery and management

- Consistently achieving at least 70% of PhD submissions within four years;
- Consistently achieving a pass rate of 100% for PhD submissions;
- Improved efficiency and user-friendliness in the systems for monitoring research degree students' progression, through the implementation of the electronic "iProgress" system;
- Supporting the first cadre of MSc students through to graduation in 2009, and registering in excess of 100 students annually on the course;

Issues for development

We will continue to seek to enhance the quality of the ICR's research degree programme and student support. During the previous Strategy period we completed the introductory

work related to the MSc (Oncology), and will now consolidate and enhance its quality and consider future developments of taught courses.

Specifically:

- We will implement any actions required following our review of external examiner arrangements for taught courses to ensure they comply with the revised QAA guidance.
- Changes to Government funding for higher education and increasing scarcity of other studentship funding emphasise the need to continuously seek new funding opportunities and to focus on securing students of the highest intellectual calibre. We also seek to influence the national debate on research degrees and postgraduate taught course funding.
- We will strengthen induction arrangements for MD(Res) students to ensure that they are on a par with those for MPhil/PhD students.
- We will address the recommendations made in the Student Written Submission prepared in October 2011 for the QAA institutional review, where necessary working with other Corporate Services departments. These were:
 - There should be a single electronic resource for student records and learning (including iProgress, the portfolio, the training tracker, and Lab Book)
 - Issues around support for students whose supervisors are leaving should be kept under review, including the review already due in June 2012
 - The intranet (iSpace) should be accessible off-site (For further information on achieving this, please refer to the IT Strategy)
 - The length and structure of modules in Perspectives in Oncology should be kept under review
 - There should be more guidance on reading material before the teaching of MSc modules, plus handouts before lectures & recordings after them.
- We will consider how to meet the challenge of ensuring that the ICR's taught course programme supports the ICR Goal of translating research discoveries into improved outcomes for cancer patients, through the supply of medical practitioners with training in relevant fields of oncology.
- Response rates to student surveys remain low, though in line with national averages, and we will continue to seek to improve our dialogue with taught course and MD(Res) students in particular, as well as building on the engagement and good communications in place with research degree students.
- We will evaluate our viva processes and guidance to ensure students are effectively prepared and do themselves credit.
- Work with students to discover their most effective ways of learning, particularly through the use of new technologies.
- The split site working environment continues to pose challenges for teaching and learning, for student communications and for administrative arrangements. We will

endeavour to provide a stable, site independent teaching and learning environment for our students, by:

- Providing alternative adequate space for MSc teaching given that the ICR must vacate the current space at 125 Old Brompton Road.
- Moving to e-document management of Registry records to support multi-site working.
- We will continue to explore how to work with taught course students to improve completion rates.
- We will address the need to provide online certificates, transcripts, European Diploma Supplements and Higher Education Achievement Records both physically and then online (when the Higher Education Digital Academic Records Exchange (DARE) and Higher Education Degree Data-check (HEDD) initiatives become clear and the post-graduate requirements are finalised).
- We will simplify the rolling quality assurance and enhancement programme moving to a risk-based approach.
- Data management has improved over the period of the last strategic plan but is not yet optimal. By summer 2012 we will have reviewed our management information needs including reviewing our engagement with the forthcoming new Chapter on Information in the UK Quality Code, listing all the data provided for every purpose in each academic year, and specifying the exact nature of the data. Thereafter we will use the data for quality assurance and enhancement purposes, including quantifying the effects of initiatives, as appropriate.

Consultation

The relevant academic and corporate committees, the Academic Dean's Team, the research degree Student Liaison Committee, and the taught course student open meetings have been consulted in drawing up this Strategy. It is linked to the ICR's Research, HR, Equality and Diversity, and Financial strategies, all of which help to support its delivery.

Implementation

The Strategy was approved by the Board of Trustees on 12th July 2012. Responsibility for its delivery rests with the Academic Board, which will approve operational plans for each year of the Strategy's lifetime; ensure that these plans will together deliver the strategy, and hold to account those responsible for each element of the operational plans, which will include members of Faculty and administrative staff. The annual quality assurance plan will form an annex to each year's operational plan and accountability for its delivery will work in the same way. The official responsible for developing comprehensive and effective operational plans that achieve value for money is the Registrar.

Evaluation

The Learning, Teaching and Assessment Strategy's impact will be evaluated primarily in terms of whether the ICR achieves its Key Performance Indicators in this field. These are listed below. Other mechanisms for evaluating performance on each aim of the Strategy are set out below the relevant aim.

KPIs

Achieving at least 80% of PhD submissions within the 4 year requirement, with an aspirational target to increase this to 90% within the period of this Strategy

Consistently achieving a 100% pass rate for PhD submissions

Registering at least 100 students annually on postgraduate taught course(s)

Aspirational targets

Ensuring that at least 90% of students registered on the MSc in Oncology exit with a postgraduate qualification.

50% of research students' first destinations, and 40% of research students' destinations after 3 years, over a rolling period of 3 years, should be in a scientific research role.

Submission of 70% of MD(Res) theses on average within four years over a rolling three year period.

Metric

Monitoring of the number of entrants to research studentship each year to ensure that numbers do not fall below a critical mass.

SECTION B: STRATEGY

Research degrees

Aim 1: To further develop and enhance the quality of the ICR's Research Degrees Programme

The ICR is research-led and offers research degree opportunities across all areas of its work. All science research degree students work on cancer-related projects and are enrolled on MPhil or PhD Degrees. Research degree students who are clinically qualified are termed 'Clinical Fellows' and are normally employed in the NHS as cancer specialist clinicians. They either register for a PhD, or for an Advanced Degree in Medicine, the Doctor of Medicine (Research) - MD(Res).

For Research Degrees, our strategy for enhancement is implemented through:

- Recruitment - ensuring that students are studying in the right environment with the right supervisors for them, through the continual review of the recruitment process.
- Student training - provision of self-directed learning material for transferable skills and grounding in Cancer Sciences, and face to face training, building on the basic skills/knowledge provided by the on-line material.
- Listening to student feedback; discussing it with students and acting on it wherever possible.
- Continual evaluation of the effectiveness and adequacy of the support for students.
- Staff training - supervisor training for new staff and update training for more experienced practitioners.
- Mentoring and career development for Career Development Faculty and ICR Fellows.

During the lifetime of this Strategy we will continue to enhance the research degrees programme by:

- Continuing to maximise the amount of funding available for research degree studentships, and seeking to influence the national debate;
- Competitively recruiting the most promising PhD students, including monitoring the outcomes of the annual recruitment exercise;
- Supporting and monitoring students' progress, including through:
 - developing and enhancing i-Progress
 - monitoring and where necessary enhancing our systems for ensuring that students are supported through any changes of structure or personnel that impact upon their research;
 - effective systems for obtaining student input and feedback, including individuals' views via 1:1 meetings with ADT members; use of the research degree Student Liaison Committee as the primary forum for two-way communications between the ICR and its research degree students collectively; providing training for new student representatives; and analysing the ICR results of the PRES and other student surveys and of exit questionnaires.
 - Regularly reviewing our support for students
 - Effective use of management information
 - Streamlining student progression and training systems

- Reviewing the Student Charter in partnership with the student body as a whole in 2014
- Ensuring the student portfolio uses the most effective medium for effective and portable use.
- Consider options to provide additional support to students during the second year of their research degree.
- Monitoring students' success through time to submitting their PhD / MD(Res) theses and passing their final examinations; and take effective action if necessary to strengthen support mechanisms.
- Contributing to the University of London's development of the assessment policy for research degrees, and to other UoL issues.
- Reviewing ICR policies and procedures against the new QAA UK Quality Code and other relevant guidance.
- Developing an ICR allocation process for Clinical Research Fellows undertaking a PhD studentship, similar to that for science students.
- As a key challenge, continuing to monitor and effectively support all research degree students who remain registered with the ICR but work off-site.
- Seeking to reinforce and measure success through the collection of alumni data and case studies, as well as building an ICR alumni community.
- Continuing to maintain a high level of student engagement.
- Maintaining comparability of standards for support for both MPhil/PhD and MD(Res) students.
- Introduce a new application process for part-time students (MD(Res) and MPhil/PhD) and for Clinical Fellows

Key Risks

Failure to maintain academic standards

Reduction in studentship funding

Key evaluation mechanisms

Research degree KPIs

PRES, biennial internal student survey and Exit questionnaire feedback

QAA institutional review

Themes in external examiner reports

Taught postgraduate degrees

Aim 2: To further develop and enhance the quality of the ICR's MSc (Oncology), to consider the need for other specific training in oncology and where possible to provide appropriate courses

The ICR attaches great importance to providing postgraduate taught degree programmes to further its mission to provide training for the next generation of cancer researchers and clinicians. It runs an MSc in Oncology which is aimed primarily at Specialist Registrars in the fields of Clinical and Medical Oncology. Its students are part-time and may exit at Certificate, Diploma or MSc level. A prime issue for the current Strategy is whether the wider Goals of the ICR in developing translational research for patient benefit require the expansion of the taught course portfolio.

For taught course degrees, our strategy of enhancement is implemented through:

- Recruitment – building good relations with the medical Deaneries or successor organisations; ensuring students receive an effective induction, and liaising effectively with students' hospital-based educational supervisors.
- Student training – providing students with basic cancer science information before they start, providing prompt feedback on assessments, and providing a 'buddy' system and individual tutorial assistance where appropriate.
- Listening to student feedback; discussing it with students, and acting on it wherever possible.
- Staff training – supporting Course Directors to obtain educational qualifications as necessary; surveying Module Leaders regularly to ensure they are appropriately trained; providing Module Leader training sessions after each Examination Board meeting; ensuring Module leaders and lecturers benefit from student feedback.

During the lifetime of the Strategy we will:

- Consider the need for other specific training in oncology, including researching current provisions elsewhere, and decide whether it is necessary to provide any additional courses.
- As a first step we will consider whether to initiate taught postgraduate or CPD courses to underpin planned developments in molecular pathology and translational genetics.
- Aim to achieve the best track record of students passing their Royal College exams the first time.

We will also continue to enhance taught course provision by:

- Supporting and monitoring students' progress; including through
 - Regularly reviewing our support for students
 - Effective use of management information
 - Effective systems for obtaining student input and feedback, including via day-to-day dialogue with the Course Management Team(s); feedback on individual lectures and on modules; use of the taught course student open meetings as the primary forum for two-way communications between the ICR and its taught course students collectively; providing training for new student representatives; and analysing the ICR results of the PTES survey.
 - The Annual Monitoring Exercise, in line with the new format as agreed by the Academic Board in July 2012

- Consideration of external examiners' reports
- Explore ways in which we can support our taught course students to improve completion rates.
- Continuing to move from didactic to interactive ways of teaching the existing MSc course. An example of recent progress with this is the introduction of e-voting technology and the course team should continue to embed the use of technology within the course.
- Continuing to improve supporting course and lecture materials, including further investigating the use of lecture capture technology.
- Reviewing the Student Charter in partnership with the student body as a whole in 2014
- Conducting a further Periodic Review of the MSc (Oncology) in 2015, at which internal and external panel members will collaborate.
- Reviewing ICR Regulations, policies and practices against the new QAA UK Quality Code and other relevant guidance.
- Continuing to maintain a high level of student engagement.

Key Risks

Failure to maintain academic standards

Failure to maintain student target numbers

Changes to Government funding arrangements

Data quality of HESES / HESA student stream: potential affect on funding

Changes to HEFCE student funding models

Changes in external training environment e.g. in the London Deanery

Key evaluation mechanisms

Taught course KPIs

PTES feedback

External examiners' reports

Achieving target student numbers for any new courses

Learning and teaching support

Aim 3: To provide excellent support for learning and teaching, including through the exploitation of IT, and through the provision of services at the forefront of academic administration

The ICR places a high value on supporting learning for students and on widening personal and professional development for all. Notwithstanding its relatively small numbers of students and support staff, the ICR needs to work to the same administrative and assurance standards as other Universities to assure comparability. We therefore put a high priority on working efficiently, learning from others' practices, networking effectively and having a flexible approach.

Our Quality Assurance processes give priority to maintaining academic standards in curriculum design, content and management and the delivery of taught courses; maintaining excellence in research and therefore in our research degrees portfolio, and enhancing the quality of student learning opportunities for all our students.

Our strategy for enhancement of support for learning and teaching, including IT support, is implemented through:

- Responding to advances in technology and pedagogical understanding and regularly evaluating the content and style of delivery of existing projects, in order to determine whether these remain fit for purpose and cost effective.
- Excellence in e-learning, to reflect the needs of MSc students who are with us only one day a week, and to overcome the problems caused by the ICR's split site. This is delivered through the E-Learning Strategy (Annex A)
- The provision of appropriate research literature, information resources, bibliometric reporting services, and advice and tuition to library users. This is delivered through our Library Strategy (Annex B)
- The systematic use of qualitative and quantitative information to monitor and enhance the quality of teaching and learning for both research and taught degrees.
- Continuous development of training for students and their Supervisors, and, with the University of London, student careers services.
- Recruitment of high-calibre management and administrative staff and effective training, with a flexible approach to job roles and management where possible
- Reviewing feedback from students and Faculty about relevant issues
- Maximising the use of IT support, in particular through the use of SharePoint for internal and student communications and to assist with administrative processes
- Learning from good practice in other HEIs
- Documenting Operating Procedures to ensure continuity
- Simplifying procedures and the avoidance of gold-plating.

During the lifetime of this Strategy we will:

- Continue to maintain and develop a central portal for taught course students to access resources, and develop a single portal for research degree students.
- Regularly evaluate the content and style of delivery of existing e-learning projects, to determine whether these remain fit for purpose
- Advise on the refurbishment of the CBL Library, ensuring that a dedicated area is retained for PhD students who are writing up their theses

- Provide information resources that support the research, teaching, clinical and administrative needs of staff and students
- Introduce an annual report on training (first report in July 2012).
- We will encourage and make financial support available for Course Directors and module leaders who wish to attend training or study for a formal qualification in Medical Education.
- Integrate a review of international students' needs into all relevant aspects of quality assurance and enhancement reviews. We will maintain the student mentor / buddy scheme, especially for new overseas students and for new taught course students finding it hard to adjust to providing written academic work, and we will make relevant improvements to the induction of the 2012 intake based on a rapid review against the QAA's guidance on support for international students published in January 2012.
- Continue to enable research degree students to get an overview of cancer science, and understand how their project fits into this.
- Continue to develop iProgress
- Streamline the 5 year rolling programme of QAE reviews, taking a more risk-based approach to the frequency of reviews of different quality assurance mechanisms
- Conduct annual QAE reviews
- Review the ICR's Academic Framework
- Review all aspects of provision against the new QAA UK Quality Code, to the timetable set by the QAA.
- Further develop the use of management information (qualitative and quantitative) to support our quality assurance and enhancement processes.
- Work towards securing ISO 9000 accreditation for the Registry, preceded by drawing up and complying with operating procedures for all key aspects of the support services.
- The Research Support Unit will work with Faculty to submit bids for peer-reviewed funded studentships.
- Learn as appropriate from good practice in other UoL Colleges or elsewhere, through taking part in national or University forums and through networking.
- Relevant teams will implement post-audit plans, including that following the QAA institutional review 2012, and report to the relevant regulatory bodies.
- In all areas of activity seek feedback from students and from Faculty on the support services provided, and act on it wherever appropriate.
- We will play a full part in the development of Government policy in areas of core ICR activity, and the development of national guidance, etc, through networking and through responses to consultations.
- Develop platforms for administration which do not make us site dependent.

Key risks

e-delivery systems failures

Accommodation

Increase in the cost of academic journals above the rate of inflation

Key evaluation mechanisms

PRES and PTES, and other student surveys

Faculty Survey

Partnership working

Aim 4: To develop and exploit both existing and new interactions and partnerships with other appropriate organisations in the field of cancer research and education

Our relationship with The Royal Marsden is key to all Institute activities. The ICR and the Marsden work together as a specialist academic health sciences centre. During the lifetime of this Strategy, we continue to work to develop more formal structures to support our joint working.

Our strategy for enhancement of partnership working is implemented through:

- Joint work with the Royal Marsden NHS Foundation Trust and the Mount Vernon Cancer Centre to maximise the benefits for research and taught course students
- Work with other London-based NIHR Biomedical Research Centres to support academic clinical trainees.

During the lifetime of this Strategy we will continue to enhance partnership working by:

- Developing e-learning resources to support strategic collaborations and clinical partnerships, such as with the Royal Marsden Foundation Trust and with the Mount Vernon Cancer Centre.
- Continuing jointly to support the development of the next generation of academic clinical consultants and researchers, in particular through shared responsibility for delivering the NIHR Academic clinical trainee schemes attached to the joint Biomedical Research Centre.

As a small and specialist Higher Education Institution, we benefit greatly from our membership of the federal University of London and see no current need for any significant changes in this relationship. We will however keep under review whether we need to acquire degree-awarding powers.

Key risks

NHS funding changes leading to RMH re-focus
Changes to University of London structure

Key evaluation mechanisms

Successful BRC renewal

The ICR and the wider community

Aim 5: To promote Student and Staff Volunteering, Community Interaction and Public Communication of Science

The ICR has a long history of encouraging staff and student volunteering, community interaction and the communication of science. We remain committed to working to promote both the public understanding of science in general and of the work of the ICR in particular.

Our strategy of enhancement of staff and student volunteering opportunities, community interaction and public communication of science is implemented through:

- Monitoring national initiatives for appropriate initiatives in which ICR students can participate, to encourage young people into science careers
- Training students in key communication skills

During the lifetime of this Strategy we will:

- Identify and promote relevant volunteering opportunities for our staff. During the life of the previous Strategy, the number of STEM ambassadors increased from 16 to 28.
- Provide support for our staff and students to develop their science communication skills, for instance through the provision of Science Writing training.
- Run an annual Science Writing Prize, and encourage students to contribute to the bi-annual student newsletter
- We will build relationships and enhance our profile with key University undergraduate departments providing PhD student candidates through targeting of our summer vacation scholarship scheme.

Key risks

Loss of ICR funding for the activities and for evaluation

Key evaluation mechanisms

Numbers attending science communication training

Number of STEM ambassadors

Number of vacation scholarships provided

Equality and Diversity

Aim 6: To Ensure Equality and Diversity

We will promote equality of opportunity and diversity in all our Learning, Teaching and Assessment activities and our responsibilities under the 2010 Equality Act General Equality Duty:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity between different groups
3. Foster good relations between different groups

Our strategy of enhancement of equality and diversity is implemented through:

- The ICR's Equal Opportunities Statement and a range of equality and diversity policies on, for example, bullying and harassment, race, sexual orientation, religion or belief, and disability, all of which apply to, and are embedded within, Learning, Teaching and Assessment activities
- The provision of information and advice, working closely with the ICR's HR Department and the Training and Development Manager, responsible for diversity and disability issues, who has a strong lateral relationship with Academic Services.
- Linking to the HR Strategy in terms of ensuring equality and diversity in the recruitment and promotion of Faculty.
- Representation of Academic Services staff and Students on the ICR's Equality Steering Group which oversees initiatives to promote equality.
- Publicising our progress and key data through the ICR Annual Equality Report.

During the lifetime of this Strategy we will:

- Seek to further promote equality and diversity within Learning, Teaching and Assessment through staff and student development;
- Continue to review data from the research degree recruitment process in terms of the equality outcomes at each stage of the process. This will be monitored by the Student Recruitment Committee.
- Monitor progression and completion statistics for the taught course, along with any relevant equality and diversity issues, through the inclusion each year of a question on equality / diversity in the annual student survey, and analysing the data as is best possible, if the responses give cause for concern. This question will be included from 2011/12 and its results closely monitored. This method is used because the numbers are too small and course progression too complex for meaningful conclusions to be drawn from the progression data alone.
- Monitor the equal opportunities impacts of relevant policies as agreed with HR following the Equality Impact Assessments conducted during 2010/11.
- Increase the data set we are collecting during the first period.
- Achieve the Athena Swan Charter Silver Award for promoting the careers of female researchers, by 2016.

Approved by the Board of Trustees on 12th July 2012