Inspiring tomorrow’s leaders

Our learning and teaching strategy 2016-21
Our strategic goal

We will educate and train the next generation of cancer researchers and clinicians.

This learning and teaching strategy sets out our priorities and principles for education and training over the next five years.

Guided by this strategy, The Institute of Cancer Research, London, will continue to play a vital role in securing the capacity and quality of our future global cancer research community.
The Institute of Cancer Research, London, is a world-leading higher education institution and a college of the University of London. We specialise in research and postgraduate education in cancer and have a strategic goal to educate and train the next generation of cancer researchers and clinicians. The learning environment of our students is uniquely stimulating, by virtue of our internationally renowned research and our close partnership with The Royal Marsden NHS Foundation Trust.

The Institute of Cancer Research (ICR) has a long track record in offering MPhil/PhD and MD opportunities across the whole range of our research. More recently we also began to offer taught degrees that provide specialist clinicians with a good understanding of cancer science and research.

In the previous strategic period our expertise and success in training and education was highlighted by two independent judgements. In 2012, The Quality Assurance Agency Institutional Review confirmed that the ICR’s academic standards, and the quality and enhancement of our student learning opportunities meet UK expectations. And, in 2014, we retained the top spot for quality of research in the Times Higher Education league table, based on our performance in the Research Excellence Framework that year.

Looking to the future, our learning and teaching strategy 2016-21 sets our aspirations for education and training at the ICR. It exists as one segment of the overall ICR strategy – dovetailing with our research and operational strategies as we work towards our mission of making the discoveries that defeat cancer.

The learning and teaching strategy is structured into three pillars of activity – underpinned by three foundation streams – which are designed to further enhance the quality and range of learning and teaching at the ICR. The routes to this enhancement are varied and include attracting funding, using technology, and collecting and responding to data and insight.

Learning and teaching are, by their very nature, fundamentally collaborative. The ICR’s Academic Dean’s team and Academic Services colleagues look forward to working in partnership with Faculty, students and our peers elsewhere as we continue to educate and train the next generation of cancer researchers and clinicians.

“Our learning and teaching strategy dovetails with the ICR’s research and operational strategies as we work together towards our mission”

Read more about the ICR’s research strategy at icr.ac.uk/strategy

Professor Clare Isacke
Academic Dean

Dr Barbara Pittam
Registrar
The strategy is structured around three pillars of activity, underpinned by our work in three foundation areas.

1. Providing world-class research degree programmes

At the ICR we must continually enhance our research degree programmes to attract and nurture the highest calibre of students. We need to successfully compete for new studentship funding to maintain and increase our student population. We must deliver exceptional support for students during research degrees, and in the transition to their next research role.

2. Teaching tomorrow’s leaders today’s discoveries

Our taught degree programmes provide the clinical leaders of tomorrow with education in the scientific discoveries that underpin their work. We must continually enhance our teaching provision to complement, and help fulfil, the wider goals of the ICR, including expanding our portfolio of taught degrees where appropriate, and in timely and cost-effective ways.

3. Partnering with our peers and the public

The provision of high-quality education and training at the ICR is enabled partly through partnership working, most prominently with our clinical partner The Royal Marsden. We need to foster existing, and forge new, training and education initiatives with academic and clinical institutions to enhance our ability to deliver successive cohorts of multi-skilled cancer researchers. Working with public partners, we need to educate a wider audience about the work of the ICR and inspire the future pipeline of cancer scientists and clinicians.

“We must attract and nurture the highest calibre of students”
Aim
To further develop and enhance the quality of the ICR’s research degree programmes and student support

Pillar 1
Providing world-class research degree programmes

Aim
To further develop and enhance the quality of the ICR’s research degree programmes and student support
The ICR is research led and offers a unique translational research environment in which to pursue research degree opportunities across all areas of its work. We offer MPhil and PhD research degrees suitable for graduates with a first degree in science, and PhD and MD(Res) research degrees for medically qualified clinicians looking to take their first step into a research-active career.

Now

We continually enhance our research degrees 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.
- **Support** – continual evaluation of the effectiveness and adequacy of the support for students.
- **Student training** – provision of self-directed learning materials for transferable skills and grounding in cancer sciences, and face-to-face training, building on the basic skills and knowledge provided by online material.
- **Listening to students** – discussing feedback with students and acting on it wherever possible.
- **Supervisor training and development** – introductory training complemented by mentoring and career development for new supervisors, and refresher training for more experienced practitioners.

Bioinformatics is an essential discipline in contemporary cancer research. An ICR Student Training Needs Review highlighted an unmet need to update and widen the understanding of this area among researchers. To address this, the Learning and Organisational Development team worked closely with scientists in the development of an intensive course called ‘Introduction to Bioinformatics’.

Dr Bissan Al-Lazikani, now Head of Data Science, conceived the course: “It was piloted as a two-day workshop and we sought extensive feedback from participants. As a result it evolved to run over three days and include deeper exploration of the topic areas. The course runs twice a year and mostly targets first-year PhD students, assuming little or no prior knowledge of bioinformatics. It is also open to others who may benefit.

“The aim is to expose participants to the basics of current bioinformatics techniques, and their uses and limitations in cancer research. All the trainers are ICR researchers who apply these bioinformatics methods in their own research. They give their time freely and have developed the course content to a very high standard. Using in-house experts ensures that the examples in the course are real and applicable, and connects the participants to our growing bioinformatics community which provides support and advice outside the course.”
Over the course of this strategy, we will continue to develop ICR research degree programmes by:

• improving success in applying for external studentship funding to maintain and increase our population of research students
• supporting and monitoring students’ progress
• maintaining comparability of standards of support for both MPhil/PhD and MD(Res) students and taking effective action to strengthen support mechanisms where necessary
• measuring the time it takes students to reach key milestones such as thesis submission and passing their final examination
• providing enhanced support for the transition from PhD to postdoc, including training in writing fellowship applications
• measuring success through the collection of alumni data and case studies, and by building an ICR alumni community.

Our aspirations for the enhancement of ICR research degrees will be delivered through a range of activities. We will:

• review the characteristics of PhD programmes elsewhere that have successfully competed for studentship funding
• seek additional funding for research degree studentships, including collaborative bids for PhD programmes which incorporate lab rotations and/or taught course elements. We will promote funded programmes internally and externally by branding them more clearly
• monitor and, where necessary, enhance our systems for supporting students during changes of structure or personnel that impact upon their research
• competitively recruit the most promising PhD students, and monitor the outcomes of the annual recruitment exercise
• obtain student input and feedback through a wide variety of established routes, and act on it
• streamline our systems to record student progression and training
• review the Student Charter in partnership with the student body in 2017/18
• conduct a periodic review of student training in 2019/20.

We will evaluate our success through the following mechanisms:

By monitoring relevant ICR key performance indicators (KPIs):

• to achieve the submission of at least 90% of PhD and MD(Res) theses within four years
• to consistently achieve a 100% pass rate for submitted PhDs

By providing support and monitoring progress towards our aspirational target that, following degree completion, 70% of non-clinical research students go directly into a scientific research role, and 50% are still in such a role three years later.

By monitoring student feedback via regular Postgraduate Research Experience Surveys and exit questionnaires.

By monitoring external examiners’ reports.

By monitoring the number of entrants to research studentships each year to ensure that numbers do not fall below a critical mass.

By monitoring the number of publications per research degree student – both first author and total number.
Aim
To provide postgraduate taught degrees that:
1) support the rapid translation of scientific advancement into benefits for cancer patients
2) fuel the pipeline of highly skilled researchers working to defeat cancer

Pillar 2
Teaching tomorrow’s leaders today’s discoveries
Our taught degree programmes provide the clinical leaders of tomorrow with education in the scientific discoveries that underpin their work.

We currently offer a postgraduate taught course in Oncology and collaborate with Imperial College London in the delivery of an MSc in Genomic Medicine.

The ICR MSc in Oncology was launched in 2006 and in its first decade saw 315 students graduate. It is designed to equip clinical trainees specialising in medical or clinical oncology with a high level of understanding of the theory and practice of cancer science, advanced cancer treatment and experience of cancer research.

The course is delivered on a part-time, day-release basis and encourages proactive problem solving and reflective approaches to medical or clinical practice.

In 2015 Imperial launched an MSc in Genomic Medicine. We partnered with them to deliver a core module in cancer genomics. The degree is an innovative programme that educates students to interpret and understand genomic data, which increasingly impacts on patient treatment and care.

Read more about our MSc in Oncology at icr.ac.uk/msc-oncology
Over the course of this strategy, we will continue to develop ICR taught degree programmes by:

- building good relations with Health Education England, ensuring students receive an effective induction, and liaising effectively with students’ hospital-based educational supervisors
- 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
- seeking feedback from students, and acting on it wherever possible
- supporting Course Directors to obtain educational qualifications as necessary, ensuring Module Leaders are appropriately trained, and that Module Leaders and lecturers make use of student feedback
- consulting on the design of other specialist courses where there is a need, either for clinicians in training, or where we want to increase capacity for higher research degrees in specific areas of our research
- exploring ways in which we can support taught course students to improve completion rates.

Our aspirations for the enhancement of ICR taught degrees will be delivered through a range of activities. We will:

- improve the student experience of assessment
- further develop our training provision for researchers and clinicians who teach
- review the Student Charter, in partnership with the student body as a whole, in 2017/18
- conduct a periodic review of the MSc in Oncology in 2021
- evaluate the risks and benefits of creating new ICR teaching spaces and facilities as we expand our programme
- tighten processes to decide on new course development to ensure stop/go decisions are made within a 12-month timeframe.

By monitoring the relevant ICR KPI:

- to register at least 100 students annually on postgraduate taught courses

By monitoring progress towards our aspirational target:

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

By monitoring student feedback in the regular Postgraduate Taught Experience Survey.

By monitoring external examiners’ reports.

By achieving target enrolments for any new taught courses.

Evaluation
Pillar 3
Partnering with our peers and the public

Aims
To maintain, forge and develop partnerships that support our education and training goals

To widen participation in STEM education through promotion of student and staff volunteering, community outreach and public engagement
Partnership working is already an integral part of the ICR’s approach to learning and teaching. Our relationship with The Royal Marsden is vital for the education and training of future leaders of clinical research.

We build translational cancer research capacity through our National Institute for Health Research (NIHR) Biomedical Research Centre (BRC) at The Royal Marsden and the ICR and our joint BRC Training and Education Strategy. In collaboration with other London NIHR BRCs we support the career development of clinical academic trainees.

As a specialist HEI, we benefit greatly from our membership of the federal University of London and have no current intention to acquire degree-awarding powers, though this is kept under review.

We collaborate with university partners, for example, we recently formalised our collaboration with Imperial to form the Cancer Research Centre of Excellence (CRCE) and expect that this will be a platform for a joint multidisciplinary doctoral training programme.

Working together with the public is another key partnership for the ICR. We have a long history of encouraging staff and student volunteering, public engagement and outreach. Our public engagement strategy aims to ensure an embedded culture of engagement exists at the ICR. It encourages participation in activities that promote the public understanding of science and the work of the ICR.

We continually seek ways to disseminate our research knowledge to NHS staff, so that cancer discoveries made by ourselves and others rapidly inform clinical practice. When the opportunity arose to bid for funding from Health Education England (HEE) to establish an MSc in Genomic Medicine, we approached Imperial and suggested a collaboration to develop a course and submit a proposal for funding.

We see this as an opportunity to provide healthcare professionals with a multidisciplinary perspective on genomics and its application to medicine. Experts from the ICR teach one of the seven core modules, covering the molecular pathology of cancer and its application in practice.

Professor Ros Eeles, Professor of Oncogenetics at the ICR and leader of the ICR module, says: “It’s so important for the ICR to identify opportunities to deliver our expert knowledge to a wide range of the healthcare workforce. That way the latest discoveries can ripple through the NHS more quickly. By collaborating with Imperial we’re able to contribute our expertise within a much broader MSc, reaching an audience we might not otherwise be able to contact.

“In the ICR-delivered module we explain to students the principles of cancer genomics, including predisposition and patient monitoring, and we put particular emphasis on how genomic analysis can impact standard clinical practice, as well as the important ethical issues that are relevant to cancer. We hope that by learning about cancer genomics, students will be able to translate the findings in this rapidly developing area to improve patient care.”

We expect that this will be a platform for a joint multidisciplinary doctoral training programme.
Over the course of this strategy, we will continue to enhance our partnership working by:

- providing e-learning resources to support strategic collaborations and clinical partnerships
- continuing to jointly 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 BRC
- participating in the Cancer Clinical Research Fellows Programme led by the Francis Crick Institute and funded by a CRUK Accelerator Award. As one of the partner institutions, we will co-supervise students funded by the award
- co-ordinating approaches to public outreach that promote opportunities, facilitate sharing of expertise and foster a culture of engagement
- providing appropriate support and recognition for individuals who take part in public engagement and widening participation activities.

Our aspirations for the enhancement of partnership working will be delivered through a range of activities.

Together with The Royal Marsden we will:

- explore the possibility of strategic links with overseas partners to deliver clinical training and education in oncology
- build online resources on our BRC Training Hub platform to support the careers of clinical academics
- continue to deliver our bespoke Clinical Academic Career Development programme of workshops and training
- facilitate networking through activities such as our annual BRC Trainees Forum, and send regular communications via our clinical researcher mailing list.

In other partnership areas we will:

- seek to exploit educational opportunities provided by collaborative working within the joint Cancer Research Centre of Excellence with Imperial
- build our profile with key university undergraduate departments that provide PhD student candidates through targeting of our highly successful and popular summer vacation scholarship scheme
- explore possible partnerships with other universities to deliver taught elements of research degree programmes or further taught courses
- promote, monitor and support training and participation in outreach and engagement activities in a variety of ways
- contribute annually to a large science festival
- encourage recognition of public engagement activities through various mechanisms such as our annual Science Writing Prize
- develop and maintain relationships with the local community through school visits, organising ICR open evenings for local students and work with the London Borough of Sutton in developing a new science school as part of The London Cancer Hub.

We will evaluate our success through the following mechanisms:

By monitoring the number of collaborative PhD schemes at the ICR.

By monitoring the number of ICR STEM Ambassadors.

By monitoring the number of outreach events and activities ICR staff and students take part in annually.

By monitoring the number of ICR staff and students who subscribe to our outreach and engagement communications.

By monitoring the number of ICR funding application with The Royal Marsden, due in 2021.
The pillars of this strategy are the ways in which we intend to educate and train the next generation of cancer researchers and clinicians. To do this, we need strong foundations in the form of resilient systems, quality assurance and fair treatment of students and staff.

The ICR must work to the same administrative and assurance standards as larger universities, in order to assure comparability in the sector, and to keep pace with technological and regulatory change.

The following section outlines the progress that we have already made in building secure foundations to our work, and how we intend to reinforce these further in the future.
The ICR places a high value on supporting learning for students and on widening personal and professional development for all. Our research students are split between sites and are often lab-based, while our taught students may be part-time and may travel from around the country. Online training is therefore a particularly important part of our education portfolio.

However, it is not just student-facing systems that are the focus of our attention. The 2016 Higher Education White Paper proposed the introduction of a Teaching Excellence Framework, and this will require a further shift of emphasis towards accurate, real-time data. In the course of this strategic period we will continue to develop our existing systems for recording student activity, creating real-time reports and feeding other ICR systems with authoritative data.

We enhance our learning and teaching infrastructure and environment by:

- responding to advances both in technology and in best practice in teaching, 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
- striving for excellence in e-learning to reflect the needs of MSc students who may be with us only one day a week, and to overcome the challenges of the ICR’s dual-site geography
- providing appropriate research literature, information resources, bibliometric reporting services, and advice and tuition to library users
- committing to continual development of training for students and their supervisors, and providing student careers services with University of London advisors
- recruiting high-calibre management and administrative staff, with a flexible approach to job roles where possible.

Over the course of this strategy:

- We will develop our student management systems so that they codify business rules and act as a single authoritative source of all student data.
- We will work with other universities to enhance the virtual learning environment for taught degrees (particularly online assessment), and explore its potential for research degree students.
- We will regularly review the style of delivery and content of our existing e-learning resources, ensuring they align to the ICR’s research strategy.
- We will ensure that dedicated writing space is retained for final-year PhD students.
- We will provide information resources that support the research, teaching, clinical and administrative needs of staff and students; and in particular review the use of iSAP (the student recruitment system) and iProgress (the student progression system).

At the ICR we enable our research degree students to develop a set of skills that will help them to get the most from their time with us, and achieve future success. Skills is our sector-leading e-learning resource that supports this aim. Through Skills we curate articles commissioned from ICR staff and students, and from guest experts, on a wide range of topics.

The articles are posted as blog-like content that matches the rhythm of the student research degree cycle. For example, in their first few months student will see content that’s useful to new starters, including on PhD planning. During their time at the ICR, they’ll notice Skills being populated with new, relevant, topics from time management and teamwork, to – in their final year – writing up.

Dr Andrea Biondo, ICR Clinical Research Fellow, says: “Skills gives me easy access to advice from fellow students who’ve recently faced similar challenges. It’s been particularly useful at important milestones in my PhD, such as approaching the first-year transfer viva assessment and, recently, guidance on thesis writing.”

Health Education England (HEE) was so impressed with Skills that in 2014 we licensed the service to them as a tool called Research Clinician. This provides academic clinical trainees at the ICR and throughout London with tailored learning mapped against the NIHR curriculum.
Our risk-based approach to quality assurance processes prioritises the maintenance of academic standards in curriculum design, content and management, and the delivery of taught courses.

The approach maintains excellence in research, and therefore in our research degrees portfolio, and enhances the quality of student learning opportunities for all our students.

We ensure quality by:

- systematically analysing qualitative and quantitative information for both research and taught degrees
- reviewing feedback from students and Faculty
- learning from good practice in other HEIs
- documenting operating procedures to ensure continuity
- simplifying procedures and avoiding over-implementation of quality assurance processes where it does not add further value
- responding to any feedback provided from our HEFCE annual provider review.

Quality assurance

Over the course of this strategy:

- We will continue to take a risk-based approach to the five-year rolling programme of QAE reviews.
- We will conduct annual QAE reviews, integrating a review of international students’ needs into all relevant aspects of quality.
- We will review the ICR’s Academic Framework.
- We will further develop the use of management information (qualitative and quantitative) to support our quality assurance and enhancement processes.
- We will seek feedback from students and from Faculty on the support services provided in all areas of activity, and act on it wherever appropriate.
- We will 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.
- We will learn as appropriate from good practice in other University of London colleges or elsewhere, through taking part in national or university forums and through networking.
- We will play a full part in the development of Government policy in areas of core ICR activity, and the development of national guidance, through networking and responding to consultations.

We actively encourage feedback from students to inform the continual improvement of everything we do at the ICR. There are a wide variety of routes through which students tell us what they think, but one key component of the feedback loop is the representation of students on the ICR’s key committees.

We provide training to student reps so that they can participate effectively. Charlotte Pearce, the 2016/17 Student President, attended the training before serving on several ICR committees, including the Academic Board. “Sitting on a formal committee where you’re often the youngest person present amongst very experienced colleagues can feel quite intimidating. The course was just a few hours long, but committee structures and processes were explained and there was the chance to ask previous postdoc and student reps for their tips and advice. “I found it so useful, it meant that before my first committee I knew what to do with the meeting papers, and I knew what to expect on the day. It gave me the confidence to speak up when I had something to say. The ICR wants and needs input from students, and the training enables us to provide it more effectively.”

“Student feedback informs the continual improvement of everything we do”

Facilitating feedback

We actively encourage feedback from students to inform the continual improvement of everything we do at the ICR. There are a wide variety of routes through which students tell us what they think, but one key component of the feedback loop is the representation of students on the ICR’s key committees.

We provide training to student reps so that they can participate effectively. Charlotte Pearce, the 2016/17 Student President, attended the training before serving on several ICR committees, including the Academic Board. “Sitting on a formal committee where you’re often the youngest person present amongst very experienced colleagues can feel quite intimidating. The course was just a few hours long, but committee structures and processes were explained and there was the chance to ask previous postdoc and student reps for their tips and advice. “I found it so useful, it meant that before my first committee I knew what to do with the meeting papers, and I knew what to expect on the day. It gave me the confidence to speak up when I had something to say. The ICR wants and needs input from students, and the training enables us to provide it more effectively.”

“Student feedback informs the continual improvement of everything we do”

Read more about our quality assurance at icr.ac.uk/QA
Equality and diversity

During 2012-16 we conducted an Equality Impact Assessment on all academic policies and continue to monitor outcomes against equality criteria to report to the Equality Challenge Unit.

In 2016 the ICR was proud to be awarded the Athena Swan Silver Award for our work to support the careers of women in science.

We ensure equality and diversity in our learning, teaching and assessment activities — and fulfil our responsibilities under the 2010 Equality Act General Equality Duty — by:

• adhering to the ICR’s Equal Opportunities Statement and a range of equality and diversity policies relating to bullying and harassment, race, sexual orientation, religion or belief, and disability
• providing equality and diversity training to all those involved in student recruitment
• conducting equality impact assessments on any new or significantly changed policies related to learning and teaching
• providing information and advice on diversity and disability issues to students and all involved in teaching
• ensuring students and Academic Services are represented 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.

Over the course of this strategy:

• We will seek to further promote equality and diversity within learning and teaching through staff and student development.
• We will 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.
• We will monitor progression and completion statistics for taught courses, along with any relevant equality and diversity issues, through the inclusion each year of a question on equality and diversity, and the chance to give qualitative feedback, in the annual student survey.
• We will play an active role in the ICR-wide project to achieve the Athena Swan Gold Award.
• We will monitor the equal opportunities impact of relevant policies.

“ICR mentoring schemes are supporting careers of female clinical researchers”

Read more about the Athena SWAN Charter at icr.ac.uk/ athena-swan

Mentoring making an impact

Research-active clinicians play a pivotal role in the translational approach of ICR science, but commonly face challenges in navigating this dual-discipline career. In response to a need expressed by early-career female clinical researchers, we developed a mentoring scheme aimed at women approaching key career transition stages. Mentoring pairs are matched between research-active consultants and female clinical researchers.

Dr Uzma Asghar, a Clinical Research Fellow in the Breast Cancer Now Research Centre, says: “I’m approaching the end of my PhD and really doubted my ability to bridge the gap to becoming an independent clinician scientist. I chose a mentor who, like me, is a working mum and from a similar ethnic background — so I hoped she would understand the cultural and social challenges I might encounter.

“We meet once a quarter and I’ve got so much out of our relationship. She is a successful senior colleague whom I trust and who has helped me recognise that I’m ‘good enough’. This was the encouragement I needed to seriously consider pursuing an academic research pathway. She has also helped me to understand the complexities of career progression and research funding. I now know how to give myself the best chance of successfully applying for fellowship funding, and the mentoring scheme has helped me find the confidence to take this step.”
Assessing progress

Responsibility for the delivery of the ICR learning and teaching strategy 2016-21 rests with the Academic Board.

The Academic Board will approve operational plans for each year of the strategy’s lifetime and ensure that these plans deliver the strategy. It will also hold to account those Faculty and members of Academic Services who are responsible for each element of the operational plans.

The impact of the learning and teaching strategy will be evaluated primarily in terms of whether the ICR achieves its three KPIs in this field, which are listed here. Other mechanisms for evaluating performance on each pillar and foundation of the strategy are set out in the preceding sections of this document.

We should:
- achieve the submission of at least 90% of PhD and MD(Res) theses within four years
- consistently achieve a 100% pass rate for PhDs that are submitted
- register at least 100 students annually on postgraduate taught courses.

We also have aspirational targets to:
- ensure that at least 90% of students registered on the MSc in Oncology exit with a postgraduate qualification
- deliver career support such that following degree completion, 70% of non-clinical research students go directly into a scientific research role, and 50% are still in such a role three years later.

The Academic Board will also monitor the following metrics:
- the number of research studentships awarded each year (to ensure that numbers do not fall below a critical mass)
- the number of publications per research degree student – both as a first author and the total number.

The annual quality assurance plan will form an annex to each year’s operational plan. Accountability for its delivery will also rest with the Academic Board.

The Registrar is responsible for developing comprehensive and effective operational plans for learning and teaching that achieve value for money.

Read what we achieved in the last strategic period at icr.ac.uk/education-strategy
If you have questions about research degrees at the ICR
email: registry@icr.ac.uk

If you have questions about taught courses at the ICR
email: MScAdministrator@icr.ac.uk