EDUCATION STRATEGY 2012-17

Introduction

This strategy for education has been developed to provide detail in support of the education element of the School's 5-year Strategy - the Aims, Objectives and Key Actions for 2012-15 of which are presented on page 2. The table on pages 3-6 presents supporting actions and details together with investment priorities and milestones

The education strategy primarily addresses generic and School-level education issues. It does not attempt, for example, to define content areas which are mainly contained in Faculty strategies and aligned with research foci, except where such areas were defined in the School Strategy. It also does not set expectations for a single model of delivery as planned developments differ quite markedly between Faculties. Rather the education strategy focuses on what is needed to make new developments successful.

This education strategy has been approved by the Learning & Teaching Committee, the Research Degrees Committee and the Senior Leadership Team.

Professor Sharon Huttly
Dean of Studies
6 August 2012

Aims, Objectives and Key Actions for education set in the School Strategy 2012-17

AIMS

1. To provide future leaders, practitioners, educators and researchers in public and global health with relevant education and training of the highest quality, founded on the research excellence of the School.

2. To offer flexibility in access to study opportunities, facilitated by strategic partnerships and the use of appropriate technology.

3. To increase student numbers through expanding the programme in selected areas

OBJECTIVES

1. To continue to enhance and expand the education programmes, delivered flexibly, in London and elsewhere, face-to-face and remotely, in order to meet changing student needs. To include:
   - Taught and research-based programmes
   - Distance learning and short courses
   - Collaborative courses and training programmes with partners in the UK and elsewhere

2. To ensure the student experience, across all types of programme, is of the highest quality and meets the expectations of students and key stakeholders

3. To attract students with the highest potential from around the world

KEY ACTIONS for 2012-15

1. To meet changing student needs and market supply and demand, develop new programmes in Global Mental Health and One Health; explore new areas of opportunity, both for methods of delivery and course content, such as MScs in Translational Medicine, Clinical Epidemiology and in tropical medicine/ infectious diseases tailored for health workers, such as physicians and nurses, along with new modules for current programmes

2. Develop joint degree and other educational programmes, including exploring the possibility of relocating some courses to low and middle income country settings, working with strategic institutional partners and other collaborators

3. Develop high quality and efficient support systems and facilities for educational programmes and ensure that student support and the student experience reflects the School's position as a leader in its field

OBJECTIVES

Text in bold type is from the [School Strategy](#) - the Objectives and the Key Actions for 2012-15 - the bullet points under each key action give subsidiary actions and supporting detail.

	DESCRIPTION	Key actions 2012-15 & Investment Priorities	KEY MILESTONES 2012-15
OBJECTIVE 1	**To continue to enhance and expand the education programmes, delivered flexibly, in London and elsewhere, face-to-face and remotely, in order to meet changing student needs. To include:** • **Taught and research-based programmes** • **Distance learning and short courses** • **Collaborative courses and training programmes with partners in the UK and elsewhere**	**1. To meet changing student needs and market supply and demand:** **i) develop new programmes in Global Mental Health and One Health;** **ii) explore new areas of opportunity, both for methods of delivery and course content,** *such as MScs in Translational Medicine, Clinical Epidemiology and in tropical medicine/ infectious diseases tailored for health workers, such as physicians and nurses, along with new modules for current programmes* **2. Develop joint degree and other educational programmes, including exploring the possibility of relocating some courses to low and middle income country settings, working with strategic institutional partners and other collaborators** Supporting actions • Improve planning process for new programme developments, including systems to inform developments (e.g. better competitor monitoring process) and improved resource planning • Agree foci of development per academic Faculty (location, mode, partnership), • Plan and implement stage 2 of LSHTM credit framework, including accreditation of short courses and of prior learning, to help maximise flexibility of taught courses study • Develop plan for technology-enhanced	• MSc Global Mental Health launched Sept 2012 • MSc One Health launch 2013-14 • Specific plans agreed for programme developments in each Faculty and School-wide (e.g. Doctor of Public Health (DrPH); Doctoral Training Centres), including student number targets (with increases primarily in distance learning, short courses and through collaborative provision) and resource plans • Phase 2 of LSHTM credit framework implementation completed • Able to award LSHTM degrees where required • Switch to Moodle implemented and improved synergy between provision supported where appropriate • Plan prepared for Technology-Enhanced Learning, including full e-delivery of written materials (all programme types) by 2017.

		DESCRIPTION	Key actions 2012-15 & Investment Priorities	KEY MILESTONES 2012-15
			learning and teaching, including aim of maximising e-delivery of written materials by 2017 and use of Open Educational Resources (OER) as appropriate • Use the migration to Moodle to facilitate more flexible and effective programme delivery including: supporting further links between distance learning (DL) and London-based (F2F) delivery (where relevant), expansion of mixed mode provision, staff and student skills training away from London • Improve short courses co-ordination and delivery and tap better into potential markets • Plan and implement infrastructure to support growth in collaborative provision • Undertake process with University of London to use LSHTM Degree Awarding Powers • Monitor changes in Higher Education and implications for postgraduate provision to ensure appropriate evolution of provision	
OBJECTIVE 2		**To ensure the student experience, across all types of programme, is of the highest quality and meets the expectations of students and key stakeholders**	**3. Develop high quality and efficient support systems and facilities for educational programmes and ensure that student support and the student experience reflects the School's position as a leader in its field** <u>Supporting actions – support systems and facilities</u> • Improve e-systems development to meet staff and student requirements for effective programme administration and student support • Review and agree staffing model for teaching (all types), including allocation mechanisms and metrics to support a balance of activity • Improve procedures for assessing cost-base of teaching (all types) and review efficiency • Input to Academic and Administrative	• Comprehensive Learning & Teaching systems/IT development approach and plan agreed • Monitoring of costs/budget control approach agreed • Improved efficiency targets met • Meet targets for research degree thesis submission rates and other progression targets set • Good outcome in QAA Institutional Review • Recognition and/or accreditation by key professional bodies, e.g. ASPHER • New courses/developments established with appropriate quality and recognition

	DESCRIPTION	Key actions 2012-15 & Investment Priorities	KEY MILESTONES 2012-15
		Services (AAS) areas planning including Estates, IT Services, Library & Archives Services, Registry to ensure education needs are incorporated Supporting actions – assuring and enhancing quality of the student experience • Monitor developments of national, and where appropriate international, quality framework and ensure all provision meets expectations for high quality teaching, learning and assessment • Implement Quality Assurance and Enhancement Code of Practice • Regularly review information, advice and guidance to students to ensure it is up-to-date and accessible • Address outstanding gaps/updating in supporting policies and procedures • Review support to maximise employability of graduates, including core skills development such as digital literacy, careers support, alumni links, network opportunities. • Ensure professional development opportunities for students are aligned, as appropriate, with key sector frameworks such as the Researcher Development Framework • Review student examinations, performance, awards and completion and, where needed, agree implementation plan to strengthen these areas • Implement actions from review of Collaborating Institutions doctoral scheme and maximise opportunities from Doctoral Training Centres • Thorough preparation and follow-up for QAA	• Policies and procedures to support all aspects of education complete • PGCertificate in Learning & Teaching re-accredited by Higher Education Academy (2012) • Staff and educational development provision for non-London-based staff enhanced

		DESCRIPTION	Key actions 2012-15 & Investment Priorities	KEY MILESTONES 2012-15
			Institutional Review (2012) and other professional body recognition such as ASPHER accreditation • Ensure staff training and development for supporting learning is aligned with revised UK Professional Standards Framework, including staff not based in London	
OBJECTIVE 3		**To attract the students with the highest potential from across the world**	Supporting actions • Strengthen marketing and engagement with stakeholders, including alumni, to attract students with the highest potential • Improve communications about teaching, learning and student experience internally and externally – especially for aspects identified as needing a higher profile, e.g. the DrPH • Improve understanding of participant profile in postgraduate education – at LSHTM and more widely • Contribute to national discourse and consultations on postgraduate provision and funding • Seek to increase availability of studentships and resources required to support them • Ensure information about programmes is appropriate, up-to-date and accessible, including review of web content and presentation on programmes	• Profile of postgraduate participation assessed and benchmarked as appropriate • Higher national profile for postgraduate education • Investment made by government and other sectors in postgraduate education • Student recruitment targets met • Studentship targets met • Public information requirements met