The Learning and Teaching Board

Minutes                          Wednesday 1 March 2017
Present:     Professor J W Sawkins (Chair)
Ms P J Calabrese                  Ms R J Moir
Mr D Cowan                        Professor J M Ritchie
Professor F Grant                Dr G B Thomson
Professor J Hansen               Dr M Sargeant
Professor B Jones (by Skype)     Professor M L D Wong (by Skype)
Mr L J Miles (by Skype)          Dr M King (Clerk)

In attendance
Professor S McLaughlin (Minute 7) Dr G Murray (Minute 7)

Apologies
Ms D McCaig                      Mr P Travill
Dr S McLaughlin

1 Welcome and Apologies

1.1 The Chair welcomed all members, including those participating by Skype. The Chair also welcomed: Professor S McLaughlin, Head of School of Engineering and Physical Sciences, and Dr G Murray, Deputy Principal (Business and Enterprise), in connection with the item on Discovery and Innovation Centre (see Minute 7).

1.2 Apologies for absence were as recorded above.

2 Minutes of Previous Meeting

The Board approved the Minutes of the meeting of 1 December 2016.

3 Matters Arising Not Otherwise on the Agenda

3.1 The Board noted the report on matters arising from the meeting on 1 December 2016.

3.2 Student Union – Review of Academic Representation (140.2)

The Board noted that the working group established to review academic representation had been superseded by the Global Student Liaison Committee which was undertaking a review of student representation across all modes and locations.

3.3 Widening Access (Minute 142.6)

The Board noted that no report had as yet been received on the actions related to Widening Access. It was agreed that a more proactive approach should be taken to ensure that actions identified by the Board were in fact taken forward, reported back to the Board and monitored.

3.4 Contract Cheating (Minute 145)

3.4.1 The Board noted that an event would be held in March to review plagiarism in its widest sense, including contract cheating, as part of the planned review of academic misconduct which was being progressed via Student Learning Experience Committee. The Board agreed the following:

- There should be a joint (Student Union-University) communications campaign, using a series of posters, to raise awareness of the impact of contract cheating/academic misconduct; the campaign should be launched as soon as possible in order to raise awareness particularly amongst PGT students. The Deputy Principal (Learning and Teaching) should discuss this in the first instance with the Head of Academic Quality

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and thereafter with the Director of Marketing and Communications;

- The tone of the communications needed to be considered carefully: recent plagiarism posters at the Dubai Campus had been perceived negatively;
- There should be an identifiable location on the web for anonymised case studies of actual instances of misconduct and penalties so that students could be made more aware of the consequences (including for their degree outcome and employment);
- Academic misconduct should be given greater prominence in induction sessions and in Student Handbooks;
- A more positive approach should also be taken: skills such as academic referencing and essay-writing should be incorporated into broader proposals for an integrated student skills service (see Minute 4.7); it was, however, recognised that this was a longer-term action and there was a need for more immediate action in terms of communications;
- Schools should consider current approaches to, and forms of, assessment in the context of discussing whether these were contributory factors in contract cheating; the role of staff, as well as students, should be considered.

3.4.2 The Board agreed that a proposal should be presented to the Student Learning Experience Committee for consideration at its meeting on 5 April 2017.

3.5 Teaching Excellence Framework (Minute 147)

The Deputy Principal (Learning and Teaching) reported that, when HEFCE made the TEF Provider Submissions public at the end of May, he would highlight, for the Board's consideration, specific examples of good practice which were of relevance for HWU.

3.6 Learning and Teaching Partnership Agreement 2016/17 (Minute 149.2)

The Board noted that the Academic Registrar had forwarded to the Secretary of the University, for consideration as part of the Senate Effectiveness Review, the issue of increased student engagement in learning and teaching matters at the Dubai and Malaysia Campuses. It was agreed that there was still a need for key Board members to meet to discuss this further; therefore, the Deputy Vice-Principal (Dubai), the Deputy Vice-Provost (Malaysia), the Academic Registrar and the Student President (UK) should consider the most effective means of engaging the Dubai and Malaysia Student Presidents in key learning and teaching developments, and that a proposal should be presented to the Board in due course.

4 Learning and Teaching Strategy: Retention Progress Mid Reports

4.1 The Board noted that, as part of the process of quarterly reporting on retention, Progress Mid Reports had been submitted by Schools and Registry Services; data had been produced and circulated by the Planning Manager; an update on the Retention Strategy Operational Plan had been provided. In addition, it was noted that, for the first time, separate retention quarterly reports had been produced for the Dubai and Malaysia Campuses.

4.2 Latest Retention Data

The Board noted the following headline retention figures, as provided by the Planning Manager:

- Scottish campuses – overall slightly higher retention than last year (c1%), but still around the 10% loss mark (15/16 89.5% retained, 14/15 88.7% retained);
- Dubai – overall slightly higher retention than last year (c0.5%) (15/16 88.3% retained, 14/15 88.3% retained);
- Malaysia – overall higher retention than last year (c1.5%) (15/16 89.9% retained, 14/15 88.4% retained);
- All Campuses – overall slightly higher retention than last year (c0.9%) (15/16 89.3% retained, 14/15 88.4% retained)

4.3 School Progress Mid Reports on Retention: Key Areas for Action within each School

Each of the Directors of Learning and Teaching highlighted the one key area to provide an update on action taken to address retention. In summary, the key updates were:
• Earlier identification of “at risk” students, particularly based on performance after the first semester, and using Personal Tutors as a means of establishing contact with such students;
• Focusing on the Personal Tutor system as a mechanism for early intervention, including increased emphasis on training for Personal Tutors and on the importance of the role;
• Reviewing courses with high failure rates, with a particular emphasis on the format of assessment;
• Enhancing communications at key points, including after first semester assessments.

4.4 Dubai Campus and Malaysia Campus

4.4.1 The Deputy Vice-Principal (Dubai) highlighted the following with regard to retention at the Dubai Campus: the relaxation of “rules” around campus events, with the aiming of empowering students to create their own identities and communities, had a positive impact in terms of student engagement.

4.4.2 The Deputy Vice-Provost (Malaysia) highlighted the following with regard to retention at the Malaysia Campus: recent focus had been on the Malaysia Foundation Programme; an Effective Learning Manager had been appointed to provide skills support across campus.

4.5 Registry Services and Retention Operational Plan

4.5.1 The Head of Academic Quality reported the continuation of the RSD Retention Group, focusing on implementation of the University's Retention Strategy and Operational Plan. It was also reported that demand for the Thinking of Leaving Service had significantly increased in 2016/17, by two thirds in the period from the start of semester 1 to 25 November, and there was no evidence to suggest that the service encouraged students to leave (80% of students who consulted Tol stayed).

4.5.2 The Board was pleased to note that there was increasing awareness, and use of, the services provided by SITO. The Board endorsed the extension of the Thinking of Leaving Service to all campuses.

4.6 All Reports: Summary

The Deputy Principal (Learning and Teaching) highlighted the following points in his summary of the various retention reports:

• All Board members should take time to review all the reports, as there were many examples of actions being taken which could be adopted in other areas;
• Students were not leaving due to academic performance, but a broader range of factors; a diversity of approaches was required, as was reflected in the various reports and in the Retention Strategy and Operational Plan;
• The Thinking of Leaving Service did not encourage students to withdraw; rather, it had a positive effect on students who consulted it;
• There were many “process” type issues in the “University Level Actions” section of the Summary Report, which should be addressed as a matter of course; the Board agreed that all such issues should be forwarded to the relevant individuals to implement;
• One of the most significant features of the various actions was the extent to which interpersonal relationships (staff-students; students-students) were critical and the need to create a sense of belonging for students (a key principle of the Retention Strategy); these topics would be explored further at the Away Day (see Minute 9);
• Tackling retention was a long-term activity, requiring focus, persistence and commitment to implementing all the actions in the Retention Strategy and Operational Plan, including those requiring a longer period to complete.

4.7 Discussion

The Board raised or noted the following points in its discussion of retention:

• Relatively straightforward process issues had not been addressed; these should be taken forward by designated individuals/groups, particularly those related to financial matters which impacted on students’ ability to pay or restricted their IT access (and here...
the differences between practices in the UK and in Dubai were noted), and reported to the Board at its next meeting;

- The constant pressure on staff to improve retention and NSS could be detrimental in terms of morale and engagement; consideration should be given to a more balanced approach, such as a focus on innovation and enhancement, the by-products of which could be improved retention and NSS scores;
- At a recent UK sector event on retention, it was clear that the most successful actions to improve retention were all related to “people” and were designed to cultivate interpersonal relationships and a sense of belonging.

4.7 Proposed Establishment of a Maths Clinic: Co-ordinating Academic Skills Provision

4.7.1 The Board noted that, as part of the report from the Registry Services Directorate, a proposal had been included for the establishment of a Maths Clinic (as highlighted by the Board in its discussion of service teaching at its meeting on 7 December 2016; see Minute 144). The Board endorsed the proposal, but agreed that the scope should be broadened to include English for Academic Purposes and all other academic skills provision, as skills provision for students was currently scattered across a number of different areas.

4.7.2 The Board noted that there would be financial implications, particularly for the Maths Clinic aspect as this did not exist at present; however, this should be offset against the cost of losing students through non-continuation. Improved retention, improved student success and improved NSS scores should be highlighted as potential, positive outcomes. Such provision could also be useful in marketing and recruitment.

4.7.3 The Board agreed the following with regard to a co-ordinated, comprehensive approach to academic skills provision:

- it should be cohesive and comparable across all campuses and all Professional Services (there was a need for such provision in Dubai and Malaysia too);
- it should be planned and managed in such a way so as not to create additional workload for academic staff;
- it should be seen by students and staff as integral to their programme of study; otherwise, it would not be valued nor used effectively;
- the starting point should be formulating key principles and developing the proposal in full; only then should budgets etc be considered; budget constraints should not drive the solution.

4.7.4 The Board agreed that a proposal for integrated academic skills provision should be developed, taking account of budget, resource, staffing and existing structures; in addition, this proposal should be progressed in tandem with that of the Learning and Teaching Academy. It was further agreed that the Board should have an opportunity to consider the proposal in detail at its 5 April or 10 May meeting, with a view to forwarding to the University Executive for consideration in due course.

4.8 Approval of Retention Progress Mid Reports

The Board approved all Retention Progress Mid Reports and noted progress towards the Retention Strategy Operational Plan.

4.9 Next Steps

4.9.1 Progress Final Reports

The Board noted that Schools, the Dubai and Malaysia Campuses and Registry Services would be invited to submit their next quarterly reports (Progress Final Reports) on retention by 20 May 2017, for consideration by the Board as a whole on 14 June 2017. It was noted that the latest retention data would be circulated by the Planning Manager c.15 April 2017.

4.9.2 Process Matters

The Board agreed that a progress report on all process matters should be provided at the meeting on 14 June 2017.
The Board agreed that a fully-costed proposal for aligned academic skills provision and for the Learning and Teaching Academy should be provided for consideration at the meeting on 5 April or 10 May 2017.

5 NSS 2016: Updated Action Plans

5.1 The Board noted that, as per the agreed process, updated Action Plans had been provided by Schools, relevant Professional Services and the Student Union outlining their progress towards to 2016 NSS- and PTES-related issues.

5.2 List of Updated Plans

5.2.1 The Board considered the NSS-PTES Action Plans, which were presented in turn, from the following:

Discipline areas within the Schools of:

- Energy, Geoscience, Infrastructure and Society
- Engineering and Physical Sciences
- Information Services
- Registry Services
- Mathematical and Computer Sciences
- Social Sciences
- Textiles and Design
- Student Union

5.2.2 The Board received, as tabled papers, the following updates: EGIS – Whole School; PGT Food Science; PGT Marine + Climate; Petroleum Engineering; Psychology.

5.3 Discussion

The Board raised or noted the following points in its discussion of the NSS updated Action Plans:

- The key, common actions, as highlighted by the Board at its meeting on 2 November 2016, would be taken forward at the Away Day: feedback on assessment; assessment procedures; staff engagement, availability and helpfulness; the actions related to PGT skills development would be incorporated into the integrated academic skills proposal (see Minute 4.7);
- The NSS infographic used by the Deputy Principal (Learning and Teaching) and the Student President at School meetings had been particularly effective in focusing a collaborative effort in taking action to meet NSS targets (the infographic would also be used at the Away Day);
- All members should review the updated action plans of others, as there were many examples of actions being taken which could be adopted in other areas;

5.4 Approval of Updated Action Plans

The Board approved all updated Action Plans from Schools, Professional Services and Student Union, noting that action was being progressed across all areas, as highlighted in the NSS Summary Report.

5.5 Updated Action Plans Not Yet Submitted

The Board noted that the following updates were still to be provided from the following discipline areas: Biology and ICIT (EGIS); AEF (SoSS). It was agreed that these plans should be circulated to the Board for approval by correspondence.

6 Academic Management Structures: Effectiveness Across All Campuses

6.1 The Board noted that a paper on the global Academic Management Structures (AMS) had been provided for the purposes of an initial discussion, with a view to considering the effectiveness of the AMS as a collaborative framework for managing and enhancing learning...
and teaching across all campus locations. The Board also noted the following:

- In late 2015/early 2016, the Board conducted a smallscale, one-year on review of the AMS, the outcomes of which focused on clarifying and improved the operation of the Programme Boards of Studies and the role of Senior Director of Studies. The initial review did not consider cross-campus management and enhancement of learning and teaching at the campus (as opposed to School or programme level) level.

- As a means of improving cross-campus management and enhancement of learning and teaching, the Deputy Vice-Principals at the Dubai and Malaysia Campuses had proposed the establishment of a Learning and Teaching Enhancement Forum and the introduction of the posts of Associate Director of Learning and Teaching/Associate Director of Academic Quality.

6.2 The Board noted that the proposals had been supported by the Academic Councils at the Dubai and Malaysia Campuses, as both groups were too broad in their remit and membership to permit focused discussions on learning and teaching matters.

6.3 Endorsement

The Board endorsed in principle the proposals for improving cross-campus management and enhancement of learning and teaching. Several matters, as outlined below, were raised with regard to clarifying the arrangements and ensuring that they did not replicate nor undermine the existing School structures.

6.4 Discussion

The Board noted that some of the remarks provided as a personal commentary were inaccurate and unhelpful. With specific reference to the proposals for improving cross-campus management and enhancement of learning and teaching, the Board raised or noted the following points in its discussion:

- The reporting lines of the Learning and Teaching Enhancement Forum in terms of links into School committees (not just Boards of Studies, but, more importantly, School Learning and Teaching Committees) needed to be clarified;
- The workload allocation for Directors of Learning and Teaching, who were expected to have responsibility for learning and teaching across all global modes and locations and to visit campuses and partners, should be taken into consideration;
- Enhancement operated at multi levels; therefore, consideration should be given as to the most effective connections and structures at the programme, discipline, School and University levels;
- The appointment, management and reporting process for the Associate Director of Learning and Teaching should be clarified, including the relationship with (and potentially overlapping remits) the Associate Head of School, the Director of Learning and Teaching, the Senior Director of Studies;
- In the case of smallscale provision, academics at other campuses might hold multiple roles;
- The reporting lines via the Student Learning Experience Committee and the Learning and Teaching Board should be clarified, as should the relationship with the programme Board of Studies and with existing groups in Dubai and Malaysia which focus on the student experience;
- There was a need to ensure that any additional elements within the AMS did not result in different approaches to learning and teaching at different campuses;
- With the Principal putting increased emphasis on global responsibility at the School level, structures should be considered at the School level and how these align with implementing University strategy and policy at local levels.

6.4 The Board agreed that a small group of members should develop the proposals further for improving cross-campus management and enhancement of learning and teaching, with a view to consideration by the Board at its meeting on 5 April or 10 May 2017.
7 Discussion Item: Discovery and Innovation Centre: Learning and Teaching

7.1 The Board noted that, at the Student Learning Experience Committee meeting on 11 January 2017 (Minute 70.3), it had been agreed that the Discussion Item at the March Learning and Teaching Board meeting should provide an opportunity for the Board to contribute to the specification for the learning and teaching functionality within the planned Discovery and Innovation Centre. The Board welcomed Professor S McLaughlin, Head of School of Engineering and Physical Sciences, and Dr G Murray, Deputy Principal (Business and Enterprise), who were attending the meeting for this item.

7.2 Overview by Head of School of Engineering and Physical Sciences, and Deputy Principal (Business and Enterprise)

The Head of School of Engineering and Physical Sciences, and Deputy Principal (Business and Enterprise) provided an overview of the Discovery and Innovation Centre. The following points were highlighted in the overview:

- There were two integral elements of the Discovery and Innovation Centre: innovations around learning and teaching; innovations around business engagement and entrepreneurship;
- The space and facilities would be designed to encourage innovative approaches to learning and teaching, particularly as regards lab use; multi-disciplinary, cross-School projects were envisaged;
- Dubai and Malaysia were engaged in the discussions, as there was a need to ensure, for example, that the flexible, multi-disciplinary labs did not result in Dubai and Malaysia students being disadvantaged in terms of learning experiences; consideration was being given to their involvement in cross-campus design projects;
- Current approaches to learning and teaching were also being considered: it was recognised that HWU had too many summative assessments, particularly exams, and proposals were being explored for introducing a policy of no exams in Semester 1, Years 1 and 2, and replacing them with an innovative lab/projects week;
- The aim was for the building to be a major catalyst for experimentation in new learning and teaching techniques;
- The space was envisaged as being flexible, with scope for involving external organisations and use of techniques such as virtual reality; a truly open space would enable users to observe, and find out about, other activities going on throughout the building;
- From the entrepreneurial/business perspective, the aim was to enable external organisations to use the building too, encouraging their engagement with students, eg student projects;
- The space and facilities could encourage entrepreneurship to become embedded in teaching and learning, reflecting HWU’s heritage;
- The vision was for a different model of education based around a community, particularly engaging business and the wider community, meeting the Scottish Government’s agenda for increased support for local developments;
- The building would be available from 2019/20, but developments in learning and teaching and business engagement were taking place now.

7.3 Discussion

The Board raised or noted the following points in its discussion of the Discovery and Innovation Centre:

- The ethos of supporting innovation in learning and teaching was to be welcomed;
- The use of studio space in the School of Textiles and Design could provide an effective model for use of the Centre, and the expertise of colleagues in TEX should be drawn up in defining the specification for the design and use of the building;
- If exams were to be replaced by an innovative lab/project week, there would be a need to support both staff and students in making effective use of, and recognising the value of, this type of learning experience;
- All Schools should have the opportunity to shape the design and use of the building, not just those that were heavily lab-based; collaboration with all Schools at the outset was key to ensuring that academics would make full use of the facilities and opportunities afforded by the building;
• In reviewing approaches to teaching and learning, consideration should be given to the use and value of the traditional lecture;
• The building also afforded potential for educational research, based on the new approaches to, and experiments in, learning and teaching which would take place there;
• The plans for the building design and use should be aligned to the broader, institution-wide vision for learning and teaching so that it was not progressed separately or in isolation from other key developments;
• There should be ongoing consideration of how parity of experience could be ensured for the Dubai and Malaysia Campuses, e.g., cross-campus projects;
• Consideration should be given to how the University as a whole would be changing its approaches to learning and teaching and to enhancing the student learning experience; this should be done in advance of the building design being finalised, otherwise there was a risk that the facilities and opportunities afforded by the building would be out of sync and would not be fully exploited;
• Students and employers were now more focused on skills development than on content; the higher education sector had not fully adapted to this; the new building offered scope for a much more skills-focused (and innovative) approach to learning and teaching;
• There were many great examples of learning and teaching innovations across HWU: the University needed to be better at highlighting, celebrating and sharing these.

7.4 Next Steps

7.4.1 The Board agreed that it should be given the opportunity to comment on the architects’ proposals for the building, with a view to ensuring that the space and facilities were aligned with the University’s vision for, and strategic direction in, learning and teaching.

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7.4.2 The Board agreed that it should take a lead in considering institution-wide approaches to learning and teaching and to enhancing the student learning experience, and should utilise this to inform the specification of the building design and use.

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8 Global Learning and Teaching Transformational Initiative: Update on Four Projects

8.1 The Board noted the most recent plans, updates or reports regarding each of the following four projects within the Global Learning and Teaching Initiative:

• Technology Enhanced Learning and Teaching
• Learning and Teaching Academy
• Academic Framework
• Global Learning Experience

8.2 The Deputy Principal (Learning and Teaching) provided a status report on each project as follows, highlighting that two of the four projects had now been concluded:

• Technology Enhanced Learning and Teaching: the workstreams associated with this project were now being taken forward by the VLE Management Group;
• Learning and Teaching Academy: a fully costed proposal would be presented to the Board together with a similar proposal for integrating academic skills (see Minute 4.7);
• Academic Framework: a further update would be provided in due course;
• Global Learning Experience: the workstreams would now be mainstreamed into the work of the Learning and Teaching Board.

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9 Strategy Away Day: Agenda and Themes

9.1 The Board noted that its annual Strategy Away Day would take place on Tuesday 7 March 2017 (to be held on the Edinburgh Campus in Leonard Horner Hall, 0930 to 1530 UK time), and that the following key themes had been agreed by correspondence:

• Institutional approach to/policy on feedback on assessment
• Teaching observation schemes (for enhancement and sharing good practice, not performance review/management)
• Staff availability, helpfulness and engagement with students
• Personal Tutoring
• Assessment procedures: marking criteria, scheduling, deadlines, links to learning outcomes

The Board noted that the Head of Academic Leadership and Development would be in attendance for the item on Teaching Observation and the Student Induction and Transition Manager for the item on Personal Tutoring.

9.2 The Board approved the agenda for the Strategy Away Day, noting that the focus of each session would be on agreeing actions which would be taken forward and implemented, rather than a general discussion.

10 UK Government Green Paper: Building Our Industrial Strategy: Consultation on Developing Skills Questions

10.1 The Board noted that the UK Government was currently consulting on its Building Our Industrial Strategy Green Paper, and Universities Scotland would be co-ordinating responses from all Scottish HEI’s to provide a Scottish sector submission. It was further noted that Dr G Murray, Deputy Principal (Enterprise and Business), was co-ordinating the University’s response and, as part of the process, had invited the Learning and Teaching Board to respond to the “Developing Skills” questions.

10.2 The Board agreed that comments on the Developing Skills questions should be returned to m.king@hw.ac.uk no later than Monday 13 March 2017.

11 Student Union Item: Elections and Oscars

11.1 The Board noted that the Student Union would be holding its annual elections, with nominations opening on 1 March and elections being held the week after. It was also noted that nominations for the 2017 Learning and Teaching Oscars would close on 11 March 2017.

11.2 The Board agreed that, since students who provided nominations were not part of the ceremony, consideration should be given by the Student Union as to how students could be better informed of the outcomes, of the difference made by their nominations (YouTube video and publication of event photos were suggested).

11.3 The Board agreed that, since there were now fewer, larger Schools, consideration should be given by the Student Union as to whether the Graduate Teaching Prize could revert to discipline-based to provide a greater opportunity for a wider variety of teaching staff to be recognised.

12 Progress towards ELIR3 Action Plan

12.1 The Board noted that, as part of its Standing Agenda Items, and to facilitate reporting to QAA Scotland and to the Scottish Funding Council, it considered on an annual basis (usually each January) progress towards the action plan associated with the outcomes of the most recent ELIR. The ELIR Action Plan is also used to track progress towards actions emerging from QAA UK Transnational Education Reviews (TNE).

12.2 The Board approved the latest version of the ELIR3 Action Plan, noting that the actions highlighted as "still to be progressed" would be discussed in the first instance by the Deputy Principal (Learning and Teaching) and the Head of Academic Quality, with a view to presenting proposals to the Board in due course.

12.3 The Board noted that HWU would be participating in the ELIR Follow-Up Event, together with three other Scottish HEI’s, on 9 March and would be presenting on Personal Tutoring and the Learning and Teaching Academy.

13 Student Learning Experience Committee: Minutes of Meeting on 2 November 2016

13.1 The Board noted that, as part of its Standing Agenda Items, the Minutes of the meeting of the Student Learning Experience Committee on 11 January 2017 had been provided.
The Board approved the proposal that Professor F Grant, Assistant Deputy Principal (Learning and Teaching), should be appointed as the Chair of the Student Learning Experience Committee with immediate effect.

14 Higher Education Academy: Global Teaching Excellence Award

The Board noted that information had been circulated by email to Board members regarding the launch of the Higher Education Academy's Global Teaching Excellence Award. It was agreed that, in the first instance, the Deputy Principal (Learning and Teaching) should clarify the eligibility criteria with the Director of Marketing and Communications.

16 Learning and Teaching Colloquium

The Board noted that no information had as yet been provided on the annual Learning and Teaching Colloquium. It was agreed that the Head of Academic Quality should raise this with the Centre for Academic Leadership and Development.

17 PG CAP

The Board noted that, due to capacity and resource constraints, there was a current limit of 30 participants on PG CAP, with a waiting list system in operation. It was noted, positively, that there was a demand for PG CAP, even though it was no longer a formal probationary requirement. It was agreed that the Deputy Principal (Learning and Teaching) and the Director of Learning and Teaching, School of Social Sciences, which had academic responsibility for PG CAP, should meet with the Head of the Centre for Academic Leadership and Development to discuss issues related to provision of PG CAP.

18 Student Union Poster

The Board discussed the current Student Union Posters *We are not the University, We are the Student Union*, raising or noting the following points:

- the message did not reflect the long-standing collaborative, partnership approach between staff and students;
- there was a risk that such approaches could alienate staff, hampering staff-student collaborations at all levels;
- the poster was intended to convey to students (and was aimed at students, not staff) that the Student Union was there to provide independent advice and support, as this type of service was relatively unknown to students;
- there was a need for the Student Union and the University to keep working together, and not to be seen as separatist; in that context, consideration should be given to the tone of communications.

19 Papers for Information

The Board noted the following papers, which had been provided for information on the Board’s SharePoint site:

- Full version of UK Government Green Paper: Building Our Industrial Strategy
- Full Retention Data 2015/16 and 2012/13-2015/16 (by School and by Department)
  https://intranet.hw.ac.uk/ps/registry/ar/lt/LTB%20Meeting%20Papers/Forms/AllItems.aspx

20 Date of Next Meeting

The next meeting of the Learning and Teaching Board will be held on Wednesday 5 April 2017, **9.15 am**, Anderson Room, Library. There will be a meeting of the Student Learning Experience Committee at **12.15 pm**.