### The Learning and Teaching Board

**Minutes**

**Present:**
- Professor J W Sawkins (Chair)
- Ms P J Calabrese
- Professor F Grant (by Skype)
- Professor J Hansen
- Dr S McLaughlin
- Mr D Cowan
- Dr I J Glen (Minute 26)
- Dr C Fenton
- Mr R Goodfellow (Minute 27)
- Dr C Fenton, School of Textiles and Design, who were deputising for their respective Directors of Learning and Teaching. The Chair also welcomed:
  - Dr I J Glen, SARP Business Analyst, in connection with the item on Student Portal (see Minute 26);
  - Mr R Goodfellow, Head of Enterprise, Research and Enterprise Services, in connection with the item on University Innovation Fund (see Minute 27);
  - Mr D Marsland, Head of AV Services, in connection with the item on Lecture Capture Pilot and Proposal (see Minute 28).

**In attendance:**
- Professor J M Ritchie
- Mr P Travill
- Professor M L D Wong (by Skype)
- Dr M King (Clerk)
- Dr S McLaughlin
- Dr M King (Clerk)

**Apologies:**
- Professor B Jones
- Ms R J Moir
- Dr M Sargeant
- Mr L J Miles

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**Welcome and Apologies**

21.1 The Chair welcomed Dr J W Sanders, School of Social Sciences, and Dr C Fenton, School of Textiles and Design, who were deputising for their respective Directors of Learning and Teaching. The Chair also welcomed: Dr I J Glen, SARP Business Analyst, in connection with the item on Student Portal (see Minute 26); Mr R Goodfellow, Head of Enterprise, Research and Enterprise Services, in connection with the item on University Innovation Fund (see Minute 27); Mr D Marsland, Head of AV Services, in connection with the item on Lecture Capture Pilot and Proposal (see Minute 28).

21.2 Apologies for absence were as recorded above.

**Minutes of Previous Meeting**

The Board approved the Minutes of the meeting of 1 March 2017.

**Matters Arising Not Otherwise on the Agenda**

23.1 The Board noted the report on matters arising from the meeting on 1 March 2017.

23.2 Widening Access (Minute 3.3)

The Board noted that Heriot-Watt University would be taking a leading role in implementing Scottish Government priorities for increasing HE access for care experienced individuals. It was noted that the Director of Student Recruitment would provide an update on the developing Widening Access Strategy at the Board’s next meeting on 10 May 2017.

23.3 Contract Cheating (Minute 3.4)

23.3.1 The Board noted the following actions had been taken with regard to contract cheating and the current review of the plagiarism policy:

- The review of plagiarism had been extended to include matters related to academic integrity, ethical scholarship and academic skills; recommendations emerging from the review of would be presented to the Student Learning Experience Committee for consideration at its meeting on 14 June 2017;
- A joint University-Student Union campaign on contract cheating/academic integrity would take place early in 2017/18, linking in with the points of agreement emerging from the review; these communications should also be highlighted via the Student Portal;
- The Deputy Principal (Learning and Teaching) and the Student Union President would provide a presentation on contract cheating at the Senate on 17 May 2017;
- With regard to references to academic misconduct being highlighted in induction...
sessions, the Student Induction and Transition Manager had confirmed the following: “In our induction briefing for student induction helpers at the end of May we will discuss raising issues around academic misconduct. If we focus on the development of necessary skills for study and the resources available to help new students do that then I think that will be a useful way into the subject.”

### 23.3.2 The Board agreed that, prior to 2017/18, a poster campaign should be produced for all campuses regarding academic misconduct/contract cheating (as per the Board’s recommendation, Minute 3.4); the posters should be eye-catching and engaging, with consideration given to the message and tone. It was further agreed that, thereafter, the review recommendations would be taken forward, with a focus on building a culture of professionalism and ethical scholarship.

### 23.4 Retention (Minute 4)

The Board noted that, as per the agreed process, 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.

### 23.5 Academic Management Structures (Minute 6)

The Board noted that a further proposal, based on the Board’s discussion and recommendations at its meeting on 1 March 2017, for improving cross-campus management and enhancement of learning and teaching would be presented to the Learning and Teaching Board at its meeting on 10 May 2017. It was agreed that the proposal should take into consideration the fact that the Director of Studies role was not in place in all Schools in Dubai and Malaysia, and also the fact that there continued to be use of inconsistent role terminology between Schools in terms of the Academic Management Structures.

### 23.6 Discovery and Innovation Centre (Minute 7)

The Board noted that, as per the Senate’s recommendations, the Chairs of the VLE Management Group and of TELSIG had been invited to contact Professor S McLaughlin, Head of School of Engineering and Physical Sciences, and Dr G Murray, Deputy Principal (Business and Enterprise), regarding a presentation at both groups of the Discovery and Innovation Centre. It was noted that the Director of Learning and Teaching, School of Mathematical and Computer Sciences, had joined the User Group and had put forward proposals related to a Maths Clinic/Maths Skills Provision.

### 23.7 Learning and Teaching Colloquium (Minute 16)

The Board noted that there were no plans for Academic Leadership and Development to hold a Learning and Teaching Colloquium in spring 2017.

### 23.8 Student Union: Elections and Oscars (Minute 11)

The Board congratulated the Student President on his re-election for session 2017/18. The Board also congratulated those members and other staff who had been short-listed for the Learning and Teaching Oscars, which would be held on 3 May 2017.

### 23.9 General Degrees (126.3)

The Board noted that the Interim Report on General Degrees would be presented for consideration to the Board at its meeting on 14 June 2017.

### 23.10 Other Matters related to Learning and Teaching

The Board noted the following, additional items related to learning and teaching:

- Comments on the University’s final draft of the Outcome Agreement had been forwarded to the Director of Planning;
- At the Senate meeting on 29 March 2017 and in his latest Outlook, the Principal had highlighted the following five qualities as encapsulating the distinctiveness of Heriot-
Watt University: Global, Specialist, Expert, Innovative and Connected. It was noted that the other Graduate Attributes related to Creative and Professional had been incorporated within the explanatory statements.

24 Learning and Teaching Strategy: Approaching a New Learning and Teaching Strategy

24.1 The Board noted that the current versions of both the University Strategic Plan and the Learning and Teaching Strategy would conclude in 2018; the University would shortly commence the process of undertaking a new Strategic Plan. It was also noted that, simultaneously, the Learning and Teaching Board was scheduled to start to develop a new University Learning and Teaching Strategy, which would both shape and be shaped by the overall institutional Strategic Plan.

24.2 The Board agreed that the current Strategic Process for the Learning and Teaching Strategy remained fit for purpose and should be used as a framework for the next Strategy, with particular emphasis on the following:

- Consideration should be given to the longer consultation time needed to engage with the much larger Schools, all campus locations and also with Professional Services;
- The timeline, particularly that related to consultation, should be produced and issued as soon as possible to Schools and Professional Services and across all campuses;
- Major developments for the new Learning and Teaching Strategy should be identified by November/December at the latest so that these could be factored into the Planning Round (eg possible roll-out of lecture capture, based on pilot; see Minute 28);
- In preference to a “drip-feed” approach to consultation, items should be packaged together for staff and students to consider as a whole (eg including Peer Observation of Teaching), although the need to differentiate between “blue skies” thinking and gathering views on policy and procedural matters was recognised.

24.3 The Board emphasised in particular the need to ensure that the consultation process for the new Learning and Teaching Strategy should be, as per the current strategy, fully inclusive of all Schools, Professional Services and students at all campus locations.

24.4 Learning and Teaching Strategy: Short-Listed for Times Higher Award

The Board congratulated the Head of Academic Quality on the University’s Learning and Teaching Strategy being short-listed for the Times Higher Education’s Leadership and Management Awards 2017 in the category of Teaching and Learning Strategy of the Year. It was noted that this nomination followed from the Learning and Teaching Strategy being highlighted as an Area of Positive Practice in the University’s ELIR Reports and being funded by the Higher Education Academy as a case study exemplifying how to develop and implement an institutional learning and teaching strategy in a consultative, aligned manner.

25 Strategy Away Day Report and Proposals

25.1 The Board considered and approved the report from the Away Day on 7 March 2017, which summarised the presentations for, and recommendations from, each session, and concluded with an overview of key actions and points of agreement for each of the topics discussed.

25.2 Proposals

25.2.1 The Board noted that, in order to progress the recommendations made at the Away Day, proposals had been developed by the Head of Academic Quality for each of the sessions:

- Peer Observation of Teaching
- Staff Engagement
- Feedback on Assessment
- Assessment Procedures

The Board noted that the proposal for Personal Tutoring would be considered at the Student Learning Experience Committee at its meeting also on 5 April 2017 (see also SLEC/17/11).
25.2.2 The Board considered each of the four proposals in turn, as detailed below.

25.3 Peer Observation of Teaching

25.3.1 The Board considered and endorsed the proposal for the University-wide introduction of Peer Observation of Teaching as a mechanism for enhancing learning and teaching and for sharing good practice, which had been based on existing schemes in operation at the Dubai and Malaysia Campuses.

25.3.2 The Board agreed that, in terms of progressing the proposal further, the following should be undertaken:

- There should be an opportunity for Schools to be consulted on the proposal and the consultation documents should include evidence of existing practices, including those in operation at the Dubai and Malaysia Campuses; Directors of Learning and Teaching should consider whether they could have joint consultation meetings in order to share views across a wider group of individuals;
- Post-consultation, the operational proposals for a University Approach to Peer Observation of Teaching should be forwarded to the Student Learning Experience Committee for consideration;
- Other learning and teaching proposals should be included in the consultation so that Schools were not over-whelmed by a proliferation of separate consultations.

25.4 Engagement of Staff

The Board noted that a summary had been produced of various suggestions for student engagement and for creating a sense of belonging for students, with a particular focus on opportunities for establishing connections with members of academic staff. The Board agreed that Schools and relevant Professional Services should discuss with their colleagues the various suggestions, with a view to identifying and agreeing particular actions to progress.

25.5 Feedback on Assessment

25.5.1 The Board considered and endorsed the draft University Statement on Feedback on Assessment, comprising University’s Feedback Principles (as contained in Learning and Teaching Quick Guides on Feedback) and six further proposals for ensuring consistent implementation of the Principles, which incorporated current relevant policies:

- Awareness-raising
- Coursework turnaround times (current)
- Feedback on exams (current)
- Single release date for results
- Different forms and sources of feedback
- Implementation and monitoring (current)

25.5.2 The Board noted that there had been widespread support for a single release date for results and that the Academic Registrar would be discussing the practicalities around implementing this with School Directors of Administration.

25.6 Assessment Procedures

25.6.1 The Board considered and endorsed a series of six proposals to address a range of procedural matters related to assessment, which had been raised in NSS/PTES 2016:

- Marking Criteria
- Assessment Scheduling
- Assessment Deadlines
- Assessment and Learning Outcomes
- Penalties for Late Submission of Assessment (see also SLEC/17/9)
- Academic Framework Project: Assessment
25.6.2 The Board noted that Penalties for Late Submission of Assessment would be considered by the Student Learning Experience Committee. It was noted that the Board’s recommendations regarding a maximum of 4-6 Learning Outcomes would be incorporated into the forthcoming revisions to the University’s academic regulations, with a view to ensuring consistent application.

26 Discussion Item: SARP Learning and Teaching Update: Global Student Portal

26.1 The Board noted that an update on the learning and teaching aspects of SARP was provided at the meeting on 7 September 2016, where it was noted that regular learning and teaching reports would be provided as appropriate. The Board welcomed Dr I J Glen, SARP Business Analyst, who was attending the meeting to provide a further update on the learning and teaching developments in SARP, this time focusing on the Global Student Portal, which was currently being piloted with 1,000 PGR students prior to University-wide roll-out in September 2017.

26.2 The Board endorsed, and was wholly supportive of, the Student Portal, noting that it would transform the means by which the University engaged and communicated with students. The following aspects were noted or highlighted in particular by the Board:

- Information on the Student Portal would be personalised to individual students and by campus;
- Key messages related to the student lifecycle would be communicated at appropriate points and would be tailored to specific student groups;
- There would be scope for School-specific information and specific Twitter feeds;
- The opportunity to connect with Edinburgh Business School would be explored at a further date;
- Discussion would be required with colleagues in Information Services regarding the creation of generic student access details to allow staff to view the student version of the Portal; although, it was emphasised that the Portal was not designed to be used by staff;
- A mobile version would be available and an app would be developed;
- Versions of the Portal could be developed for different audiences, e.g. prospective applicants, parents or employers.

26.3 The Board noted that feedback on the pilot had been very positive. The Board extended its thanks to Dr I J Glen in particular and to all members of the SARP team and other individuals involved in developing the Student Portal.

27 Discussion Item: University Innovation Fund

27.1 The Board welcomed Mr R Goodfellow, Head of Enterprise, Research and Enterprise Services, who was attending the meeting for this item on University Innovation Fund. A summary was provided of the University Innovation Fund (UIF) Proposal 2017/18, consisting of:

- Progress to date on AY2016/17 UIF priority action areas;
- Overview of AY2017/18 UIF Proposal (HWU leading on “internationalisation”);
- Update on RES support to Degree/Graduate Level Apprenticeships Programme.

27.2 The Board focused its discussion on Graduate Level Apprenticeships, raising or noting the following in particular:

- 75 places were available for 2017/18 entry;
- Key individuals involved in the Undergraduate Studies Committees (Deans and Clerk) should be consulted at the earliest opportunity, as the proposals had not yet been submitted for University approval (due for May 2017 meeting of USC);
- Costs associated with the teaching and administration of the Programme must be discussed with Schools and relevant Professional Services, particularly Registry Services regarding the structure of the Programme and impact on Banner and PAMS; such matters would be progressed by the Operations Group;
- The Deputy Vice-Principal (Malaysia) would act as a point of contact for the Malaysia
28 Lecture Capture: Proposal and Pilot

28.1 The Board noted that the recording and uploading of lectures to VLE platforms to support student learning – lecture capture – was now in operation across many UK HEI’s. It was noted that, at Heriot-Watt University, demand from staff for lecture capture facilitation was growing rapidly as part of the development of new approaches to teaching. Student demand was also growing, driven in both by an awareness of local initiatives, and an awareness of systems operating in other HEI’s. As a consequence, a proposal for a lecture capture pilot at HWU had been produced. The Board welcomed Mr D Marsland, Head of AV Services, in connection with the item on Lecture Capture Pilot and Proposal.

28.2 The Deputy Principal (Learning and Teaching) and the Head of AV Services provided a summary of the proposed pilot, highlighting the following:

- The pilot would be based on use of existing technologies in current classroom settings, and not a particular commercial product; therefore, a smallscale, low cost pilot based at the Edinburgh Campus was envisaged;
- Training would be provided to participating academics to enable them to post their recordings (visual/audio or audio only) online and link to VISION;
- One course per School, involving one academic, was envisaged for the pilot;
- A working group would be formed to oversee the pilot and report to the Board on the recommendations.

28.3 Discussion

The Board raised or noted the following points in its discussion of the Lecture Capture pilot:

- Where practical, the pilot should cover a range of different courses and of student groups across all Schools;
- There was support from staff and students for lecture capture, with students highlighting its absence as an issue in the most recent Course Feedback Survey;
- There should be scope for the School of Textiles and Design to participate in the pilot in some form;
- Colleagues at the Malaysia Campus were already making use of video capture for class activities; other HEI’s in Malaysia were much farther ahead than HWU in this area;
- The pilot would be “opt in”, so as to allay concerns that this would be forced on individuals;
- There could be a substantial number of individuals in Schools who wished to participate in the pilot: suitability of venue facilities and timetabling arrangements would need to be taken into consideration in planning for the pilot; there could be a competitive selection process for participating in the pilot;
- Some activities might be better suited to audio capture only, rather than both video and audio;
- ICIT facilities were being refurbished in Orkney, so there could be scope for their participation in the pilot if equipment was made available as part of this refurbishment;
- Edinburgh Business School had been experimenting with lecture capture, so there could be an opportunity for standardised approaches in due course;
- A list of available rooms should be circulated to Board members by the Head of AV Services.

28.4 Points of Agreement and Approval

28.4.1 The Board approved the implementation of a Lecture Capture Pilot Scheme to be conducted during Semester 1 of academic year 2017/18 and, as part of this, the establishment of a Working Group to oversee the pilot, which would submit a report with recommendations to the Board at its January 2018 meeting. As part of this, the Board also agreed that the Working Group should take into consideration all of the points raised by the Board above, as well as in addition the following:

- The working group should include representatives from the School of Textiles and Design and from the Dubai and Malaysia Campuses to ensure that their requirements
were taken on board as part of the reporting and recommendations; consideration should also be given to their inclusion in the actual pilot, so that a more informative evaluation was produced;

- Directors of Learning and Teaching should meet to discuss identification of courses and student groups;
- The report and recommendations should give consideration to issues such as: impact on attendance; social media; ownership; governance; approaches to learning and teaching; purposes of lecture capture;
- There should be specific communications on the pilot, both for staff and for students, recognising that staff might be concerned about the implications of lecture capture and that there might need to be clarification for students as to why only one (or indeed none) of their courses featured lecture capture; the Student Union would assist with formulating the student communications.

28.4.2 The Board agreed that the Head of Academic Quality should circulate a request by email for nominations and volunteers to join the Working Group.

29 Competition and Markets Authority (CMA) – Developing Case Law in Higher Education

29.1 The Board noted that a copy of a presentation by the University of East Anglia on *Competition and Markets Authority (CMA) – Developing Case Law in Higher Education* had been provided for information. The presentation covered examples of how six HEI’s had been involved in cases with CMA. It was noted that, for Heriot-Watt University, CMA had particular implications regarding how changes were made to programmes structures in terms of removal of mandatory courses: such changes would have to be communicated and agreed with students as this was seen as a breach of contract.

29.2 The Academic Registrar highlighted a range of points in relation to CMA, and the Board noted or raised a further series of points in its subsequent discussion. The key points were as follows:

- With regard to programmes, CMA did not mean that course content could not be updated or locally contextualised; it did not mean approaches to learning, teaching and assessment could not be modified; rather, where changes were being made to mandatory courses, this required consultation with students as such changes could fundamentally alter the programme as a whole, removing a subject area for which a student had specifically opted to come to HWU;
- In such contexts, there were discussions to be had around the extent to which programmes could be marketed without being too specific;
- Factors associated with CMA compliance in respect of programme structures were being considered as part of the SARP project;
- The Board’s decision on fewer learning outcomes (Minute 25.6.2) would assist with facilitating changes to programme structures;
- HWU was used to operating within constraints relating to changes to programme structures, eg MQA and KHDA;
- One Scottish HEI so far has had a CMA visit and fine imposed for preventing students from enrolling/graduating for debt other than tuition fees (academic sanctions could be imposed only for tuition fee debt); it was agreed that any instances of such a practice at HWU should be notified to the Academic Registrar;

29.3 The Board agreed that the Academic Registrar should produce a CMA summary which Schools could use, together with the presentation, to raise-awareness and discuss the impact of CMA compliance on programme structures and other relevant matters.

30 Report from the Centre for Academic Leadership and Development: Learning and Teaching

30.1 The Board noted that as part of its Standing Agenda Items, reports were regularly submitted by the Centre for Academic Leadership and Development in relation to learning and teaching developments. One of the specified dates for the ALD report was for each March meeting of the Board: this current report was deferred to the April meeting in view of the substantive
items related to NSS and Retention at the March meeting; as a consequence, in future, the ALD Learning and Teaching Report would now feature as a Standing Agenda Item at the April meeting.

30.2 The Board noted the current learning and teaching update, as at March 2017, noting that there would be no Learning and Teaching Colloquium in spring 2017.

31 Papers for Information

The Board noted the following papers, which had been provided for information on the Board’s SharePoint site:
https://intranet.hw.ac.uk/ps.registry/ar/lt/LTB%20Meeting%20Papers/Forms/AllItems.aspx

- Building Student Engagement and Belonging in HE: Summary Report
- Building Student Engagement and Belonging in HE: Full Report
- Undergraduate Retention and Attainment across the Disciplines

For further information and resources, see:
https://www.heacademy.ac.uk/individuals/student-success/retention/what-works

32 Date of Next Meeting

The next meeting of the Learning and Teaching Board will be held on Wednesday 10 May 2017, 9.15 am, Confucius Institute. There will be a meeting of the Directors of Learning and Teaching at 12.15 pm.