Welcome and Apologies

107.1 The Chair welcomed as new members of the Board: Ms R J Moir, Assistant Principal (International); Professor B Jones, Deputy Vice-Principal, Dubai. The Chair also welcomed: Professor F Grant, Director of Academic Quality, School of Energy, Geoscience, Infrastructure and Society, and Dr J W Sanders, Director of Academic Quality, School of Management and Languages.

107.2 The Chair informed the Board that Professor D Wong, Deputy Vice-Principal, Malaysia, would join the Board from 1 November 2016.

107.3 Apologies for absence were as recorded above.

Minutes of Previous Meeting

The Board approved the Minutes of the meeting of 7 September 2016.

Matters Arising Not Otherwise on the Agenda

109.1 The Board noted the report on matters arising from the meeting on 7 September 2016.

109.2 NSS2016 (Minute 95)

The Board noted the process for managing the consideration of, and response to, the learning and teaching results of student surveys had been revised to enable the Learning and Teaching Board to have strategic oversight: PTES and the learning and teaching results of the Annual Survey would be incorporated into the same process as currently operated through the Board for NSS. It was noted that the Deputy Principal (Learning and Teaching), the Planning Manager and the President of the Student Union were currently attending meetings in all Schools to discuss NSS.

109.3 SARP – Engagement of Academic Staff (Minute 99)

The Board noted that three separate emails had been circulated to Schools requesting participation by academic staff in SARP groups: it was not clear if these were for the same or different groups. It was agreed that the Academic Registrar should clarify this.

Learning and Teaching Strategy: Enhancement Plan for the School of Textiles and Design

The Board approved the updated Enhancement Plan for the School of Textiles and Design,
The Board noted the update on retention, Personal Tutoring and related matters, which had been produced for the Principal and also for the University Executive discussion on Personal Tutoring. In connection with this, the Deputy Principal (Learning and Teaching) provided the following verbal report:

- The Principal had emphasised the institutional, cross-campus focus on retention and, at the meeting of the University Executive on 27 September 2016, had invited each Head of School to comment on the percentage of new/continuing students who had met with their Personal Tutor and the percentage of staff who participated in Personal Tutor training (accessibility of training in Dubai and Malaysia had been raised in this context);
- the Deputy Principal (Learning and Teaching) and the Head of Academic Quality met with the Interim Head of Internal Communications to discuss promotion of the Retention Strategy/Operational Plan (this was intended as the start of a broader discussion on support from Internal Communications for key learning and teaching messages);
- the Deputy Principal (Learning and Teaching) would highlight retention as a key priority in his forthcoming meetings with Schools;
- the Head of Academic Quality, the Planning Manager and the Quality Enhancement Officer would meet with Directors of Learning and Teaching to support them in completing the first quarterly retention report for the Board;
- the Staff “Learning and Teaching Matters” website would focus on Retention during Semester 1 2016.

The Academic Registrar provided a verbal report on the approach of, and current activities within, the Registry Services Directorate with regard to implementation of the University’s Retention Strategy and Operational Plan:

- consideration was being given to the most effective means of aligning activities and staffing in RSD in order to support Schools in implementing and monitoring retention-related initiatives;
- a proposal would be provided to the Board for consideration at its next meeting on 2 November 2016.

The Board raised or noted the following points in its discussion of Personal Tutoring in particular:

- the name and contact details of Personal Tutors should be available via VISION: although it was noted that this development was part of the wider Student Portal development within SARP, it was agreed that this should be a more immediate priority and, given that there were no technical difficulties to resolve, Schools should be provided with guidance on the process for uploading such information into VISION;
- Personal Tutor information in VISION could be a topic for the VLE Management Group to consider;
- In Dubai, information was still being gathered from Associate Heads of School on the percentage of new/continuing students who had met with their Personal Tutor; but it was clear that meetings between students and Personal Tutors were taking place;
- Training/briefing for Personal Tutors had been provided previously (in person and via Skype) for colleagues in Dubai and was being planned for Malaysia; however, there was a concern that this had not been available to the same extent as at UK campuses. It was agreed that the Academic Registrar should follow up this matter, including the opportunity for training key individuals in Dubai and Malaysia, who could in turn roll out training more widely.

The Board noted the following, additional developments relating to the continued implementation of the Learning and Teaching Strategy:

- The 2016/17 Learning and Teaching Strategy Operational Plan had been approved by correspondence (one response received) and was now available at:
https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/learning-teaching-strategy.htm;

- further promotional materials, particularly in relation to students, for Graduate Attributes were in production;
- The Learning and Teaching Symposium would be held on the afternoon of 26 October 2016, which would include the call for project bids for Enhancement Theme funding;
- a Semester 1 2016 schedule and topic list for student-facing Learning and Teaching Matters posters had been produced, with posters being distributed in hard and e-copy to all campuses; it was agreed that these should be distributed also via social media;
- the Inter-Campus Communications Group had been discontinued, with its functions being subsumed within the SARP Project;
- the future operation of the Learning and Teaching Administrators Forum was still under consideration.

113 Academic Workload Planning: Teaching

113.1 The Board noted that, due to timescales, the specification and assessment of a teaching profile had been conducted by correspondence: the Head of Academic Quality had provided a draft profile for consideration and comment; two responses had been received. The Board noted that, since the original timescales had been revised, there was now an opportunity for the Board to consider the proposed Academic Workload Planning Model for Teaching in more detail, with a view to developing a collective Board proposal for consideration by the University Executive.

113.2 The Board noted that various workload models existed across Schools: those which were not managed through a detailed measurement/algorithm approach seemed to be the more successful in terms of transparency and providing an overview (rather than an overly complex and detailed assessment) of activity.

113.3 The Board noted that the proposed Academic Workload Planning Model for Teaching, together with the Board’s comments, would be forwarded to the Vice-Principal.

114 Learning and Teaching Key Performance Indicators

114.1 The Board noted that, as per its Standing Agenda Items, it considered at each October meeting the updated University Learning and Teaching Key Performance Indicators, which had been produced by the Planning Manager. It was noted that:

- the University Learning and Teaching KPI’s formed the basis of the Academic Performance data and the core statistics for the Annual Monitoring and Review process;
- the core categories continued to be: Entry Scores; Retention/Progression; Student Satisfaction; Graduate Employment;
- contextual data was provided on: Age Group; Gender; Disability; Ethnicity; SIMD;
- the KPI’s would be considered by the University Executive and the Court in due course.

114.2 The Board noted the following key points in relation to the Learning and Teaching KPI’s:

- retention continued to be an area of concern, with variability between Schools and across campuses; more detailed retention data (by School and by Department) had been produced by the Planning Manager and had been issued to Schools to inform their first quarterly retention reports;
- actions to address the other KPI’s had been incorporated into the Learning and Teaching Strategy Operational Plan;
- the Learning and Teaching KPI’s focused on UK provision only; although it was recognised that the Planning Manager did produce data on Dubai and Malaysia, it was agreed that such data should be presented as part of the wider L+T KPI’s so that the Board could have a strategic overview of all provision. It was agreed that the Deputy Principal (Learning and Teaching) should discuss this with the Director of Planning in the first instance.
The Board noted that, at forthcoming meetings, the Discussion Item slots would be dedicated to the University’s Transformational Initiative on Global Learning and Teaching. At each meeting, there would be a focus on one of the four Projects which formed part of the overall initiative:

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

The Board noted that this approach was intended to ensure that the Board was fully engaged in each of the four projects as they progressed through the University Leadership Forum. It was noted that, at the current meeting, the Discussion Item would focus on Global Learning Experience. It was also noted that, in addition, the selected list of Discussion Items, as chosen by Board members (see paper LTB/16/68; Minute 118), would be incorporated into the discussion of the associated Project.

The Deputy Principal (Learning and Teaching) highlighted the following points in his introduction to the discussion:

- at the University Leadership Forum, the discussion on the Global Learning Experience had focused on generating ideas on what HWU, with its multi-campus locations, could offer that other HEI’s could not;
- from this, the idea of Global Challenge Projects had emerged, whereby students would collaborate across campuses on a project which could be an essential part of the course learning outcomes;
- Global Challenge Projects could be embedded across all degree programmes and, possibly, even within each stage of a programme.

The Board raised or noted the following points in its discussion of Global Learning Experience and the idea of Global Challenge Projects:

- technology would need to be more robust and consistent, otherwise cross-campus working could be compromised; however, it was noted that there were other means of facilitating multi-location collaboration and of addressing timezone issues other than using, for example, video-conferencing;
- both EGIS and TEX had experience of multi-campus student projects, which had been invaluable in a number of ways, including enabling students to gain awareness of different cultures;
- Global Challenge Projects could be presented to students as a key means of developing the “Global” HWU Graduate Attribute;
- not all degree programmes were offered in other campus locations; there should still, however, be opportunities for such students to develop the “Global” HWU Graduate Attribute;
- projects could be more manageable and achievable if they were relatively short-term, eg one week or two weeks;
- academic staff could need support and development to enable them to facilitate effective multi-campus project working amongst students;
- there were several other precursors to successful cross-campus collaboration (and not just amongst students): staff “acting globally”; Course Leaders based in Dubai and Malaysia (not just in the UK); more links with global employers (not just those in the UK);
- Alumni too could be engaged in multi-campus projects; this would create “good news stories” to promote HWU to prospective students etc;
- The Careers Service too could collaborate in supporting cross-campus projects through, for example, engaging with employers.

The Board agreed that there should be a further opportunity for discussion of the Global Learning Experience. In the meantime, it was agreed that consideration should be given as to how disseminate more widely existing good practice in multi-campus student projects and in providing opportunities for such students to develop the “Global” HWU Graduate Attribute. It was agreed that summary reports would not be effective in this respect and that other
means should be considered, with the following examples being highlighted:

- the recent QAA Scotland Focus on: Collaborative Activity events had been highly praised across the Scottish sector for its opportunities to network and share practices with other HEI’s;
- e-publicity: Go Global blogs; use of social media; web-based case studies;
- the Director of Learning and Teaching, School of Mathematical and Computer Sciences, intended to invite to a Graduate Attributes seminar some colleagues from other Schools who had experience of multi-campus student projects and of providing opportunities for such students to develop the “Global” HWU Graduate Attribute

116 **Thematic Review on Assessment: Proposed Approach**

116.1 The Board noted that the University’s second Thematic Review – on the topic of Assessment – was scheduled for 2016/17. The Board considered a proposal for combining the planned Thematic Review of Assessment with the planned Academic-Related Review of Student Support and Academic Registry on Assessment into a single (adapted) review. It was further proposed that the combined review should also incorporate the review of the University’s assessment regulations. It was noted that all three reviews were currently scheduled for 2016/17 as separate activities.

116.2 The Board raised or noted the following points in its discussion of the proposed combined review:

- a combined review would facilitate a better integration between Regulations, policy, processes, service provision and systems across the whole area of assessment;
- the Scoping Document had been specially adapted to ensure that the review identified the current, key problems related to assessment; the Registry Services Directorate, which would be supporting all three reviews, was keen to ensure that the review would highlight, and propose solutions to, a range of assessment-related issues;
- the pilot of January intakes, and evaluation of the pilot, was being undertaken as a separate activity and would not be incorporated into the combined review;
- the review event was likely to be extended over three days to cover the broader scope: it was recognised that not all issues related to assessment would be best approached through a review event and it was agreed that theme-specific working groups should be used in addition to the scheduled review event;
- the Board would have the opportunity to comment, as per the standard Thematic Review process, on the emerging framework and themes for the review;
- the review report would be available for consideration by the Board at its meeting on 10 May 2017.

116.3 The Board approved the proposal for the three planned reviews to be combined into a single, overarching review of assessment. It was noted the Board’s decision would be communicated to the Quality and Standards Committee (responsible for Academic-Related Review), and that a proposed framework and themes would be presented to the Board for consideration in due course.

M.King

117 **Student Learning Experience Committee: Key Activities 2016/17; Operational Plan 2016/17; Minutes of Meeting on 7 September 2016**

117.1 The Board noted that, as part of its *Standing Agenda Items*, the following items related to the Student Learning Experience Committee had been provided:

- Key Activities 2016/17;
- Operational Plan 2016/17;
- Minutes of the meeting on 7 September 2016.

117.2 The Board considered and approved the Key Activities 2016/17 and the Operational Plan 2016/17, and also noted the Minutes of the meeting held on 7 September 2016.

P.Calabrese
**Report from the Centre for Academic Leadership and Development: Learning and Teaching**

The Board noted that, as part of its *Standing Agenda Items*, reports were regularly submitted (including at each of the Board’s October meetings) by the Centre for Academic Leadership and Development in relation to learning and teaching developments. The Board considered the most recent progress report, as dated at September 2016, which included a report on workshops held at the Malaysia Campus. It was agreed that Board members should receive the Centre’s E-Newsletter (past copies at: [https://www.hw.ac.uk/research/ald/news-events.htm](https://www.hw.ac.uk/research/ald/news-events.htm)).

**List of Discussion Items for 2016/17**

119.1 The Board noted that, at the meeting on 7 September 2016, it had been agreed that members should select their preferences from the proposed list of Discussion Items 2016/17: selections were received from seven Board members. The Board considered the proposal that the selected topics should be grouped within the broader discussions of each of the four projects within the institutional Transformational Initiative on *Global Learning and Teaching* (see Minute 115):

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

It was noted that the remaining topics would be discussed by the Board as separate items, scheduled at the appropriate meeting in 2016/17, and that there would continue to be opportunities for the Discussion Item slot to be used by members to raise more immediate issues for consideration by the Board.

119.2 The Board approved both the selected list and the proposed approach to managing Discussion Items.

**Student Union Item: Review of Academic Representation**

120.1 The Board noted that, as part of its *Standing Agenda Items*, a slot on the agenda for each meeting was made available to the Student Union to highlight learning and teaching matters for consideration by the Board. It was noted that the first such item for 2016/17 related to a proposed Review of Academic Representation.

120.2 The President of the Student Union reported that a review of the current approaches to academic representation would be undertaken with the aim of putting in place a truly global academic representation system. It was proposed that the review be undertaken as a joint Student Union-Learning and Teaching Board project, and that the Academic Representation Review Working Group would report its conclusions and recommendations to the Board at its meeting on 5 April 2017.

120.3 The Board endorsed the proposed review, including the establishment of a working group, and noted or agreed the following:

- the group should incorporate representatives from the Dubai and Malaysia Campuses;
- students would be consulted via focus groups and other means, rather than being members of the working group (on which the Student Union would be represented);
- Schools should determine the most appropriate persons to nominate for the working group, such as Year Co-ordinators.

**Director of Learning and Teaching, School of Energy, Geoscience, Infrastructure and Society**

The Board noted that the membership of Professor T M Chrisp on the Learning and Teaching Board had concluded, as he had been appointed as Head of the School of Energy,
The Board thanked Professor Chrisp, who was one of the Board's longest-standing members, for his contribution to the work of the Board and to the learning and teaching enhancement agenda. The Board congratulated Professor Chrisp on his appointment as Head of School and wished him all the best in his new role.

### 122 Papers for Information on SharePoint

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

- Learning and Teaching Symposium, 26 October 2016.
  [https://intranet.hw.ac.uk/ps/registry/ar/lt/LTB%20Meeting%20Papers/Forms/AllItems.aspx](https://intranet.hw.ac.uk/ps/registry/ar/lt/LTB%20Meeting%20Papers/Forms/AllItems.aspx)

### 123 Date of Next Meeting

The next meeting of the Learning and Teaching Board will be held on Wednesday 2 November 2016, 1.15 pm, Anderson Room, Library. The meeting will be followed by a meeting of the Student Learning Experience Committee at 3.15 pm.