Welcome and Apologies

88.1 The Chair welcomed, as a new member of the Board, Dr S McLaughlin, interim Director of Learning and Teaching, Edinburgh Business School. The Chair also welcomed to the meeting: Dr A J Bell, Associate Director of Studies - Engineering, School of Engineering and Physical Sciences, for the item on General Degrees (see Minute 97).

88.2 The Chair informed the Board that three additional new members would be joining the Board: Ms R J Moir, Assistant Principal (International); Professor B Jones, Deputy Vice-Provost, Dubai; Professor D Wong, Deputy Vice-Provost, Malaysia.

88.3 Apologies for absence were as recorded above.

Minutes of Previous Meeting

The Board approved the Minutes of the meeting of 15 June 2016, subject to the re-wording of Minute 70.3 as follows: “.. significant completion rates for LEADS and PG_CAP, leading to associate/fellowship of the HE Academy”.

Matters Arising Not Otherwise on the Agenda

90.1 The Board noted the report on matters arising from the meeting on 15 June 2016.

90.2 Learning and Teaching Strategy: Secretary’s Board (Minute 67.2)

The Board noted that, at its meeting on 6 September 2016, the Secretary’s Board had approved the Enhancement Plans of the six Professional Services which directly support the implementation of the Learning and Teaching Strategy. It was agreed that the Enhancement Plans, which had been endorsed by the Learning and Teaching Board on 15 June 2016 and had, in some cases, been updated for the Secretary’s Board, should be posted on the Board’s SharePoint site. It was further agreed that Marketing and Communications should be incorporated into the Board’s process for implementing the remainder of the current Learning and Teaching Strategy.

90.3 Globalising Learning and Teaching (Minute 68.5)

The Deputy Principal (Learning and Teaching) informed the Board that proposals for the transformational project, Globalising Learning and Teaching, had recently been presented to the University Leadership Forum. At its meeting on 5 October 2016, the Board would have the opportunity to discuss the proposals.
Recognising and Rewarding Learning and Teaching (Minute 70)

The Board noted that, following a meeting with the Director of Human Resource Development to discuss the proposed framework for recognising and rewarding learning and teaching, the Director of HRD would take this forward.

J.Sawkins

Learning and Teaching Strategy: Updated Operational Plan

91.1 The Board noted that, as per the Strategic Process for the Learning and Teaching Strategy (see paper LTB/16/59), an updated Learning and Teaching Strategy Operational Plan had been produced, which highlighted (through the “traffic light” colour-coding) progress to date. In addition, the Board noted that the updated Plan had been prefaced by a paper highlighting all the “red” coded activities, ie those actions yet to be progressed, which the Board was invited to consider whether or not they should remain in the 2016/17 version of the Plan.

M.King

91.2 Service Teaching

The Board agreed that the actions related to service teaching and aligning funding models across Schools and campuses should be retained in the revised Operational Plan. With regard to service teaching, it was agreed to invite the Director of Planning to a future Board meeting to discuss this topic. Since a previous discussion of service teaching at the Board, involving the Director of Planning, had not resolved the key academic issues, it was agreed the discussion should:

- focus on the academic context of service teaching (and not simply the more restricted perspectives of the mechanics of funding/Planning Round);
- take account of the other discussions around electives, choice and ability of students to select different subjects in different Schools as part of broadening their educational experience;
- consider a collegiate, institutional approach to the curriculum and to teaching, of which service teaching was a core part;
- outline how service teaching would be accommodated in the current review of the Planning Round.

M.King

91.3 The Board agreed that, with regard to the Operational Plan, the recommendations for the red coded items should be taken forward as outlined in paper LTB/16/53, with the exception of the recommendation on service-teaching (as above). It was noted that the review of the Centre for Academic Leadership and Development was still in progress, with a report being presented to the University Executive in due course.

M.King

91.4 The Board approved the updated Learning and Teaching Strategy Operational Plan, subject to the above amendments, and agreed that it should be used as a basis for progressing 2016/17 learning and teaching strategic developments. It was agreed that the revised Plan should be circulated for approval by correspondence.

M.King

Learning and Teaching Strategy: Developments, Process and Actions for 2016/17

92.1 Developments

92.1.1 The Board noted that, as per the Strategic Process for the Learning and Teaching Strategy (see paper LTB/16/59), an overview of key activities for 2016/17, in terms of the current Operational Plan, had been produced, which included implementation of the Retention Strategy and further development of the HWU Graduate Attributes. The Board noted that, in addition, several, key topics related to the Learning and Teaching Strategy would be progressed through the second Thematic Review, which in 2016/17 would focus on assessment (proposal to be presented to the Board on 5 October 2016).

M.King

92.1.2 The Board approved the planned activities for the current Learning and Teaching Strategy in 2016/17.

92.2 2016/17 Strategic Process

The Board noted that the 2016/17 strategic process for the current Learning and Teaching
Strategy and Operational Plan would be as follows:

- Approval of updated Operational Plan and Timeline for 2016/17 (7 September 2016);
- Regular updates on progress towards priority areas for development (at each meeting);
- Approval of updated School/Service Learning and Teaching Strategies and Enhancement Plans (14 June 2017);
- Consideration of summary of meetings with Schools/Services on their progress towards the University Learning and Teaching Strategy (14 June 2017);
- Progressing activities according to schedule of priority areas for development 2016/17 (due by 14 June 2017).

93 Academic Workload Planning

93.1 The Deputy Principal (Learning and Teaching) informed the Board that the University Executive had considered a proposed approach to the development of a consistent approach to defining and assessing academic workload, and had invited the Learning and Teaching Board to contribute to the specification of a representative academic profile.

93.2 The Board noted that, due to timescales, the specification and assessment of a teaching profile would be conducted by correspondence: the Head of Academic Quality would provide a draft profile for consideration and comment, with the collective Board proposal being forwarded to the University Executive.

94 Implementation of the Retention Strategy and Operational Plan

94.1 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:

- in consultation with a colleague at another HEI, 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 5 October 2016;
- one of the other key areas of activity would be to ensure accurate and complete data related to students which would in turn facilitate more effective monitoring of students at risk.

94.2 The Board noted that, once the next series of retention data by been published by the Planning Manager, the Head of Academic Quality and the Quality Enhancement Officer would meet with individual Schools to discuss, and assist in, producing their first quarterly reports on retention to the Board. It was noted that the School reports would be presented at the meeting on 2 November 2016, together with an update report on the implementation of the Retention Strategy/Operational Plan.

94.3 The Board agreed that retention data should be provided for years 2 to 3 and 3 to 4 in addition to the current years 1 to 2, as these were also key areas for concern for Schools. It was recognised, however, that, as a first step, there was a need to ensure that current data was accurate and complete, and that reporting and monitoring processes were properly in place.

95 National Student Survey 2016: Results and Process

95.1 The Board considered the summary of the results of the University's scores/performance in the National Student Survey 2016, which had been summarised and presented by Ms E J Bailey, Planning Manager, Planning Office. It was noted that the summary was augmented by detailed subject-based results and by open comments, which had been previously circulated to the relevant individuals. It was also noted that, in addition to the results, the University Executive had:

- endorsed continuation of the process (introduced in 2015/16) for addressing issues...
raised by the results, namely that the Learning and Teaching Board would continue to be formally responsible for managing actions taken in response to NSS;

- approved subject-level targets for NSS 2017.

95.2 The Board agreed that, in order to provide sufficient timescales for Schools and Professional Services to develop NSS Action Plans in a consultative manner, local NSS Action Plans (Schools, Professional Services, and Student Union) should, as per last year, be submitted to the Board for consideration at its meeting on 2 November 2016. The Board agreed the following with regard to the NSS Action Plans:

- Action Plans should be high-level summaries only, and not detailed analyses;
- There should be one Action Plan per discipline area in Schools or per department within Professional Service Directorates;
- Schools/Professional Services could produce a School/Service level summary to capture common themes;
- The Student Union should provide its own NSS Action Plan;
- The Head of Academic Quality would circulate an NSS Action Plan template to facilitate reporting to, and subsequent monitoring by, the Board;
- Schools could use the relevant section of the NSS Action Plan template to highlight particular issues for Professional Services;
- Action Plans should be submitted by 24 October for the meeting on 2 November 2016; an update should be provided by 20 February for the meeting on 1 March 2017.

95.3 The Board noted that the former NSS-School visits would no longer take place; however, there would be an opportunity for Schools to invite the Deputy Principal (Learning and Teaching) to attend School management meetings, School Learning and Teaching Committees or other such meetings to highlight the institutional importance of Schools focusing on retention and NSS. It was agreed that Directors of Learning and Teaching should contact the Deputy Principal (Learning and Teaching) to discuss this further.

96 Graduate Attributes: Updates from Schools

96.1 The Board received a brief verbal progress report from Directors of Learning and Teaching on the implementation of the Graduate Attributes within their Schools. The key areas of activity were as follows:

- specifying Graduate Attributes in all course and programme information;
- reviewing and mapping all courses and learning outcomes to ensure that Graduate Attributes were embedded and an integrated, aligned approach was being adopted;
- contextualising the Graduate Attributes to be meaningful for specific disciplines;
- using the editable version of the Graduate Attributes diagram to develop subject-specific skills and qualities, and including cross-campus teams in this activity (a very positive activity in developing cross-campus engagement);
- organising Away Days to develop discipline approaches to embedding the Graduate Attributes and sharing practice across discipline areas;
- using subject-specific diagrams to develop a collective, School-wide set of qualities;
- displaying subject-specific Graduate Attributes diagrams on VISION courses, including as VISION wallpaper;
- presenting and introducing the Graduate Attributes to new and continuing students, outlining how they would shape their learning experiences, including for employment;
- distributing the Graduate Attributes mousemats and displaying the associated posters;
- discussion of Graduate Attributes at a staff development session at the Malaysia Campus, with plans to extend to other campuses;
- utilising the resource available on Graduate Attributes, particularly the editable diagram and the Quick Guides.

96.2 With regard to progress at the University level, the Board noted that:

- the Deputy Principal (Learning and Teaching) would be providing a presentation on Graduate Attributes during his forthcoming visits to the Dubai and Malaysia Campuses;
- in 2016/17, the focus would be on student-facing promotion and awareness-raising, which would be undertaken in collaboration with the Student Union;
- within SARP’s Student Experience and Communications strand, a facility for students
to record and reflect on their progress towards the Graduate Attributes would be taken forward as part of the Higher Education Achievement Report (HEAR) developments.

96.3 The Board was pleased to note the extent of activity around the Graduate Attributes, particularly with regard to implementation by all Schools.

97 Discussion Item: General Degrees

97.1 The Deputy Principal (Learning and Teaching) welcomed Dr A J Bell, Associate Director of Studies - Engineering, School of Engineering and Physical Sciences, for the discussion item on General Degrees. The Board noted that the discussion item related to one of the three University-level recommendations, the first of which was:

The Review Team recommends that the University consider the place and visibility of the Combined Studies degree with a view to its being a more widely available route of study.

97.2 Dr A J Bell highlighted the following points in his introduction to the discussion:

- Combined Studies was much more than a safety net for students unable to progress on their original subject-based degree programme: a large number of students were admitted to Combined Studies in September 2016 as their programme of choice (85 in total - 20 full-time, 65 non-graduating; more than in a number of other disciplines). It was clear that there was a demand for a more general, initial programme of study which allowed students to defer specialisation (the vast majority of applicants to Combined Studies transferred, in due course, to a specialist subject degree);
- Combined Studies spanned only three of the five undergraduate Schools;
- there was inconsistency across all campuses in availability and accessibility of Combined Studies, particularly Dubai and Malaysia;
- the three-way management structure via the three Heads of the contributing Schools was hampering advancement and development.

As a means of addressing the above issues, it was proposed that Combined Studies should be promoted more actively as a route of choice in its own right; it should be offered consistently across all Schools and all campuses; and there should be a single management structure.

97.3 The Board raised or noted the following points in its discussion of Combined Studies and General Degrees:

- the option of Combined Studies as a route back into specialist programmes should be retained and should be promoted more positively (although Schools could offer this sort of support route within their own provision); there should, however, be much greater emphasis on developing and promoting Combined Studies as a route of choice, allowing students the time and scope to consider what subject area they wanted to focus on;
- the US Liberal Arts and the “Faculty Admission” of some Scottish HEI’s provided models of broad subject choice and the opportunity to defer specialisation; by contrast, HWU’s structure was more rigid and specialist (although the 4/5 year programme duration could allow for greater flexibility): this did not suit all students, as the application rates to Combined Studies highlighted;
- there was a need to transcend matters which had hampered previous discussions to enhance Combined Studies as an institution-wide offering, ie around regulations, structures and inflexibility of PSRB’s and other accrediting organisations;
- the vision for Combined Studies at HWU should be much more imaginative: a route of choice for applicants (not a safety net used by Exam Boards); an opportunity to study different subjects on different campus locations; a mechanism for developing the “Global” HWU Graduate Attribute; this could be a unique selling point for HWU.

97.4 The Board agreed that there should be a further discussion, at the Senate, of a high-level, institutional vision for Combined Studies worldwide (the discussion should not, at this stage, be side-tracked into matters related to structures and regulations). It was agreed that the Deputy Principal (Learning and Teaching) and the Associate Director of Engineering should take this forward.

J.Sawkins
The Board noted that the University’s first Thematic Review – on the topic of Technology-Enhanced Learning and Teaching – took place on 12-13 May 2016. At its meeting on 15 June 2016, the Board had considered and approved the conclusions and areas for development, noting that an Action Plan would be produced and presented to the Board for consideration and approval at its meeting on 7 September 2016.

The Board noted that the Action Plan had previously been considered by the University Executive, where it had been highlighted that the Thematic Review Report and Action Plan would be subsumed within the UE’s strategic project Technology-Enhanced Learning and Teaching, which would, in turn, be part of the wider Globalising Learning and Teaching transformational project. The Board endorsed this approach.

The Head of Academic Quality provided a presentation on SARP: Beyond the Student Experience, the purpose of which was to highlight to the Board:

- the ways in which SARP could underpin the implementation of the Learning and Teaching Strategy, particularly in relation to the student learning experience;
- the role of the Board and Student Learning Experience Committee in shaping the design of an integrated, institution-wide programme management system through which all key quality processes were managed;
- the opportunities for integrating the re-design of current programme quality processes with a review of associated policies and with the planned review of the University’s academic regulations;
- the scope afforded by SARP for global working and establishing global teams around quality and programme management.

The Academic Registrar highlighted the ways in which Schools, particularly academic colleagues, at all campuses could be engaged in the design of SARP to enhance academic processes and to review and revise underpinning policies and regulations. It was proposed that each School should nominate two or three academic staff members who could be consulted on potential options for each development and who could build up knowledge and expertise as the project progressed. It was noted that there would be active engagement with the Board throughout the academic strands of SARP.

The Board noted that, as part of its Standing Agenda Items, an outline of Key Areas for Development for the Learning and Teaching Board in 2016/17 had been provided for consideration, which included:

- activities to be progressed as part of the fourth year of implementation of current Learning and Teaching Strategy, and the revised Operational Plan and Timeline;
- Thematic Review Schedule: Assessment (proposal to be presented to the Board on 5 October 2016);
- Scoping out a new Learning and Teaching Strategy.

The Board approved the Key Areas for Development 2016/17, noting that it would inform the Board’s agenda for the academic year ahead.

The Board noted that since 2013/14, a Discussion/Enhancement slot had featured as an item on the agenda of each meeting; the topics had been relatively ad hoc to date, emerging from issues raised by Board members or emerging sector-wide issues. The Board was reminded that it had previously agreed that a programme of future discussion items should be produced, but that there should remain the flexibility for Board members to discuss topics raised on an ad hoc basis by members.
The Board noted the proposed list of discussion items, which had been produced from a review of both internal and external learning and teaching priorities and developments. It was noted that the Board had been invited to identify and agree a list of five discussion topics for 2016/17, with the remaining slots being held free for members to raise more immediate issues or to respond proactively to both internal and external developments. It was agreed that members should notify their selections to the Head of Academic Quality by 12 September 2016.

**Annual Strategic Review Report 2015/16**

As part of its Standing Agenda Items (see paper LTB/16/61), the Board considered its annual strategic review report on developments from the previous session. The Board approved the report, noting that a section on the Curriculum Working Group would be added, and agreed that, as per the approved process, it should be forwarded to the Quality and Standards Committee and the Senate for information, and to the University Executive for consideration.

**Director of Quality and Standards, Edinburgh Business School**

The Board noted that Mr M A Storey, Director of Quality and Standards, Edinburgh Business School, had concluded her role as EBS representative on the Learning and Teaching Board. The Board thanked Dr Storey for her contribution to the work of the Board and to the learning and teaching enhancement agenda. The Board noted that Dr Storey would continue her contribution to institutional quality-related developments through her continuing membership of the Quality and Standards Committee.

**Papers for Information on SharePoint**

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

- Learning and Teaching Strategy: Updated Strategic Process;
- Learning and Teaching Board Handbook 2016/17 (a hard copy booklet was tabled at the meeting);
- 2016/17 Meeting Dates, Membership, Standing Items and L+T Committee and Reporting Structure.

**Timing of 2016/17 Meetings**

The Board noted that, in order to facilitate the participation of the Deputy Vice-Provosts at the Dubai and Malaysia Campuses, all Learning and Teaching Board meetings would be held at 9.15 am from 11 January 2017. It was noted that consideration would be given to an appropriate venue. It was agreed that Student Learning Experience Committee meetings should be separated from Learning and Teaching Board meetings: SLEC would continue to be held on the same day as LTB, but at 2.15 pm, thereby providing a break for members of both groups.

**Date of Next Meeting**

The next meeting of the Learning and Teaching Board will be held on Wednesday 5 October 2016, 12.45 pm, Anderson Room, Library. The meeting will be preceded by a meeting of the Directors of Learning and Teaching at 12.15 pm.