The Learning and Teaching Board

Minutes
Present: Professor J W Sawkins (Chair)

Mr D Cowan Ms R J Moir
Dr I J Glen Dr M Sargeant
Professor F Grant Mr P Travill
Professor J Hansen Dr G B Thomson
Professor B Jones (by Skype) Professor M L D Wong (by Skype)
Dr S McLaughlin Dr M King (Clerk)
Ms D McCaig

In attendance Dr A J Bell (Minute 58) Mr A Smith (Minute 57)

Apologies Dr S Arthur Mr L J Miles
Dr P Kew Professor J M Ritchie

50 Welcome and Apologies

50.1 The Chair welcomed, as a new member of the Board, Dr I J Glen, who would be taking up the post of Quality Enhancement Officer in August 2017. The Chair also welcomed: Mr A Smith, Careers Advisor, Careers Service, in connection with the item on Employability Strategy (see Minute 57); and Dr A J Bell, Associate Director of Studies - Engineering, School of Engineering and Physical Sciences, in connection with the item on General Degrees (see Minute 58).

50.2 Apologies for absence were as recorded above.

51 Minutes of Previous Meeting

The Board approved the Minutes of the meeting of 10 May 2017.

52 Matters Arising Not Otherwise on the Agenda

52.1 The Board noted the report on matters arising from the meeting on 10 May 2017.

52.2 Student Union Item: Annual Learning and Teaching Report (Minute 42.4)

The Board noted the following updates regarding matters raised at the last meeting in connection with the discussion of the Student Union’s Annual Learning and Teaching Report:

• The Student President Malaysia had opted to continue as a full-time student rather than as a Sabbatical: it was agreed that the Deputy Vice-Principal (Malaysia) and the Academic Registrar should discuss this further: the role of the Student Presidents in Dubai and Malaysia was still being considered as part of the wider Senate Effectiveness Review;
• The Student Union and the Directors of Learning and Teaching, School of Energy, Geoscience, Infrastructure and Society, should meet to consider the most effective and efficient means of student engagement and representation at the Orkney Campus: these discussions were ongoing and included how the School and the Student Union could effectively collaborate to support students at the Orkney Campus.

52.3 Academic Management Structures: Improving Cross-Campus Management and Enhancement of Learning and Teaching (Minute 38)

The Board noted that the following would be presented for consideration at the meeting on 6 September 2017:

• remit of the Learning and Teaching Enhancement Forum and of its members;
• a proposal for School structures and roles outwith the Academic Management Structures;
• a review of the learning and teaching reporting structure, taking into consideration the roles of the Board, Student Learning Experience Committee and the campus-specific Learning and Teaching Enhancement Forum, with a view to confirming the primacy of the Board as a global Learning and Teaching Board operating across all campuses.

52.4 PG CAP (Minute 35.7)

The Board noted 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, had as yet to meet with the Head of the Centre for Academic Leadership and Development to discuss issues related to the provision of PG CAP.

52.5 Other Matters related to Learning and Teaching

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

• the Learning and Teaching Event, as held at Hermiston House on 30 May 2017, had been attended by a wide variety of individuals;
• Due to the moratorium on all government-related announcements, publication of TEF ratings was currently delayed;
• The University’s Learning and Teaching Strategy had been short-listed for the Times Higher Education’s Leadership and Management Awards 2017 in the category of Teaching and Learning Strategy of the Year; the award ceremony would held on 22 June 2017.

53 2013-2018 Learning and Teaching Strategy: Enhancement Plans; Report on Annual Meetings with Schools and Professional Services

53.1 The Board noted that meetings had been held with all Schools and all relevant Professional Services, the purpose of which had been to discuss their progress towards the Learning and Teaching Strategy Operational Plan in 2016/17 and their plans for continued implementation of the Plan in its final year in 2017/18.

53.2 The Board approved the updated Enhancement Plans of all Schools. In addition, the Board agreed to recommend to the Professional Services Leadership Board approval of the updated Enhancement Plans of the relevant Professional Services.

53.3 Annual Summary Report on Learning and Teaching Strategy Meetings

53.3.1 The Board considered the Annual Summary Report on the School/Service Learning and Teaching Strategy Meetings. It was noted that there were no formal judgements associated with the Learning and Teaching Strategy Progress Meeting process; however, in terms of outcomes, the following were highlighted:

• The Schools’/Services’ Enhancement Plans were aligned with the University’s Learning and Teaching Strategy Operational Plan;
• The local Enhancement Plans provided an effective means for the Learning and Teaching Board to monitor the implementation of the University’s Learning and Teaching Strategy Operational Plan.

53.3.2 The Board noted that many of the common themes emerging from the Learning and Teaching Strategy Progress Meetings were similar to those raised in previous years and had also been highlighted in the various annual summary reports and key areas for development 2017/18 (papers LTB/17/30-37):

• Configuration and availability of suitable teaching space and social learning space;
• The lack of AV equipment within teaching/meeting rooms, particular for inter-campus communications;
• Issue of poor attendance at lectures: re-thinking purpose of lectures and approaches to teaching;
• Improvements in cross-campus engagement and collaboration, but continuing issues at Board of Studies level in some cases;
• Continuing issues around assessment, including over-assessment and over-reliance on examinations;
• A more co-ordinated approach had been put in place to the development of physical learning environments, but the diversity of committees and groups involved in development of learning spaces meant that Learning and Teaching Board/Student Learning Experience Committee/Directors of Learning and Teaching were often excluded from relevant strategic discussions.

53.4 Next Steps

The Board noted that the current and final version of the Learning and Teaching Strategy Operational Plan and Timeline would be updated and presented for consideration by the University Committee for Learning and Teaching at its first meeting on 6 September 2017.

54 New Learning and Teaching Strategy: Consultation Processes and Timeline

54.1 The Board noted that, at its meeting on 10 May 2017, it had been agreed that a communications-friendly version of the consultation process and timeline for the new Learning and Teaching Strategy should be produced, which would enable Board members to disseminate to, and raise awareness amongst, colleagues and thereby promote widespread engagement in the strategy process (Minute 36.3).

54.2 The Board approved the communications version of the consultation process and timeline summary, with a view to its wider dissemination across the institution. It was noted that the next stage in the new Learning and Teaching Strategy process would be further development of the framework and initial key themes (July-August 2017). In connection with this, the Board agreed the following:

• A meeting of the members of Learning and Teaching Board would be held in August 2017 to discuss in detail the potential key themes and to group these into over-arching strands for the new Learning and Teaching Strategy;
• The first meeting of the University Committee for Learning and Teaching on 6 September 2017 would be extended to include a focused discussion on “how to undertake a consultation”;
• Members should identify particular consultation activities which they would wish to take the lead on at the institutional level and/or engage with their own teams on.

55 New Learning and Teaching Strategy: Initial Key Themes

55.1 The Board noted that the process of developing the new Learning and Teaching Strategy was underway and, in accordance with the timeline agreed by the Board on 10 May 2017 (Minute 36.3), the current action was for the Board to have an initial discussion on suggested themes. The Board noted that the Head of Academic Quality had gathered together the list of ideas and suggestions that had been put forward together and had presented these collectively as a means of facilitating this first discussion of suggested themes.

55.2 The Board further noted that the initial list of ideas and suggestions had been matched up with the key themes emerging from the analysis of all annual summary reports (see Minute 59), which had produced an identical mapping across all items (HWU distinctiveness and Research Strategy/Research-Teaching Linkages being the only two additional items). The mapping documents is attached as an Appendix to these Minutes.

55.3 The Board raised or noted the following points in its discussion of suggestions for the new Learning and Teaching Strategy:

• As regards the Research Strategy, it had been highlighted at the University Leadership Forum that the Learning and Teaching Strategy and the Research Strategy should be aligned; it was agreed that the ULF outputs should inform the Learning and Teaching Strategy, and the Learning and Teaching Strategy timeline and consultation process should be discussed with Deputy Principal (Research and Innovation) and the Deputy
Principal (Enterprise and Business). It was agreed, in addition, that while the research-teaching strategic synergy was fundamental, the Learning and Teaching Strategy process should proceed as per the approved timeline.

55 Retention: Institutional KPI’s; Progress Final Reports; Retention Operational Plan

55.1 The Board noted that, as part of the process of quarterly reporting on retention, Progress Final Reports had been submitted by Schools, Registry Services, the Dubai and Malaysia Campuses; data had been produced and circulated by the Planning Manager; an update on the Retention Strategy Operational Plan had been provided.

55.2 School Progress Final 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:

- A range of actions had been taken, which had resulted in improvements; in other cases, it was still too early to conclude that actions had reduced non-continuation: the next iteration of retention data would allow such an analysis;
- 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;
- In one School, there were particular issues around retention of female students at the Dubai Campus; the Director of Learning and Teaching would discuss further with the Deputy Vice-Principal (Dubai);
- Largescale participation of academic staff in Personal Tutor training sessions.

55.3 Dubai Campus and Malaysia Campus

55.3.1 The Deputy Vice-Principal (Dubai) highlighted the following with regard to retention at the Dubai Campus: retention of groups which had historically been problematic seemed to be improved this year, which was a positive development. However, further data would be needed to determine whether this improvement was maintained.

55.3.2 The Deputy Vice-Provost (Malaysia) highlighted the following with regard to retention at the Malaysia Campus: the recent focus had been on Personal Tutoring; an Academic Development Manager had been appointed to provide development and training for academic staff.

55.4 Registry Services and Retention Operational Plan

55.4.1 The Board noted the continuation of the RSD Retention Group, focusing on implementation of the University’s Retention Strategy and Operational Plan. The Academic Registrar highlighted the development of online training and other resources for Personal Tutors, and that the Thinking of Leaving Service would be re-launched through the Student Portal and Student CRM in order to promote it more widely amongst students.

55.4.2 The Head of Academic Quality provided an overview of the proposed pilot of Student Success Advisors:

55.4.2.1 Across the sector in the rest of the UK, where loss of tuition fee income was of major concern, HEI’s had invested significantly in staff and online tools to address non-continuation; in each case, it had been justified on the basis that relatively smallscale investment was offset by much more significant financial return in terms of retained tuition fee income;
- An analysis of HWU’s fee-paying undergraduates (ie excluding Scottish/EU students) had revealed that, in 2015/16, there was a cumulative loss of tuition fee income of £3,249,520 due to non-continuation of Year 1 UG students;
- Based on practice at other HEI’s, it had been proposed that graduate interns should be employed, on a pilot basis, as Student Success Advisors in order to promote student engagement, identity and belonging, and to provide early intervention for students identified at risk of leaving.
The Board raised or noted the following points in its discussion of the proposed pilot of Student Success Advisors:

- The Student Success Advisors pilot and scheme should be developed collaboratively with Schools and with the Deputy Vice-Principals in Dubai and Malaysia; there was a greater likelihood of improved retention if such support was embedded in Schools;
- There was a concern about loss of expertise if the Student Success Advisors were employed for one-year only;
- Consideration should be given as to what other activities would stop in order to focus on this initiative;
- The option of seconding existing School staff for 0.5 day as Student Success Advisors should be removed, as it was not seen as viable; full-time, dedicated Student Success Advisors reflected the importance of retention, the emphasis on a strategic approach to retention and the need to address it more immediately, more systematically and in a transformative way, which would require financial investment;
- HWU was lagging behind the sector in a number of key learning and teaching areas, including retention; there needed to be more immediate, significant action taken – the Student Success Advisors would be part of this more focused, strategic approach, as outlined in the Retention Strategy and Operational Plan;
- The Student Success Advisors should have a comprehensive, integrated remit related to student engagement, and not just focused on problematic student cases;
- The posts should be considered in conjunction with the planned one-stop for student learning skills development within Information Services;
- The period of employment should be July to June, rather than January to December, so that the Student Success Advisors were in place and trained prior to the start of each session.

The Board raised or noted the following points in its discussion of student learning skills provision:

- Development of provision such as a Maths Clinic should be undertaken collaboratively between Schools and relevant Professional Services;
- Discussions around institutional provision of student learning skills should also include English for Academic Purposes as well as Maths;
- A 24/7, one-stop for student learning skills development would be developed during 2017/18 within Information Services, which would complement the staff-focused Learning and Teaching Academy.

Points of Agreement

The Board agreed the following with regard to retention:

- All actions in relation to retention should be undertaken collaboratively between Schools and relevant Professional Services;
- there should be a regular, published schedule of Personal Tutor training sessions, which would be open invitation and not restricted to an individual School;
- A revised proposal for the Student Success Advisors pilot should be produced, taking into account the above comments, and circulated for approval for correspondence, with a view to presenting to the University Executive in due course.

Approval of Retention Progress Final Reports

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

Next Steps

The Board noted that Schools, the Dubai and Malaysia Campuses and Registry Services would be invited to submit their first quarterly reports of 2017/18 (Initial Reports) on retention by 20 October 2017, for consideration by the University Committee for Learning and Teaching on 1 November 2017. It was noted that the latest retention data would be circulated by the Planning Manager c.30 September 2017.
Global Learning and Teaching Transformational Initiatives: Final Report

The Deputy Principal (Learning and Teaching) provided a verbal, final report on the Global Learning and Teaching Transformational Initiatives as follows:

- The outcomes of the Academic Framework, Global Student Experience and Technology-Enhanced Learning and Teaching projects would be subsumed into the Learning and Teaching Strategy;
- The vision for the Learning and Teaching Academy would be shaped as part of the consultation on the new Learning and Teaching Strategy, with the aim of formally launching both simultaneously in September 2018;
- A report on the various projects had been provided to the University Leadership Forum at its meeting on 18 May 2017, with a particular focus on the Learning and Teaching Academy;
- A further report on the four projects would be provided to the Senate at its meeting on 28 June 2017.

Discussion Item: Employability Strategy

57.1 The Board welcomed Mr A Smith, Careers Advisor, Careers Service, who was attending the meeting for this discussion item on how the University should approach developing an Employability Strategy. A summary was provided of the paper, which had set out the current drivers impacting on student employability at Heriot-Watt University and had suggested some potential initiatives to enhance work in this area.

57.2 The Board noted the following key points:

- Drivers for employability enhancement included: TEF; HWU’s own target of achieving upper decile ranking for graduate level employment/further study; an employability strategy must cover all campuses, irrespective of the different employment regulations or different employer requirements;
- The congruence between HWU Graduate Attributes and employer requirements should continue to be monitored; at present, the congruence was high;
- Learning and teaching-specific activities to enhance employability should be embedded in the curriculum;
- The possibility of introducing a career readiness inventory, an online tool which many other HEI’s were now using and which enabled students to identify and address gaps in skills and experience.

57.3 Discussion

The Board raised or noted the following points in its discussion of a strategic approach to employability:

- Online tools to record and track skills and experience were used by many HEI’s for broader purposes than employability, including pre-arrival engagement, induction and transition, student engagement and retention; in such cases, the information was used to target “at risk” students;
- At HWU, such an online tool would be compulsory for Graduate Apprenticeship students; potential systems were currently being investigated;
- Any such tool should have a broad, more integrated purpose and not seen as yet another initiative; it should be applicable to all students (including postgraduate) across all modes and locations, and should be rooted in the Learning and Teaching Strategy;
- Staff support and intervention in terms of an online employability tool should be provided by experts in this area; this should not be yet another matter for Personal Tutors.

57.4 The Board noted that an Academic-Related Review of the Careers Service would be undertaken in 2017/18, as part of which consideration would be given to the future direction of careers provision, particularly in the context of the new Learning and Teaching Strategy and with a view to providing a more integrated, consistent and less piecemeal service.
58 General Degrees: Interim Report

58.1 The Board welcomed Dr A J Bell, Associate Director of Studies - Engineering, School of Engineering and Physical Sciences, who was attending the meeting for this discussion item on General Degrees. It was noted that, further to the discussion of General Degrees at the Learning and Teaching Board meeting on 7 September 2016 and subsequently at the Senate on 25 January 2017, Dr Bell had led a working group of the Learning and Teaching Board to provide an Interim Report and develop further the proposals (a “Question and Answer” format had been adopted for this purpose).

58.2 The Board raised or noted the following points in its discussion of the Interim Report on General Degrees:

- The Board as whole was supportive of a University-wide approach to general degrees, as both an entry route and as a route for non-progressing students; this accorded with the Senate’s view and the recommendations from the Academic Review of Combined Studies;
- At the Malaysia Campus, there was no real market for general degrees; in addition, the MQA was not favourable to general degree-type exit awards;
- The option of badged/named general degrees, with a system of major and minor options, was supported;
- Any general degrees provision should be clearly structured and accessible, without complexity;
- Admissions requirements should be institution-wide, not School-specific;
- The opportunity for deferred specialism (ie at the end of Year 2) should be incorporated.

58.3 The Board agreed that, as the next stage, a general degrees proposal should be produced; there was no need to provide a regulation/schedule as part of this proposal, particularly as a major review of all academic regulations would commence in 2017/18. The proposal should incorporate the following:

- At the outset of the proposal, a positive rationale for institution-wide general degrees should be included;
- Entry requirements should be the same across the institution;
- The flexibility of deferred specialisation should be included;
- The contexts of different campus locations should be considered;
- There should be scope for UG Integrated Masters provision (but not for PGT);
- As regards the specific issues raised during the consultation, no decision could as yet be made on discretion of Head of School on admission nor on referencing January starts and mixed-mode students; it was agreed that the practice of pre-requisites within the same stage should be discontinued, and that Honours students should undertake a dissertation or project.

59 Summary of Key Themes from all Annual Reports

59.1 The Board considered A Summary of Key Themes from All Annual Reports, which had been based on an analysis of the seven annual reports featuring on the agenda for the Board’s for the current meeting (see Minutes 53.3, 60-65). It was noted that the Overall Summary also included an overview of NSS-PTES and Retention key themes, which had been drawn from the various reports provided to the Board throughout 2016/17. In addition, the lists of Discussion Items previously agreed by the Board and forthcoming Thematic Reviews are were enclosed.

59.2 The Board noted that combined, overall summary was intended to inform the University Committee for Learning and Teaching in planning its forward agenda (in addition to Standing Agenda Items, see LTB/17/38 and Minute 68.2) for 2017/18 and had been used as a basis for the Key Areas for Development 2017/18 (see LTB/17/37 and Minute 67).

59.3 The Board noted that the key themes emerging from the analysis of all the reports listed in Minute 59.1 were identical to those highlighted as part of the initial suggestions for the new Learning and Teaching Strategy and were as follows:

- Learning and teaching spaces, and AV/IT facilities within them
• Technology-enhanced learning and teaching
• Cross-campus management, engagement and collaboration, including Go Global for students
• Assessment, particularly: e-assessment; e-exams; e-feedback; dealing with over-assessment; feedback
• Student experience for PGT, IDL and ALP students
• Learning support: Personal Tutoring; learning materials and resources (Dubai in particular); academic skills for UG and PGT
• Curriculum re-development/design, incl:
  - Academic Portfolio: Strategy, Development, Review; co-ordinated approach/group
  - Distinctive HWU curriculum; flexibility of pathways
  - employability; links with business and industry; internationalisation (cross-campus projects); PGT programmes; Graduate Attributes
• Student engagement and communication
• Staff engagement with students
• ALP/partnerships strategy
• Retention, particularly induction, transition and early intervention, ie focus on student support and engagement
• Development, skills and training for academic staff
• Innovation and good practice in learning and teaching (encouraging, resourcing, sharing, celebrating and promotion)
• Quality and effectiveness of teaching

59.4 The Board agreed that the above issues should be considered as part of the planned meeting of members in August 2017 to discuss and group topics into potential over-arching themes for the new Learning and Teaching Strategy (see Minute 54.2, 55.2).

60 Student Surveys (Learning and Teaching), 2016/17: Summary Report

The Board noted that, as per its revised Standing Agenda Items, an Annual Summary Report of Student Surveys (Learning and Teaching) had been produced by the Quality Enhancement Officer, Quality and External Partnerships, in order to extend and complement the existing range of assurance and enhancement annual reports. The Board noted in particular Good Practice, Positive Feedback and Enhancement.

61 Annual Summary Report on Academic Reviews, 2016/17

The Board noted that, as part of its Standing Agenda Items, the Quality Assurance Manager, Quality and External Partnerships, had produced the annual report on Academic Reviews for consideration by the Board and the Quality and Standards Committee. The Board noted the recent, positive developments to the process, particularly the Enhancement Workshops, and noted that a further range of developments was being considered.


The Board noted that, as part of its Standing Agenda Items, the Quality Assurance Manager, Quality and External Partnerships, had produced the annual report on Annual Monitoring and Review (AMR) for consideration by the Board and the Quality and Standards Committee. In connection with this, the Board noted the following: AMR Summary Report; University-level action plan; examples of Enhancement Activities; examples of Innovative/Good Practice.

63 Annual Summary Report of External and Chief External Examiner Reports, 2015/15

The Board noted that, as part of its Standing Agenda Items, the Student Experience Manager, Quality and External Partnerships, had produced the annual summary report on the review of Undergraduate/Postgraduate Taught External Examiner and Chief External Examiner Reports for consideration by the Board and the Quality and Standards Committee. The Summary, which covered external examining during session 2015/16, aimed to highlight
common themes or issues for consideration at the institutional level; to inform, if appropriate, policy development; to identify areas of good practice and facilitate dissemination across Schools.

64 Annual Report to the Scottish Funding Council, 2016/17

The Board noted that, as part of its **Standing Agenda Items** and in accordance with statutory reporting requirements, the Quality and External Partnerships team had produced the annual report on Heriot-Watt University's institution-led quality review and enhancement activities undertaken during 2016/17 for consideration by the Board and the Quality and Standards Committee. It was noted that the report was provided to the Scottish Funding Council as part of the national requirements for annual institutional reporting on quality. It was further noted that the report would be circulated to the Court for approval by correspondence in June 2017 and would be considered by the Quality and Standards Committee on 27 June 2017.

65 Annual Report from QAA Scotland – Analysis of Institutional Reports to the Scottish Funding Council

The Board noted that, as part of its **Standing Agenda Items**, the summary analysis undertaken by QAA Scotland on the annual quality reports of all Scottish universities submitted to the Scottish Funding Council had been provided. It was noted that the analysis, which covered 2015/16 review activity, was shared with a number of sector-wide groups as part of feedback to the sector and to inform enhancement activity.

66 All Annual Summary Reports

The Deputy Principal (Learning and Teaching) thanked the Quality Assurance Manager, the Student Experience Manager, the Quality Enhancement Officer and the Head of Academic Quality for producing the various annual assurance and enhancement summary reports. It was noted that the key themes from all reports would be used to inform the University Committee for Learning and Teaching’s plans for 2017/18, as well as those of the Quality and External Partnerships team, and, in particular, discussions around the new Learning and Teaching Strategy. It was further noted that, at a recent meeting of the Scottish Higher Education Enhancement Committee, it had emerged that no other Scottish HEI’s were taking such a strategic, integrated and forward-planning approach to the production and use of their annual, internal quality reports.

67 Key Areas for Development 2017/18

67.1 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 2017/18 had been provided for consideration.

67.2 Thematic Reviews

67.2.1 The Board agreed to defer the proposed Thematic Review on ALP, IDL and PGT student learning experience as a separate area of review in its own right, but rather incorporate this as a key strand in consultations around the new Learning and Teaching Strategy in order to ensure that it is fully integrated into strategic developments, was given strategic prominence and not progressed in isolation. It was agreed that ALP, IDL and PGT student learning experience should be given particular attention during 2017/18 through other, existing monitoring and review processes such as Annual Monitoring and Review and Academic Review. It was also agreed that, in conjunction with findings from quality assurance processes, information emerging from the Student Portal and Student Surveys relating to the ALP, IDL and PGT student learning experience should likewise be used to inform action.

67.2.1 The Board agreed that the schedule of Thematic Reviews should be reconsidered once the new Learning and Teaching Strategy had been approved, in order to ensure that the review topics were fully aligned with the five-year strategic direction of the University in learning and
67.3 The Board approved the Key Areas for Development 2017/18, subject to the above amendment relating to Thematic Review.

68 University Committee for Learning and Teaching

68.1 The Board noted that the University’s academic committee structure had been revised as part of the wider review of governance being conducted by the Secretary of the University. As a result of the Senate Effectiveness Review, three main committees of the Senate had been established: Research and Innovation; Learning and Teaching; Quality and Standards. It was noted that the Terms of Reference of each were approved by the Senate on 17 May 2017 and each Committee would come into effect from 1 August 2017; as a consequence, the University Executive had approved the disestablishment of the Learning and Teaching Board (and the Research and Knowledge Exchange Board).

68.2 The Board noted the following in connection with the University Committee for Learning and Teaching, which would replace the Learning and Teaching Board:

- Terms of Reference
- Membership
- 2017/18 meeting dates
- Standing Items

68.3 In connection with specific aspects of the above, the Board noted:

- Terms of Reference: the Assistant Deputy Principal (Learning and Teaching) would be recommended to the appointment of Vice-Chair;
- Membership: the University Committee for Learning and Teaching would be larger than the Learning and Teaching Board: the Dubai and Malaysia Student Presidents would be members; there would be three Senate appointees (the Vice-Principal had invited nominations for these positions); Professional Services staff would be “in attendance”, rather than members, and new categories included the Secretary of the University and Director of Information Services;
- Meeting dates: the venues had been confirmed as Leonard Horner Hall for the University Committee for Learning and Teaching, and the Anderson Room for Student Learning Experience Committee.

68.4 The Board also noted that:

- An Attendance Policy had been approved in principle by the Senate for both the Senate and its three Primary Committees (see Minute 68.1), which set out minimum attendance requirements and actions to be taken in the event of non-attendance. The Attendance Policy would be issued to all members in due course;
- A briefing session would be held for all University Committee for Learning and Teaching members prior to the start of session 2017/18.

69 Learning and Teaching/Quality Assurance Briefing Papers

The Board noted that, as part of its Standing Agenda Items, the complete set of Learning and Teaching/Quality Assurance Briefing Papers were issued on an annual basis to members, with a view to further dissemination as appropriate. It was agreed that any further suggestions for additional briefing papers should be notified to the Head of Academic Quality.

70 Papers for Information

The Board noted the following paper, 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
Final Meeting of the Learning and Teaching Board

The Board noted that this was the final meeting of the Learning and Teaching Board, which had been in operation since 2002. The Chair thanked the Head of Academic Quality, as Clerk to the Board throughout its period of operation, and thanked all members for their contribution to the strategic enhancement of learning and teaching.

Date of First Meeting of University Committee for Learning and Teaching

The first meeting of the University Committee for Learning and Teaching will be held on Wednesday 6 September 2017, 9.15 am, Conference Room, Leonard Horner Hall. There will be a meeting of the Student Learning Experience Committee at 2.15 pm, Anderson Room, Library.