Welcome and Apologies

64.1 The Chair welcomed to the meeting: Mr D Cowan, who was attending his first meeting of the Board as Student President; Ms M Easton, Human Resources Partner, for the item on Recognising and Rewarding Excellence in Teaching (see Minute 70); Ms E J Bailey, Planning Manager, for the item on Retention (see Minute 71); Professor J Napier, Head of Languages and Inter-Cultural Studies, for the item on Promoting Heriot-Watt Students as Global Citizens (see Minute 72); Mr M Bates, Director of Student Recruitment, for the item on Student Recruitment: Update (see Minute 73).

64.2 Apologies for absence were as recorded above.

Minutes of Previous Meeting

The Board approved the Minutes of the meeting of 11 May 2016.

Matters Arising Not Otherwise on the Agenda

66.1 The Board noted the report on matters arising from the meeting on 11 May 2016.

66.2 Remit of the Learning and Teaching Board (Minute 56.1)

The Board noted that, at its meeting on 24 May 2016, the University Executive approved the updated remit of the Learning and Teaching Board for 2016/17. It was noted that the membership of the Board could be augmented by the addition of the new Deputy Vice-Principals (Dubai and Malaysia). It was further noted that consideration was given to the future membership of the Assistant Principal (International), in view of the proposed discontinuation of the International Strategy Board; in this way, the Learning and Teaching Board could ensure that it was engaged in global developments at the strategic level.

Learning and Teaching Strategy

The Board noted the following updates regarding the implementation of the Learning and Teaching Strategy.

67.1 Updating Learning and Teaching Strategies and Enhancement Plans (Schools and Services)

The Board noted that meetings had taken place with all Schools and relevant Professional Services regarding their updated Learning and Teaching Strategies and Enhancement Plans. The Board approved the updated Enhancement Plans of all Schools, noting that the
67.2 Annual Summary Report on Learning and Teaching Strategy Meetings

67.2.1 The Board considered the Annual Summary Report on the School/Service Learning and Teaching Strategy Meetings. The Board noted the various findings and outcomes, including:

- the key themes discussed with Schools included retention; Graduate Attributes; student mobility. Many of the discussions with Professional Services focused on their contributions to supporting these developments;
- the Schools'/Services’ Enhancement Plans were aligned with the University’s Learning and Teaching Strategy Operational Plan;
- the local Enhancement Plans would be used as a basis for revisiting the “Priority Areas for Development” outlined in the University’s Learning and Teaching Strategy Operational Plan and for considering whether the specified 2016/17 priorities remained valid;
- the combined Learning and Teaching Strategy-Annual Monitoring and Review meeting was much more efficient and facilitated a more rounded approach to review and enhancement.

67.2.2 Key Themes and Common Issues

The Board noted that many of the common themes emerging from the Learning and Teaching Strategy Progress Meetings were similar to those raised last year and were being taken forward at present, eg learning and teaching spaces developments, and facilities for cross-campus communications; others were new issues which would require further action (eg central support for using technology in learning and teaching). In terms of other “new” issues, these included: more support for Schools in identifying new markets for new programmes; the need for the University to be better at exploiting “international/global” as its differentiator.

67.2.3 2016/17 Enhancement Plans

The Board noted that, with regard to the 2016/17 strategic process, each School and relevant Service would provide an updated Learning and Teaching Strategy/Enhancement Plan in spring 2017 for consideration at the discussion meetings. The updated strategies/plans from Schools and Services would be presented to the Board for consideration and approval at its meeting in June 2017.

67.3 Learning and Teaching Strategy: Additional Developments

67.3.1 The Board noted other developments related to the Learning and Teaching Strategy, as summarised in the monthly update report. It was noted that the next stages relating to the implementation of the Graduate Attributes would be the development of a communications plan aimed at students. The Board was reminded that it had previously agreed that Directors of Learning and Teaching should provide a report to the Board at its meeting in September 2016 on the implementation of the Graduate Attributes within their School.

67.3.2 The Board noted that an updated Learning and Teaching Strategy Operational Plan and Timeline for 2016/17 would be presented to the Board for consideration at its meeting in September 2016.

67.3.3 Learning and Teaching Academy

The Deputy Principal (Learning and Teaching) informed the Board that the proposal for a Learning and Teaching Academy was continuing to develop in response to recommendations from the University Executive and regular reports would be provided to the Board.
One Heriot-Watt Project: Global Technology Enhanced Learning

68.1 The Deputy Principal (Learning and Teaching) provided a verbal update on the One Heriot-Watt Project: Global Technology Enhanced Learning, which was currently concerned with two strands: the Consultants’ Report on Global Technology Enhanced Learning and the forthcoming fact-finding visits to institutions which have been using learning technology in innovative ways.

68.2 Consultants’ Report on Global Technology Enhanced Learning

The Board noted that, following the University Executive’s discussion of the Consultants’ Report on Global Technology Enhanced Learning at its meeting on 13 June 2016, the recommendations would be reviewed and incorporated into the Executive’s plan of work for 2016/17. It was agreed that the Consultants’ Report should now be circulated to the Board.

68.3 Fact-Finding Visits on Global Technology Enhanced Learning

The Board noted that the fact-finding visits would result in a series of case studies which would be presented to the Board for consideration, with a view to informing the Board’s plan of work for 2016/17 and the scoping of a new Learning and Teaching Strategy.

68.4 Discussion

The Board raised or noted the following points in its discussion of Global Technology Enhanced Learning:

• a number of major, related strategic initiatives are being initiated independently: the Consultants’ Report and the fact-finding visits had been progressed via the University Leadership Forum and the University Executive; the Board had undertaken a Thematic Review of Technology Enhanced Learning and Teaching;
• there was a pressing need to integrate these various strands into an overall, coherent plan; the Learning and Teaching Board was well positioned to be responsible for such an integrated project;
• outcomes of the PGT programme project, which aimed to produce revised or new largescale programmes, might helpfully be incorporated into this over-arching global learning and teaching project;
• “Academic Framework” was a critical, underpinning strand: the structure of the academic year; the flexibility of the regulations; assessment processes. The Academic Framework activity could be mapped onto the relevant SARP workstreams, eg Exam Board management, and other Registry Services activity, such as review of the academic regulations;
• “global learning and teaching” was much more than VISION (the VLE), much more than systems and processes; it would involve changes to educational practices, requiring a major cultural shift; engagement and ownership from the outset would be critical;
• Board members and others would have the opportunity to lead the various strands/workstreams; this leadership role would align with the proposed Framework for Recognising and Rewarding Excellence in Learning and Teaching (see Minute 70).

68.5 Next Steps: Globalising Learning and Teaching

The Board endorsed an integrated approach to the various global learning and teaching projects and agreed the following:

• the Deputy Principal (Learning and Teaching) and the Head of Academic Quality should develop a proposal for an over-arching “Globalising Learning and Teaching” project, which incorporated all separate activity strands; the SARP project provided an effective model for this;
• the September Learning and Teaching Board meeting should be discussion-based (and the venue should facilitate this), providing the Board with sufficient time and scope to consider the proposed “Globalising Learning and Teaching” project and its strands;
• the Board members should be invited to undertake preparatory work prior to the September discussion, with a view to ensuring that project would move on significantly following the Board’s discussion; the SARP roadshows could provide a model for early engagement;
subsequent to the Board’s discussion, the proposal should be presented to the University Executive for consideration and approval.

69  Thematic Review Report on Technology Enhanced Learning and Teaching

69.1 The Board considered the Report on Technology Enhanced Learning and Teaching, which had been produced following the first Thematic Review, held on 12-13 May 2016. The Board noted that the Report outlined: conclusions; areas of positive practice; areas for development.

69.2 The Board considered the Report in the context of the discussion on Global Technology Enhanced Learning (see Minute 68). It was noted that it had not been possible to produce an Action Plan based on the Thematic Review recommendations, as the majority of these required consideration and decision-making by the University Executive, given that there were significant implications in terms of leadership and resources.

69.3 As per the requirements of the Thematic Review process, the Board:

- confirmed that the Review had been carried out according to the specified process;
- considered and approved the conclusions of the Review Team;
- considered and approved the areas for development recommended by the Review Team;
- noted that an Action Plan to address the areas for development would be produced following the University Executive’s decisions on Global Technology Enhanced Learning (see Minute 68).

70  Recognising and Rewarding Excellence in Learning and Teaching

70.1 The Board noted that, at its meeting on 11 May 2016, as a consequence of its discussion on Recognising Excellence in Learning and Teaching, the following next steps had been agreed:

- the HE Academy framework for promotion could provide a useful model for Heriot-Watt University;
- an adapted version, which recognised Heriot-Watt as a global institution, should be provided to the Board for consideration in due course; thereafter, the framework would be forwarded to the Director of Human Resource Development and potentially on to the University Executive for further consideration;
- the proposed Heriot-Watt version should be applicable to promotion routes for all academic staff (including those who were research active) and should not be targeted specifically at Teaching Fellows.

70.2 The Board noted that, in response to the first two points, a proposed framework for Heriot-Watt University had been drafted by the Head of Academic Quality: the framework was based on the HE Academy model, but had been adapted specifically for Heriot-Watt as a global institution. It was also noted that the draft focused only on teaching at this stage and did not incorporate all academic activity (bullet point 3 above); if agreed, the framework could be expanded in due course. It was noted that Ms M Easton, Human Resources Partner, had been invited to attend for this item, as the framework would be considered by Human Resources at its next stage.

70.3 The Deputy Principal (Learning and Teaching), the Head of Academic Quality and Ms M Easton, Human Resources Partner, highlighted the following points in their introduction to the framework:

- within the current academic promotion process, the grade descriptors for each level and the categories of routes within which promotion could be sought were clear; however, there was a lack of clarity regarding the evidence related to learning and teaching which needed to be addressed;
- the proposed framework did not intend to undermine, or require modification to, the current promotions process; rather, its purpose was to provide guidelines and clarify the types of evidence which could be used in making and evaluating applications for
teaching-related promotions;

- the framework had been received positively by the Head of Reward and Employee Engagement, who had highlighted the need for a similar evidence-based framework for research promotions;

- the University had a range of initiatives related to, and success in, recognising and rewarding excellence and teaching: significant completion rates for LEADS and PG CAP, leading to associate/fellowship of the HE Academy; increasing numbers of promotions on the “teaching and scholarship” – these were still relatively smallscale; the framework could, however, lead to an increase, having made it clearer the types of evidence required.

70.4 Discussion

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

- there were differing interpretations of “scholarship” amongst Board members, ranging from educational research to keeping at the cutting-edge of discipline developments; this reflected the lack of clarity around this term in general, not just for promotion. It was agreed that the promotion category should be entitled “Teaching” and not “Teaching and Scholarship”; “scholarship” should be one of the five types of teaching activity and should have a broad definition in terms of the evidence required;

- the emphasis on metrics as evidence throughout the framework (eg “measures of student achievement”) should be reduced; however, it was recognised that metrics should be retained in some form, given that these would become increasingly important due to the Teaching Excellence Framework (individual metrics were already a fundamental part of REF). It was agreed, therefore, that metrics should be contextualised and presented as one part of a holistic evidence-base;

- a portfolio approach to development and promotion should be cultivated, whereby individuals (perhaps via PDR) were supported in putting together a portfolio of evidence, with a contextualised, integrating summary. The portfolio could be evaluated externally or by peers;

- the framework should be underpinned by guidelines which could assist Directors of Learning and Teaching in supporting staff to develop their learning and teaching and to prepare a portfolio of evidence for promotion;

- training for evaluators of teaching-based promotion cases would be fundamental.

70.5 Summary and Next Steps

The Board endorsed the HWU Framework for Recognising and Rewarding Excellence in Learning and Teaching, and agreed the following:

- the Framework should emphasis the “portfolio of evidence” approach to preparing and submitting an application for promotion based on teaching;

- the Deputy Principal (Learning and Teaching) should discuss the framework with the Director of Human Resource Development with a view to progressing further.

71 Retention: Framework for Quarterly Reporting; Revised Proforma for School Retention Reports

71.1 The Board noted that, as part of its discussion of the proposed proforma for quarterly School Retention Reports, a series of modifications to the template had been recommended, including scope for more specific reporting relating to the Dubai and Malaysia Campuses. It was noted that a revised proforma had been produced, the main modifications to which concerned the removal of all the data sections. It was noted that a separate series of data reports would be produced by Ms E J Bailey, Planning Manager, and would be issued together with the template.

71.2 In addition to the revised proforma for School Retention Reports, the Board considered a proposed framework and timescales for quarterly reporting on retention by Schools, the Planning Office and the Registry Services Directorate. It was noted that the framework set out the data to be issued and reports to be submitted in order to facilitate the Board’s discussion of retention at its meetings in October, March and June each academic year.
The Board agreed that the first reports should be provided at each November meeting (rather than October), with the data issued at the end of September – this would provide Schools with more accurate information on student numbers (allowing for transfers, late registrations etc). It was noted that the data would continue to focus on Year 1 to Year 2 progression (this being the University’s KPI and the national SFC and HESA KPI’s); however, as part of the Retention Strategy and Operational Plan, there was a plan to develop data on subsequent years.

Discussion Item: Promoting Heriot-Watt Students as Global Citizens

Professor J Napier, Head of Languages and Intercultural Studies (LINCS), provided an overview of the Discussion Item: Promoting Heriot-Watt Students as Global Citizens, which proposed institution-wide provision of undergraduate courses which all HWU students would undertake, enabling them to develop as global citizens and to fulfil the “Global” Graduate Attribute.

The Board noted courses could be offered in a variety of formats, with models being adapted to suit each School:

- both Language courses and Intercultural Communications/Studies courses would be available;
- there were stand-alone courses, which could be taken as electives or options;
- the content of the courses could be incorporated into existing subject-specific courses;
- there was a plan to provide courses at all campuses, either fully online or through a blended approach;
- LINCS would be considering the development of an entire undergraduate curriculum in Intercultural Studies, which could be offered as a “with” degree for specialist programmes in other subject areas.

The Board raised or noted the following points in its discussion of Promoting Heriot-Watt Students as Global Citizens:

- the flexibility of provision, as outlined above, was welcomed, particularly as elective slots and elective provision had been increasingly squeezed out of the timetable (it was noted that timetabling would be reviewed as part of SARP);
- early in 2016/17, the Board was due to consider the concept of general degrees - the LINCS proposal could be incorporated into that discussion;
- the LINCS proposal was particularly topical, given the Board’s discussion of an overarching “Globalising Learning and Teaching” project (see Minute 68.5);
- the issue of funding and resource allocation, which had previously hampered inter-School elective provision, would need to be addressed;
- a pilot could be run with the Go Global students, who could undertake the Intercultural Studies course as part of their campus transfer preparations; the current Go Global students, who were due to return shortly, could provide valuable information on the development of the courses.

The Board endorsed the proposal for LINCS developing a suite of courses which would develop HWU students as global citizens; such courses should not be mandatory, although all Schools should be encouraged to consider how this provision could be integrated into their programmes. It was agreed that the Head of LINCS should meet with each Director of Learning and Teaching to discuss the types of provision and model which would suit their School.

Student Recruitment: Update on Key Issues and Initiatives

The Board noted that, as part of its revised Standing Agenda Items, there would be two reports per annum related to student recruitment:

- In May/June: to update on projected intakes for September entry and key issues arising;
- In October/November: to review the September intake and identify relevant actions to inform the Student Recruitment Strategy.
Mr M Bates, Director of Student Recruitment Service, provided an update on the student recruitment position as at 9 May 2016 and on key activities of the Student Recruitment Service, highlighting:

- key issues arising from May 2016 reporting (UK Campuses);
- preparations for Clearing in August 2016;
- update on Dubai and Malaysia recruitment positions;
- the Commission on Wider Access – report of March 2016 and potential impact on HWU.

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

- the focus of August Clearing would be on RUK and OS applicants, as these were the categories which were falling below target most significantly;
- the need for more OS applications was an area which required University-level direction and support; it could not be left entirely to Schools;
- applications had declined in key areas, but acceptances were similar to previous levels; this indicated that the University was receiving higher quality applications, making fewer rejections and accelerating its decision-making on applications;
- the Scottish Government would be making widening access one of its top priorities: although HWU was doing well at present in terms of widening access recruitment, there would need to be greater emphasis in collaboration across all education sectors and, for HEI’s, more engagement at primary and junior secondary levels;
- for Heriot-Watt in particular, support for widening access students post-arrival would be a key area for development (given the focus of all UK governments on the attainment of students from disadvantaged backgrounds);
- at present, although data was available on how many HWU students had been admitted through widening access routes, it was not yet possible to identify how many of those students had been made a contextualised offer.

Student Surveys (Learning and Teaching), 2015/16: 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 considered the following: Good Practice, Positive Feedback and Enhancement.

Annual Summary Report on Academic Reviews, 2015/16

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 considered the following: AMR Summary Report; University-level action plan; examples of Enhancement Activities; examples of Innovative/Good Practice.

Annual Summary Report of External and Chief External Examiner Reports, 2014/15

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 2014/15, 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.

78 Annual Report to the Scottish Funding Council, 2015/16

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 2015/16 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 presented to the Court for approval at its meeting on 27 June 2016.

79 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 2014/15 review activity, was shared with a number of sector-wide groups as part of feedback to the sector and to inform enhancement activity.

80 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 Board’s plan for 2016/17 as well as that of the Quality and External Partnerships team. The Deputy Principal (Learning and Teaching) also thanked Board members and their colleagues for their effective contributions to the assurance and enhancement processes.

81 Key Areas for Development 2016/17

81.1 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 2016/17 had been provided for consideration.

81.2 The Board agreed to defer consideration of Key Areas for Development 2016/17, including the proposed Thematic Review on Assessment until its September meeting, in view of its discussion of the proposed “Globalising Learning and Teaching” over-arching project (see Minute 68.5).

82 Student Union Item

The Board noted that, in response to the Student Union agenda item at the meeting on 11 May 2016, an overview of the Union’s achievements in 2015/16 had been provided: 2015/16 What We’ve Done!, which included having achieved, this year, the highest turnout in Scotland for student elections (20.5% voter turnout).

83 2016/17 Meeting Dates, Membership and Standing Items

The Board noted the 2016/17 Meeting Dates, Membership and Standing Items. In addition to possible additions to membership (see Minute 66.2), there could be modifications to meeting dates and meeting times. It was agreed that, if the new Deputy Vice-Principals (Dubai and Malaysia) did become members of the Board, then the Board meetings should
be rescheduled to coincide with their attendance at the Edinburgh Campus for the Leadership Forum. It was noted that Outlook Calendar requests for meeting dates would be issued once the 2016/17 meeting schedule had been confirmed.

### 84 Briefing Papers

**84.1** The Board noted that, as part of its *Standing Agenda Items*, the Learning and Teaching Board and the Quality and Standards Committee had agreed that the complete set of Briefing Papers should be issued on an annual basis to members. Members of the Board received the complete set as tabled papers.

**84.2** The Board noted that all Briefing Papers had been reviewed (and revised, where appropriate) by Quality and External Partnerships. It was noted that Learning and Teaching Briefing Paper 1: Policy on Transfers between Campuses would be revised, pending an update on the Transfer Policy and associated procedures.

### 85 Director of Learning and Teaching, School of Life Sciences

The Board noted that Professor S J Dewar would demit office as Director of Learning and Teaching, School of Life Sciences, following the dissolution of the School. The Board thanked Professor Dewar for her contribution to the work of the Board and to the learning and teaching enhancement agenda. The Board noted that Professor Dewar would continue her contribution to institutional learning and teaching developments, which would include taking on the role of Chair of the VLE Management Group from 2016/17.

### 86 Papers for Information

The Board noted the following papers, which had been provided for information:

- Universities Scotland Learning and Teaching Committee: Teaching Excellence Framework; Learner Journey

### 87 Date of Next Meeting

The next meeting of the Learning and Teaching Board will be held on Wednesday 7 September 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.

Pending the outcome of Minute 83, this date and time may be subject to change; confirmation will be provided in due course.