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1 Introduction to the University Committee for Learning and Teaching and the Handbook

The University Committee for Learning and Teaching (UCLT) is one of three Primary Committees of the Senate and reports jointly to the University Executive (UE). It was established on 1 August 2017.

The Handbook aims to provide a comprehensive overview of all aspects related to the role and operation of the University Committee for Learning and Teaching. The Handbook is updated annually, and this is the first edition.

Bold blue font is used throughout to indicate those aspects which University Committee for Learning and Teaching members should be particularly aware of.

Please direct any queries to m.king@hw.ac.uk

University Committee for Learning and Teaching
September 2017

Further information on the University Committee for Learning and Teaching as well as on strategies, policies and procedures associated with learning and teaching can be found on the Learning and Teaching/Enhancement website:
https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching-enhancement.htm

- The University Committee for Learning and Teaching (and its predecessor, Learning and Teaching Committee)
- Learning and Teaching Strategy
- Learning and Teaching Briefing Papers
- Learning and Teaching Policy Bank
- Learning and Teaching Quick Guides
- Learning and Teaching Matters

Produced by M.King, Quality and External Partnerships
2 The University Committee for Learning and Teaching: Terms of Reference

2.1 Constitution and Purpose

The University Committee for Learning and Teaching\(^1\) is established as a Committee of the Senate\(^2\) and reports jointly to the Senate and the University Executive on matters of strategy and policy, as defined in its remit, and via both to the Court, which is the University’s governing body. The University Committee for Learning and Teaching (UCLT) reports to the Senate on specifically academic governance matters, such as Regulations (as the Senate is the primary academic body of the University) and to the University Executive (UE) on specifically executive matters, such as those relating to staffing, material and other resources (as the UE is the primary management body of the University).

The purpose of the University Committee for Learning and Teaching is to provide institutional-level leadership in the development and implementation of the academic vision for Learning and Teaching – via the Learning and Teaching Strategy\(^3\) - in support of the University’s Strategic Plan. The scope of the Learning and Teaching Strategy encompasses all of the University’s modes and locations of delivery and study.

In practice, the University Committee for Learning and Teaching delegates operational matters to its standing committee, the Student Learning Experience Committee https://www.hw.ac.uk/services/academic-registry/quality/student-learning/student-learning-experience-committee.htm.

The global, cross-campus committee and reporting structure for learning and teaching at the University (as at August 2017) is illustrated in the diagram below:

2.2 Terms of Reference

In common with all of the University’s Committees, the University Committee for Learning and Teaching’s Terms of Reference are published as a separate document: https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/university-committee-learning-teaching.htm.

The Terms of Reference, which are presented in the University’s standard template and cover all key aspects of the operation of the UCLT, are reviewed annually by the Committee. The review provides an opportunity to consider the Composition of UCLT (including gender balance and contributions from different campuses). The outcomes of the review, together with any resulting recommendations, are submitted to the Senate and to the University Executive. The effectiveness of the Committee is formally reviewed every two years.

2.3 Remit

The Senate\(^4\) and the University Executive have delegated authority to the University Committee for Learning and Teaching:

1. provide strategic stewardship of the taught student learning experience;
2. develop, recommend, monitor the implementation of, and report on the Learning and Teaching Strategy, and supporting Operational Plan and performance indicators;
3. develop the strategic process for producing the Learning and Teaching Strategy to ensure that the Learning and Teaching Strategies/ Enhancement Plans of Schools and the Strategic Summaries/Enhancement Plans of the relevant Professional Services, are aligned with the overall Learning and Teaching Strategy;
4. develop, recommend, monitor, and report on Ordinances and Regulations; and to make, monitor, modify, and revoke codes of practice, policies and procedures related to:
   • learning and teaching;
   • academic quality enhancement frameworks for taught programmes of study;
   • the development of the academic attributes of Students, and the academic practice and learner support skills of Staff and Students.
   • the development of approaches for effective sharing of best practice in learning and teaching.
5. consider and make recommendations with respect to:
   • the University’s programme of annual and periodic academic quality enhancement reviews;
   • the findings of annual and periodic quality enhancement reviews and action plans arising from these;
   • the University’s participation in external quality assurance and enhancement reviews, consulting as appropriate with the University Committee for Quality and Standards;
   • the findings of external quality assurance and enhancement reviews and action plans arising from these, consulting as appropriate with the University Committee for Quality and Standards;
   • findings of surveys and other reviews of Student experience and the destinations of graduates with respect to taught programme students and graduates;
   • the development of support in relation to the development of the academic attributes of Students and the academic practice and learner support skills of Staff and Students;
   • the development of the physical and virtual academic environment pertaining to learning and teaching;
   • the University’s portfolio of taught programmes;
   • national initiatives in learning and teaching.

1 The University Committee for Learning and Teaching was established on 1 August 2017, replacing the Learning and Teaching Board (2002-2017); https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/learning-teaching-board.htm.
2 An organisational chart of the University’s committee structure can be found at http://www.hw.ac.uk/documents/committees-structure.pdf  and https://www.hw.ac.uk/services/secretariat/university-committees-a-z.htm for a list of hyperlinks to the websites of individual Committees.
3 The term “strategies” is used throughout the Handbook in reference to the Institution’s Learning and Teaching Strategy; “Strategic Plan” describes the University Strategy.

4 Through the Senate’s Statement of Primary Responsibilities and Delegations
6. jointly, with the University Committee for Research and Innovation, develop, recommend, monitor the implementation of, and report on Regulations and policies in respect of access to and use of the library services and academic-related information services.

7. monitor the academic outcomes for taught programmes of study;

8. receive regular reports from all Schools, including the minutes of the Schools’ Learning and Teaching Committees;

9. create and receive reports from such sub-committees and short-life working groups as are necessary to fulfil the responsibilities of the Committee.

[Note 1: The Committee shall inform the Senate and UE of the creation, on-going work, and disbanding of any sub-committees and short-life working groups.]

[Note 2: The Senate must approve the Terms of Reference of any standing sub-committees established life working groups as are members of committees that is to exercise delegated powers of the Senate.]

### 2.4 Composition and Membership of the University Committee for Learning and Teaching

#### 2.4.1 Composition

The composition of the University Committee for Learning and Teaching is as follows:

- **Chair**
- **Vice-Chair**
- **Principal and Vice-Chancellor**
- **School Directors of Learning and Teaching**
- **Student Representatives**
- **Members Appointed by the Senate**
- **Members Appointed by the University Executive**
- **Individuals in Attendance**

#### 2.4.2 Membership

The composition and membership of the Committee are provided for information at the first meeting of each session. The membership of the Committee for 2017/18 is:

<table>
<thead>
<tr>
<th>Ex-officio members</th>
<th>Members (as at 1 June 2017)</th>
<th>Appointed until</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chair</strong>&lt;br&gt;Deputy Principal (Learning and Teaching)</td>
<td>Professor John W Sawkins</td>
<td></td>
</tr>
<tr>
<td><strong>Vice-Chair</strong>&lt;br&gt;As designated by the Senate</td>
<td>Professor Fiona Grant</td>
<td></td>
</tr>
<tr>
<td><strong>Principal and Vice-Chancellor</strong>&lt;br&gt;(or the Principal-Vice, or other nominee)</td>
<td>Professor Richard A Williams&lt;br&gt;Nominee: Professor John W Sawkins</td>
<td></td>
</tr>
<tr>
<td><strong>The Director of Learning and Teaching from each School:</strong>&lt;br&gt;Edinburgh Business School (EBS): Energy, Geoscience, Infrastructure and Society (EGIS): Engineering and Physical Sciences (EPS): Mathematical and Computer Sciences (MACS): Social Sciences (SoSS): Textiles and Design (TEX):</td>
<td>Dr Stephen McLaughlin&lt;br&gt;Professor Fiona Grant&lt;br&gt;Dr Gillian Thomson&lt;br&gt;Professor Jennie Hansen&lt;br&gt;Dr Maggie Sargeant&lt;br&gt;Mr Lee Miles</td>
<td></td>
</tr>
<tr>
<td><strong>Student Representation</strong>&lt;br&gt;The elected officer of the Student Union with responsibilities relating to Learning and Teaching matters</td>
<td>Mr Diarmuid Cowan, President of the Student Union</td>
<td>31/05/18</td>
</tr>
<tr>
<td><strong>Members Appointed by the Senate</strong>&lt;br&gt;A Dean of the University (as nominated by the Senate)</td>
<td>Dr Scott Arthur (Humanities and Social Sciences)</td>
<td>31/03/20</td>
</tr>
<tr>
<td><strong>Three members of the Senate appointed</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### 2.4.3 Status of Members

The Committee comprises members and individuals in attendance. Most members and those in attendance are not appointed for a specific period of time and, in consequence, when individuals demit office, their membership of the Committee expires and they are replaced on the Committee by their successors in office. Student Representatives and Members Appointed by the Senate are appointed for the time period specified in section 2.4.2, and are replaced by similar categories of membership.

The Committee may co-opt members as appropriate for a specific period of time; for example, Project Leaders of Strategic Projects. Details of co-opted members are notified to the Senate and the University Executive. At present, there are no co-opted members.

#### 2.4.4 Chair

The Chair of the Committee is the Deputy Principal (Learning and Teaching) and the Vice-Chair is the Assistant Principal (Learning and Teaching). Both are nominated by the Principal and Vice-Chancellor and approved by the Senate.

#### 2.4.5 Equality and Diversity in Membership

The Committee exercises its responsibility, as far as possible, to promote diversity of representation within its membership and the membership of any working group or

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5 The term “members” or “membership” is used as short-hand throughout this Handbook to refer to both “members of the Committee” and those individuals “in attendance”, unless specifically differentiated.
committee established by the Committee. The Committee will also act, in carrying out the business of the Committee, to promote equality of opportunity for all.

2.5 Roles of Members of the Committee

All members of the Committee have a dual representative function, in that they represent not only the views of their own School, Campus, Professional Service or student community, but also the University as a whole.

The Chair and the Clerk will provide new members with an introduction to the Committee and their role, as well as an overview of key information related to learning and teaching (both internally and externally).

The agreed roles and responsibilities of the various categories of membership and those in attendance are:

2.5.1 Chair (and Vice-Chair)

The responsibilities of the Chair, and the Vice-Chair, where appropriate, with regard to the Committee are to:

- provide leadership to develop and implement the institutional Learning and Teaching Strategy and ensure that the Committee achieves its overall objectives.
- chair meetings and ensure that meetings run efficiently and effectively.
- present the Committee’s views to the Court, the Senate, the University Executive and other committees as appropriate, and to provide feedback from committees to the Committee.
- provide specialist knowledge and input to discussions regarding quality assurance and enhancement.

2.5.2 Principal and Vice-Chancellor (or Nominee)

The responsibilities of the Principal and Vice-Chancellor or Nominee are to:

- brief the Committee on institutional and external matters related to learning and teaching and to the taught student learning experience.
- inform the Committee of development and implementation of the University’s Strategic Plan.

2.5.3 Directors of Learning and Teaching

The responsibilities of the Directors of Learning and Teaching are to:

- discuss and report issues in Schools as appropriate via the School Learning and Teaching Committee, and to bring to the Committee the considered, collective views of Schools.
- review School strategy, plans, policies and procedures to ensure alignment with the University's Learning and Teaching Strategy.
- bring items to the attention of the senior management of Schools.
- implement the University's Learning and Teaching Strategy and its Operational Plan through the aligned School Learning and Teaching Strategy and Enhancement Plan.
- implement approved learning and teaching policies and procedures.
- identify strategy, policy and procedural matters for consideration by the Committee.
- provide specialist knowledge and input to discussions.

2.5.4 Student Representatives

The roles of the Student Representatives are to:

- provide elected representation (President or Senior Vice-President).

- represent the collective views of School Officers, Class Representatives and the wider student body on learning and teaching matters.
- report to the Committee the collective views of students on learning and teaching matters.
- provide an annual report on learning and teaching to the Committee (May meeting).
- develop and implement the annual Learning and Teaching Partnership Agreement.
- implement the University’s Learning and Teaching Strategy and its Operational Plan.
- provide specialist knowledge and input to discussions.

2.5.5 Members Appointed by the Senate

The responsibilities of Members Appointed by the Senate, including the Deans of the University, are to:

- provide specialist knowledge and input to discussions.
- link with the University Committee for Research and Innovation, the University Committee for Quality and Standards, and with the Undergraduate and Postgraduate Studies Committees to highlight issues for, and report back to, the Committee.
- provide cross-University experience.

2.5.6 Members Appointed by the University Executive

The responsibilities of Members Appointed by the University Executive are to:

- provide specialist knowledge and input to discussions.
- link with other committees and groups to highlight issues for, and report back to, the Committee.
- provide cross-University experience, including campus-specific experiences.
- discuss and report issues in their sections as appropriate and to bring to the Committee the considered, collective views of their sections or committees/groups within their areas.
- ensure that their strategies, plans, policies and procedures are aligned with those of the University in relation to learning and teaching.
- implement the University's Learning and Teaching Strategy and its Operational Plan.
- develop and support the implementation of learning and teaching policies and procedures.

2.5.7 Individuals in Attendance

The responsibilities of individuals in attendance are to:

- provide specialist knowledge and input to discussions.
- discuss issues in their sections as appropriate and to bring to the Committee the considered, collective views of their sections.
- ensure that their strategies, plans, policies and procedures are aligned with those of the University in relation to learning and teaching.
- implement the University’s Learning and Teaching Strategy and its Operational Plan through the aligned Learning and Teaching Strategy and Enhancement Plan of their Directorate.
- develop and support the implementation of learning and teaching policies and procedures.
- provide reports from the various committees or groups within their areas.

2.5.8 Clerk

The role of the Clerk is to:

- provide administrative support to the Committee.
- undertake background research and contextual analysis in drafting papers for the Committee’s consideration.

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\(^6\) A separate remit for the Role of the Director of Learning and Teaching forms part of the Academic Management Structures at Multiple Campuses. See also Section 2.8
• provide specialist input to discussions.
• collaborate with the Chair in developing and implementing the Learning and Teaching Strategy and Operational Plan.
• schedule items across meetings so as to ensure that everyone has the opportunity to bring forward items for consideration and that items are not repeatedly dropped from the agenda.
• ensure that appropriate papers and information are provided to enable members to make an informed contribution to discussions.

2.6 Contribution of Members

The success of the Committee in fulfilling its purpose and remit is dependent on the active engagement of its members both during and outwith meetings.

2.6.1 Preparation for Meetings

For the Committee’s meetings to be efficient and effective, members must be well-prepared and informed regarding the issues to be discussed. Such preparation includes reporting on the collective views of colleagues in response to consultations, as well as reading the papers circulated in advance of the meeting, and being familiar with the key issues and proposals contained within the papers.

Coversheets for each agenda item will highlight key points for consideration and action required of the Committee, thereby enabling members to focus their preparation. A Pre-Meeting Preparation and Action List is used to make clear those papers where the particular attention of the Committee is required.

2.6.2 At Meetings

Irrespective of their position, the contribution and views of all Committee members are regarded as equally valid. To that end, the Chair will ensure that representatives from the different sections of the University have an opportunity, particularly during meetings, to contribute to issues under consideration. As the situation demands, the Chair will actively invite all members (or particular categories of members) to contribute in order to ensure that the views of each person are heard during meetings.7

2.6.3 Outwith Meetings

In addition to preparation for, and contribution to, meetings of the Committee, members will also be involved in additional Committee-related activities such as the annual Away Day (see section 5.4.7). Members are also expected to participate in events within the Committee’s remit, particularly the University’s Learning and Teaching Symposia/Colloquia and ceremonies for rewarding achievements in learning and teaching, such as the Student Union’s Learning and Teaching Oscars.

Additional activities involving Committee members outwith meetings include: reporting to colleagues; disseminating and co-ordinating responses to consultations; participating in working groups, etc (see section 5.4)

2.7 Delegated Activity: Responsibility of Committee Members

The University Committee for Learning and Teaching has overall responsibility for the Learning and Teaching Strategy and for enhancing the student learning experience, but in practice, some of this activity is delegated, particularly to sub-committees/groups of the Committee. This approach recognises that the successful realisation of the strategy is dependent on the engagement of staff (academic and professional services) and students across the University, and reflects the Committee’s ethos of collaboration and co-ordination.

2.7.1 Types of Delegated Activity

The Committee typically operates within a framework of four types of delegated activity:

1. Events: one-off sessions and key tasks or activities which may occur annually, such as the Learning and Teaching Symposium, the Learning and Teaching Colloquium or Learning and Teaching Oscars.

2. Sub-Committees and Sub-Groups: ongoing groups, reporting directly to the Committee and with representatives from Schools, student community and Professional Services, as appropriate. Principal functions include: implementation of relevant aspects of the Learning and Teaching Strategy; identification and dissemination of best practice; consideration of issues highlighted by the UCLT or other committees; reporting regularly to UCLT; progressing the development of academic policies and procedures. There is one current, formally constituted committee of the Committee: the Student Learning Experience Committee, to which report three Learning and Teaching Enhancement Fora and two sub-groups. See section 2.8 for sub-committees and sub-groups.

3. Working Groups: short to medium term groups, usually with a relatively small number of members, tasked by the Committee to develop strategies and/or implementation plans in areas of significant strategic importance. Remit, timescales and reporting mechanisms are determined by the Committee. Working groups have been established to progress the priority areas for development identified within the Learning and Teaching Strategy, such as the Retention Working Group. 2017/18 working groups included General Degrees and Lecture Capture Pilot.

4. Projects: short-term strategic activity related to a specific target within one of the strategic objectives or strategic enablers, usually taken forward by an individual on behalf of the University. The project brief is proposed by the Project Leader and approved by the Committee. Timescales and reporting mechanisms are discussed by the Committee with reference to others involved in the project. Forthcoming and planned projects are outlined in the current Learning and Teaching Strategy Operational Plan.

2.7.2 Role of Committee Members in Delegated Activities

Each delegated activity is usually taken forward by a Committee member (most commonly in the role of Chair), thereby ensuring that activity is continually influenced by strategy (see section 5.4.6). In cases where a strategic activity is being led by a non-member, this individual will be invited to attend the relevant UCLT meetings for the duration of the working group or project.

2.8 Delegated Activity: Student Learning Experience Committee; Learning and Teaching Enhancement Fora; VLE Management Group; Student Survey Management Group

The University Committee for Learning and Teaching delegates some of the more operational, routine tasks related to learning and teaching and to student learning experience to a number of groups. The Learning and Teaching Reporting Structure diagram below illustrates the various groups involved:

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7 The Chair will ensure that members participating by Skype are likewise able to contribute during meetings.
2.8.3 VLE Management Group; Student Survey Management Group

The Student Survey Management Group (SSMG) is a University-wide group, responsible for managing and co-ordinating a University-wide Student Survey process/framework for all students of the University. SSMG manages the annual schedule of core surveys (and any ad hoc surveys) and ensures that appropriate action is taken in response to student feedback. SSMG operates additionally with delegated authority from other committees such as the University Committee for Research and Innovation for the PRES (Postgraduate Research Experience Survey) and the Professional Services Leadership Board for the internal Annual Survey.

SSMG is chaired by the Academic Registrar.

The VLE Management Group is an advisory group with an institution-wide remit to oversee the strategic and operational development of the University’s VLE and related learning technologies, ensuring that they remain fit for purpose and support Schools in delivering the University’s Learning and Teaching Strategy.

The VLE Management Group is chaired by the Director of Academic Quality, School of Energy, Geoscience, Infrastructure and Society.

Meetings of all groups are scheduled to coincide with meetings of the University Committee for Learning and Teaching to facilitate reporting and action. The UCLT keeps under review the various groups reporting to it.

2.9 Directors of Learning and Teaching

This section provides supplementary information on the role of the Director of Learning and Teaching (DLT), with the aim of ensuring comparability across Schools and, therefore, consistency of approach in taking forward the work of the University Committee for Learning and Teaching.

2.9.1 Role of the Director of Learning and Teaching

Although the role of the Director of Learning and Teaching (DLT) varies from School to School, there are some common characteristics of the job. DLTs are senior members of staff in the School and are, therefore, members of the School’s management team. Within the School, they should be responsible for the School’s Learning and Teaching Strategy and associated Enhancement Plan and, through these, for implementing the institutional Learning and Teaching Strategy/Operational Plan. In some Schools, the remit of the DLT also includes major operational matters such as overall budgeting, overseeing workload distribution, portfolio developments etc. DLTs also have responsibility for overseeing quality assurance, with the operational aspects of quality assurance being devolved to the School Director of Academic Quality. DLTs are also responsible for ensuring that students (via School Officers and Class Reps) are effectively engaged in their School's learning and teaching developments.

See sections 5.2.5, 5.4.3-5.4.7, and 6.3 for the representative function of DLTs on the Committee and their roles in: reporting to the Committee and to their School; collecting and representing views of colleagues on consultation issues; participating in working groups.

2.9.2 Learning and Teaching Committees in Schools

As part of the University Academic Management Structures, each School has a Learning and Teaching Committee (the School Board of Studies fulfils much of this role in the Edinburgh Business School), the function of which is to support the DLT and to provide a formal reporting and discussion forum. This Committee, which should include student representation, may in turn be supported by a number of other groups with particular remits, as determined by the School. Irrespective of the organisational structure, the reporting process should be clear, with the DLT taking overall responsibility for all matters related to learning and teaching and to the student learning experience within the School. The remit of the School Learning and Teaching Committee is standard across the institution and is set out in the aforementioned Academic Management Structures.

2.9.3 School Support for Directors of Learning and Teaching

As the role of the DLT entails a considerable amount of effort and commitment, the School should provide administrative and secretarial support for the DLT (perhaps with
The administrator also acting as Clerk to the School Learning and Teaching Committee). DLTs should also ensure that they are supported by other academic members of staff with specific responsibilities related to learning and teaching such as those who serve on University committees such as the Senate, Undergraduate/Postgraduate Studies Committees and University Committee for Quality and Standards, and also by those who are members of the UCLT’s sub-committees and groups.

From the experience of former role holders, it is clear that DLTs who are not given this level of support will find it difficult to manage effectively the School and institutional workload, both strategic and operational. It is recommended that any DLT who is overburdened with work should discuss the matter with his or her Head of School in the first instance.

3 Learning and Teaching Strategy

3.1 Strategic Process for Learning and Teaching

In May 2011, the then Learning and Teaching Board agreed a formal process for the development, approval, monitoring and review of the University’s Learning and Teaching Strategy and its Operational Plan. As part of these procedures, a process was also put in place for the development of the Learning and Teaching Strategies and Enhancement Plans of Schools and relevant Professional Services, including alignment with the institutional strategy and plan.

A major revision of the Strategic Process for Learning and Teaching was undertaken in June 2013 in conjunction with the finalisation of the new Learning and Teaching Strategy. A further update of the process and of this document was undertaken in July 2015, following the first formal evaluation of how Schools and Services were implementing their aligned strategies and plans. The process is now reviewed and updated annually to ensure its continued relevance.

The process was confirmed as fit for purpose by the then Learning and Teaching Board in April 2017 in advance of the University commencing work towards its new 2018-2023 Learning and Teaching Strategy.

The Learning and Teaching Strategy and Operational Plan: Summary of Strategic Process is available at: https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/learning-teaching-strategy.htm

3.2 Development and Management of the Strategy and Operational Plan

The Learning and Teaching Strategy undergoes a major revision - and a new version produced - approximately every five years, with the exact schedule being determined by the development of the institutional Strategic Plan. The structure of the Learning and Teaching Strategy is not prescribed and will vary with each version according to institutional requirements, external influences etc. The tabular template format of the accompanying Operational Plan remains unchanged, unless the institutional planning framework has been modified.

Typically, the Strategy is constructed around a few key, over-arching strategic objectives, which are in turn are synthesised and progressed, where appropriate, through cross-objective projects to provide a focus for a step-change in strategically significant areas. Cross-objective projects are designed to progress the implementation of the Learning and Teaching Strategy in a co-ordinated, integrated and inclusive manner, and are seen as more effective in achieving the Strategy’s key aims than a proliferation of smaller scale, seemingly unrelated activities.

The strategy is developed on a wholly collaborative basis, with active involvement from staff in Schools and Professional Services as well as student representatives and the wider student community. The University Committee for Learning and Teaching is responsible for developing the strategy and managing, through the associated Operational Plan, its implementation. In practice, these tasks are devolved to the Deputy Principal (Learning and Teaching) and the Head of Academic Quality, and, in turn, to various working groups.

3.3 Approval, Monitoring and Review of the Strategy and Operational Plan

Once developed by the University Committee for Learning and Teaching, the Learning and Teaching Strategy and the Operational Plan are approved by both the Senate and the...
Implementation of the Learning and Teaching Strategy and the Operational Plan is evaluated by the University Committee for Learning and Teaching through: Summary Report on School/Service Annual Learning and Teaching Strategy Review and Discussion Meetings; the Committee’s Annual Strategic Review Report; and progress reports on individual projects.

Since 2010/11, externality has been provided by the University Committee for Quality and Standards (UCQS), which monitors the implementation of the Strategy on an annual basis: at a local level, this is done via the Annual Monitoring and Review process (including the associated annual discussions with Schools); at an institutional level, through the UCLT’s Annual Strategic Review Report, which is submitted to UCQS for monitoring purposes and for comment. UCQS reviews the implementation of the Learning and Teaching Strategy on a periodic basis through Academic Review (Schools) and Academic-Related Professional Services Review (outcomes from these periodic reviews are also considered by UCLT in an annual summary report).

Evaluation of implementation is based upon a series of performance indicators and a range of more qualitative measures specific to the operational activities of the Learning and Teaching Strategy. The reports from individual Schools and Services on their progress towards the University Learning and Teaching Strategy Operational Plan (as documented in the School/Service Enhancement Plan) also provide qualitative information to inform the overall annual evaluation of implementation.

The processes for approval, monitoring and review of the Learning and Teaching Strategy are fully integrated into the University’s framework for quality assurance and quality enhancement.

The current Learning and Teaching Strategy and its Operational Plan are available at: https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/learning-teaching-strategy.htm

During 2017/18, the University Committee for Learning and Teaching will lead the consultation on, and development of, a new institutional Learning and Teaching Strategy for 2018 to 2023.

4 Operation of the University Committee for Learning and Teaching: Meetings and Attendance

4.1 Schedule of Meetings

The Committee meets on the second Wednesday of every month, except during July and August (the peak period for summer vacation), unless required. A schedule of meetings, including the annual Away Day, for each academic year is issued at the start of session; each schedule lists the meetings for two years. Meetings are arranged to coincide with meetings of the Senate. Meetings are usually scheduled for two hours, with the start time of 09.15 UK to facilitate participation by members in Dubai and Malaysia. Alternate UCLT meetings are followed by the Student Learning Experience Committee (SLEC). Meetings of the campus-specific Learning and Teaching Enhancement Fora, the VLE Management Group and the Student Survey Management Group are scheduled to facilitate reporting to SLEC.

Additional meetings of the UCLT (including meetings in conjunction with other bodies) may be required for more detailed consideration of particular items. Additional meeting require approval by the Chair.

Cancellation, rescheduling or inclusion of additional meetings will be notified to members by the Clerk as soon as possible, and within not less than five working days.

4.2 Typical Meeting Structure

The order of business at each of the Committee’s meetings typically proceeds as follows:

- Welcome and Apologies
- Learning and Teaching Strategy
- Minutes of the Previous Meeting
- Matters Arising
- Strategic Items
- Enhancement/Discussion Item
- Items of Policy
- Other items for Consideration, including proposals from other Committees/Commissions
- Standing Items, including Student Items and reports from the Committee’s Groups
- Items for Information
- Next Meeting: Date and Key Items
- Any Other Competent Business
- Papers for Information

The Key Annual Strategic Activities and Standing Agenda Items (see sections 5.1 & 5.2) will prescribe the order of business at particular meetings during the session. Items being sponsored by a non-Committee member will be brought to the top of the agenda so that the sponsor does not need to remain for the duration of the entire meeting.

4.3 Attendance at Meetings

Since meetings are arranged two years in advance, all members are expected to have made arrangements to attend every meeting. As per all Committees the Senate, the UCLT adheres to the Senate’s Attendance Policy and is required to maintain a record of attendance at each of its meetings. Information on attendance is a required inclusion in the Committee’s Annual Strategic Review Report and is reported in this way to the Senate and to the University Executive.
4.4 Quorum

The quorum necessary to transact business is five full members of the Committee, at least two of whom must be Directors of Learning and Teaching, and at least two of whom must be members of the Senate. Substitutes and co-opted members are not included in the quorum.

Members who are participating in a meeting by means of audio-visual conferencing are deemed to be present at the meeting and to count towards the quorum.

4.5 Non-Attendance and Substitute Attendance

4.5.1 Committee Members

Any members who are unable to attend a meeting of the Committee are requested to notify the Clerk in advance and are invited to nominate a substitute to attend in their place. Instances of non-attendance and non-notification of non-attendance are reported and followed-up in accordance with the Senate’s Attendance Policy.

Members should forward their own copies of the agenda and papers to their substitute or may request that their own copy of the paperwork is sent directly to their substitute. Alternatively, an e-version can be circulated on request to the substitute.

Members and their substitutes should discuss any items requiring a collective view in advance of the meeting so that the substitute can respond on behalf of the School, Professional Service or student community. If no alternative representative is available at meetings where decisions will be taken, Committee members are invited to submit their views in writing prior to the meeting.

In the case of Directors of Learning and Teaching, substitutes should normally be the Director of Academic Quality.

4.5.2 Chair

In the absence of the Chair, the Vice-Chair will act as Chair for the meeting. In the absence of both the Chair and Vice-Chair, the members present will appoint one of their number as Chair for that particular meeting.

4.5.3 Clerk

In the absence of the Clerk, the Academic Registrar will provide a substitute Clerk, with the first choice being the Clerk of the Student Learning Experience Committee.

5 Operation of the University Committee for Learning and Teaching: Agenda Items, Papers and Transacting Business

5.1 Principles of Operation

In fulfilling its terms of reference, the Committee follows the principles as agreed by the Senate to enhance academic governance seeking:

a) closer alignment between the decision-making structure and the University’s strategic objectives, to ensure that the decision-making structures are fit for the delivery of the strategy;

b) a more efficient approach to the decision-making process, leading to clearer lines of responsibility, accuracy, and high quality outcomes;

c) a focus on matters of strategy and policy by main committees, with operational matters being dealt with by the relevant colleagues in consultation with ad hoc working groups as required;

d) minimisation of business considered by numerous different groups and with appropriate accountability for decisions taken;

e) an assumption that decisions will be reached by consensus wherever possible;

f) an assumption that each committee will address business internationally;

g) appropriate delineation between governance and management;

h) papers containing clear, evidence-based proposals for consideration;

i) greater use of IT facilities to reduce the amount of paper being circulated, with members of committees and others being able to access committee papers on a local intranet with appropriate access authorisation; and

j) effective communication of decisions to all relevant parties throughout the University.

5.2 Key Annual Strategic Activities

Within the Committee’s schedule of business/standing agenda items, there are five key, inter-related strategic activities which occur on an annual basis:

5.2.1 September: Learning and Teaching Strategy Operational Plan; Annual Strategic Review

At the first meeting of each session, the Committee finalises the Learning and Teaching Strategy Operational Plan and Key Areas of Development for the session (drafts of the latter having been considered at the previous meeting in June). The Plan and Key Areas may be adapted in response to changing institutional priorities or to common activities emerging from local plans.

An Annual Strategic Review report, in which key activities and achievements of the previous session are summarised, is produced each September. The report also identifies key strategic issues for the current session (based on the Schedule of Activity formulated in June). A record of attendance by members is included. Once approved by the Committee, the report is forwarded to the Senate, the University Executive and the University Committee for Quality and Standards for consideration.

5.2.2 October: Institutional KPI’s for Learning and Teaching

The Committee considers, each October, the latest Institutional Learning and Teaching Key Performance Indicators, with presentations given by the Planning Manager. The core categories, which cover all modes and locations where appropriate, are at undergraduate level: Entry Scores; Widening Participation; Retention or Completion; Student Satisfaction; Graduate Destinations. Since 2016, the Learning and Teaching Key Performance Indicators also included contextual data in areas such as gender, disability, ethnicity, age group and Scottish Index of Multiple Deprivation (SIMD).
5.2.3 February/March: Strategy Away Day
The Committee’s annual Away Day in February or March provides a focused session for discussing key strategic issues in depth, further developing particular activities or reviewing the strategy and operational plan as a whole. Key topics vary from year to year, depending on emerging priorities (see section 5.4.7).

5.2.4 June: Summary of Annual Learning and Teaching Strategy Meetings
At the final meeting of the session, the Committee considers the summary of the Annual Learning and Teaching Strategy Review/Discussion Meetings with Schools and Professional Services. Each June, the Committee also produces a list of Key Areas of Development for the next session, which is informed, in part, by the summary of aforementioned annual meetings and the key priorities within the University Learning and Teaching Strategy Operational Plan.

At the June meeting, the Committee considers and approves the updated Learning and Teaching Strategies and Enhancement Plans of Schools. The Committee also recommends, to the Professional Services Leadership Board, approval of the updated Learning and Teaching Strategies and Enhancement Plans of relevant Professional Services (ie those which support learning and teaching).

5.3 Standing Agenda Items
Items considered by the University Committee for Learning and Teaching vary in accordance with the priorities of the institution in learning and teaching, but there are standing items which occur on an annual or more regular basis at particular meetings of the University Committee for Learning and Teaching.

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Standing Item of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Learning and Teaching Strategy Operational Plan and Timeline for the session (final version)</td>
</tr>
<tr>
<td></td>
<td>Results of National Student Survey, Postgraduate Taught Experience Survey and Annual Survey</td>
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<td></td>
<td>University Committee for Learning and Teaching Annual Review Report</td>
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<tr>
<td></td>
<td>Updated University Committee for Learning and Teaching Handbook</td>
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<td></td>
<td>Meetings Schedule and Membership for the session</td>
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<td></td>
<td>Amended Schedule of Activities, including key strategic projects</td>
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<td></td>
<td>Reports: June Student Learning Experience Committee</td>
</tr>
<tr>
<td>October</td>
<td>Institutional KPI’s for Learning and Teaching</td>
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<td></td>
<td>Operational Plan for Student Learning Experience Committee including review of previous session’s activity</td>
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<td></td>
<td>Thematic Review proposal</td>
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<tr>
<td></td>
<td>Reports: Student Learning Experience Committee (incl. update on Academic Policy Review and combined report from 3 x Learning and Teaching Enhancement Fora); School L+T Committee Minutes</td>
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<td></td>
<td>Report from Learning and Teaching Enhancement Services</td>
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<tr>
<td>November</td>
<td>National Student Survey (+ PTES); School/Service/Student Union Actions Plans</td>
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<td></td>
<td>Quarterly Report 1: Retention</td>
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<td></td>
<td>Review of University Learning and Teaching Risk Register</td>
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<td></td>
<td>Joint meeting with University Committee for Research and Innovation (if required)</td>
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<td></td>
<td>Student Recruitment: Review of September Intake</td>
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<tr>
<td>December</td>
<td>Reports: Student Learning Experience Committee (incl. combined report from 3 x Learning and Teaching Enhancement Fora); International Strategy</td>
</tr>
<tr>
<td>January</td>
<td>First draft of agenda and proposed themes for Away Day</td>
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<tr>
<td></td>
<td>Progress towards ELIR Action Plan</td>
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<td></td>
<td>Finalised SFC-HWU Outcome Agreement</td>
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5.4 Agenda and Papers

Agenda items considered by the Committee are a combination of University-level issues, campus-specific issues and issues raised by Schools, Professional Services and the student community. The agenda for each meeting highlights the main items for consideration at the subsequent meeting. There is a standing Student Item on each agenda to identify, in advance, matters for consideration by the Committee.

Although slots on the agenda are available for issues to be raised by members (for example, the Enhancement/Discussion Item), most of the agenda is usually given over to institutional matters related to the Learning and Teaching Strategy, to standing items or items identified by, for example, the Senate and/or University Executive.

5.4.1 Notifying agenda items
The agenda is typically set two weeks in advance of each meeting: possible items should be notified to the Clerk no later than 10 days before the meeting. Items notified to the Clerk after this date will be included on the agenda only with the prior agreement of the Chair; otherwise, they will be held over till the next meeting. Tabled papers will not be considered, as there is insufficient time for consideration and informed discussion.

The Chair and the Clerk will determine whether notified items are matters for the Committee, for the Student Learning Experience Committee, for one of SLEC’s groups or for another of the University’s Committees (typically, the Studies Committees or the University Committee for Quality and Standards).

Members are requested to identify all matters to the Clerk in advance of the meeting, including any urgent, last minute issues, in preference to tabling papers or raising matters not previously notified under the ‘Any Other Competent Business’ slot.
5.4.2 Preparation of papers
Papers are prepared by the Chair and the Clerk in conjunction with other members of the Committee or individuals outwith the Committee as appropriate.

5.4.3 Circulation of agenda and papers
The agenda and papers are circulated in e-version as a pdf (or also by hard copy, if requested) a week in advance of each meeting. Notification about the meeting and the distribution of papers will be emailed to members, together with details of any additional papers on the Committee’s intranet site.

Additional circulations, typically including ‘to follow’ papers, are kept to a minimum, but on some occasions are unavoidable (eg if papers are being provided by other Committees or Committees). Every effort will be made to ensure that all such papers are issued electronically before the meeting, so that members have an opportunity to consider them in advance.

Particular actions for the Committee are identified on the agenda itself and, in detail, on the cover sheet of each paper, and are summarised on the Pre-Meeting Preparation and Action List.

5.4.4 Access to the Committee’s agenda and papers
The Committee’s website is updated after each meeting, and features agendas, minutes, schedule of meetings and membership (as well as the Learning and Teaching Strategy): https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/university-committee-learning-teaching.htm

Policies and procedures endorsed by the Committee, having been developed on its behalf by the Student Learning Experience Committee, are located in the “Learning and Teaching Policy Bank” and are summarised in the “Learning and Teaching Briefing Papers”: https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching-enhancement.htm

5.5 Transacting Business
Scheduled meetings provide a regular, structured means of transacting the Committee's business. The Committee will, however, use other mechanisms where it is more efficient and effective to do so. See Section 2.7 Delegated Activity for additional information.

5.5.1 Actions taken by the Committee
The University Committee for Learning and Teaching may:

- Approve
- Endorse
- Note
- Recommend
- Receive
- Reject
- Consider

5.5.2 Decision-Making and Voting at Meetings
Normal practice is that wherever possible decisions are reached through consensus. All members\(^5\) of the Committee are entitled to vote in any vote of the Committee except:

- when the committee is required to vote on the exercising of delegated powers of the Senate, those persons present who are not Senators will be invited to abstain from voting.
- when the committee is required to vote on a matter that is solely under the purview of the University Executive, then only those persons who are members because of their executive positions will be eligible to vote.

The Chair will rule on instances where a vote is required, and whether any matter under consideration relates to the Senate or to the University Executive. The Chair has a deliberative vote and a casting vote. Persons who are ‘in attendance’ at meetings of the Committee are not entitled to vote.

5.5.3 Reports from Schools, Services and the Student Community
Members are required to provide formal, written reports to the University Committee for Learning and Teaching as part of the Committee’s Standing Items and in response to specific areas for action.

As part of the Committee’s remit, Schools provide regular reports to the UCLT, including the Minutes of School Learning and Teaching Committees (see Section 2.3, point 8). In addition, the Committee requires regular action reports from members on a number of key matters throughout the academic year, such as retention, student surveys and implementation of the University’s Learning and Teaching Strategy.

The Clerk with notify members of the following with regard to reports: due dates, format and follow-up actions.

5.5.4 Reports from Consultations
As the Committee is responsible for institutional matters related to learning and teaching, it will frequently require the views of staff and students across the University on proposed strategy and policy developments. The Clerk will provide Committee members with discussion papers, questions for consideration and details of format and timescales for responses for all such consultations.

Members are responsible for circulating consultation papers within their Schools, Campus, Professional Services and the Student Community, as appropriate, and for determining the most appropriate means of gaining the collective view of their colleagues. The consultation must include colleagues at all campuses, and responses should make it clear that the views of colleagues at non-UK campuses have been sought. The matters identified by the Committee for consultation are usually designed for consideration by a wide spectrum of staff and students; it will be only on a very rare occasion that the Committee will request a local “management only” view.

Responses returned to the Clerk must be representative of the shared view of those consulted, not the personal opinion of the individual Committee member. Members should highlight in their responses whether the views expressed are collective or individual. Members are also responsible for synthesising the various views from their colleagues to produce a single view of the relevant Campus, School, Professional Service or Student Community; a list of individual views should not be provided and does not constitute a “Campus View”, “School View”, “Service View” or “Student View”.

5.5.5 Proposals to the Committee
Members of the Committee, or other individuals outwith the Committee, who would like to present a paper to the Committee for consideration should contact the Clerk in the first instance. The Clerk will liaise with the Chair to determine whether or not the paper should be forwarded to the Committee for consideration.

If the paper is accepted, the Clerk will advise the sponsor of details such as the meeting at which the paper will be considered and of the format of the paper. If the paper is not accepted as being suitable for the Committee, the proposer will be notified by the Clerk.

\(^5\) In this instance, the reference to “members” is restricted to actual members of the Committee and excludes those individuals who are “in attendance”.
of the correct route (eg the Student Learning Experience Committee) and the appropriate person to contact.

Non-members who wish to bring an issue to the attention of the Committee are encouraged to communicate with the Committee via the Clerk, rather than emailing the Committee directly. In this way, there is a consistent line of communication and a means of ensuring that only matters of relevance are circulated to the Committee.

5.5.6 Items by Correspondence

Often it is necessary – or more efficient and effective - to transact some of the Committee's business by correspondence, rather than at a scheduled meeting. Email and e-versions of papers are used for progressing items outwith meetings, which most commonly consist of requests to members to comment or endorse revised versions of proposals considered originally at a meeting. In this instance, correspondence is used to ensure that finalised proposals are either either approved by the Committee, or forwarded to another Committee for consideration and approval, within a particular timeframe and can, therefore, be implemented at the specified date.

If any item requires a decision, as a matter of urgency, outwith a scheduled meeting of the Committee, the Chair will determine the decision to be taken and, if possible, will do so in consultation with such other members of the Committee as might be available. Any such decisions taken will be notified to the Committee at its next meeting (typically through the Matters Arising Report).

5.5.7 Participation in Working Groups and Projects

As outlined in Section 2.7, much of the Committee's activity in developing and implementing the strategy is devolved to working groups, project groups and formally constituted committees and their sub-groups. All members are expected to volunteer as participants in such groups, particularly as Chairs, to ensure that the work of the group is continually influenced by the Committee’s strategic objectives and to facilitate reporting to and from the Committee.

Members are also encouraged to invite their colleagues to participate in the Committee’s various activities, thereby providing a wider spectrum of views and experiences. The Clerk will provide details such as the remit (as endorsed by the Committee), number of meetings, duration of activity and expected commitment to assist members in seeking volunteers. The Clerk will also advise groups on methods of reporting, administrative support, etc.

5.5.8 Away Days

The Committee holds an Away Day each February or March to provide a focused opportunity for discussing key strategic issues in depth. Topics vary from year to year, depending on emerging priorities. Part of the agenda is always given over to the student representatives to present, for wider discussion, their own areas of development related to learning and teaching. Possible topics for the Away Day are discussed by the Committee in December to provide an appropriate timescale for preparation. The Chair and the Clerk will organise the day, including the production of discussion papers and presentations. Members will be invited to undertake some background preparation. Preparatory activities are designed to ensure that the Away Day is both productive and informative.

Non-Committee members are frequently invited to the Away Day to inform and progress discussions.

The outcomes of the Away Day, which are recorded in the form of a Report and Action Plan, are used for a variety of means, such as taking forward strategic initiatives and shaping the next version of the Operational Plan or Strategy.

6 Operation of the University Committee for Learning and Teaching: Reporting

6.1 Minutes and Action Points

The Minutes of each meeting are produced by the Clerk and signed off, after required amendment, by the Chair. In the case of both Minutes and Reports (see section 6.2 for the latter), the Chair will approve the redaction of any information deemed necessary for reasons of confidentiality. Minutes and reports of the Committee will denote those areas of reported business which are deemed to fall within the designation of information which is 'exempt' under the Freedom of Information (Scotland) Act.

Minutes are circulated electronically to Committee members within one week of the meeting; action points and details of the next meeting are also notified in the circulation. Members are invited to notify any factual errors in the Minutes to the Clerk before the next meeting; these will be announced by the Chair at the next meeting prior to the Committee being invited to accept the Minutes as an accurate record.

Action Points will be circulated to the Committee (or individuals) within two working days of the meeting so that members have sufficient time to progress and complete any actions against them. Members will be contacted by the Clerk no later than 10 days prior to the next meeting in order to receive a progress report on actions taken.

Routine ‘Matters Arising’ from the Minutes are reported to the Committee through a separate report, which is issued with the agenda and papers for each meeting. The ‘Matters Arising Report’ aims to minimise reporting on routine matters from the previous meeting and increase time for considering scheduled items of business.

6.2 Reporting to the Senate, the University Executive and the Court

6.2.1 The Senate

The Committee’s report (ie coversheet, Minutes and any appended papers) is presented to the following ordinary meeting of the Senate. Key points from the Minutes of each meeting, particularly any matters for consideration and/or approval, are summarised by the Clerk in the coversheet accompanying the Minutes, with papers appended as required.

Each Senate meeting features an item for discussion. Topics for discussion are based on matters of concern to the institution as a whole. There is at least one learning and teaching discussion item per semester, eg the development of a new Learning and Teaching Strategy; preparations for, and outcomes of, the QAA ELIR. Views emerging from the Senate’s discussion of key learning and teaching issues are used to inform subsequent discussions at the Committee.

6.2.2 The University Executive

The Committee’s report (ie coversheet, Minutes and any appended papers) is presented to the following business meeting of the University Executive. Key points from the Minutes of each meeting, particularly any matters for consideration and/or approval, are summarised by the Clerk in the coversheet accompanying the Minutes, with papers appended as required.

By virtue of his/her office, the Deputy Principal (Learning and Teaching) also regularly reports on learning and teaching matters at UE meetings. Items reported are typically broader than those considered by the University Committee for Learning and Teaching, and can include, for example, major quality assurance activities.
6.2.3 The Court

Learning and teaching issues are occasionally discussed further at the Court, particularly as part of the broader consideration of such standing items as performance indicators and the Strategic Plan. Since 2008, the Court considers the annual report to the Scottish Funding Council on the University’s quality assurance and quality enhancement activity; a draft of the report is considered in advance by the Committee. The Committee also reports to the Court, via the Senate and the University Executive, on the outcomes of the QAA ELIR and progress towards identified actions, and the development of the Learning and Teaching Strategy.

6.2.4 Other Committees

The Committee brings relevant matters, either for consideration or information, to the attention of the other Committees, particularly the University Committee for Quality and Standards Committee (see section 7).

The Committee will also delegate policy and procedural matters and operational issues to the committee which reports to it, ie the Student Learning Experience Committee. https://www.hw.ac.uk/services/academic-registry/quality/student-learning/student-learning-experience-committee.htm

6.3 Reporting to Campuses, Schools, Professional Services and the Student Community

"Communication and consultation" are integral to the successful operation of the University Committee for Learning and Teaching. The Committee’s discussions and decisions must be reported to Campuses, Schools, Professional Services and the Student Community. Such reporting is the responsibility of the representative on the Committee. All Committee decisions and discussions should be communicated widely; papers and outcomes of debates are very rarely identified as confidential.

In the case of Schools, each Director of Learning and Teaching (DLT) should ensure that his or her Head of School is informed of pertinent issues and decisions so that the Head can in turn contribute to the Senate’s and the University Executive’s discussions of learning and teaching matters and can, where appropriate, endorse the Committee’s recommendations as being supported by his/her School. DLTs should also ensure that staff, and students where appropriate, are properly informed and that individuals who may be directly affected are fully briefed.

Similarly, all other members of the Committee should ensure that their colleagues are properly informed of the Committee’s discussions and decisions.

The Clerk will liaise directly with Committee members regarding information to be communicated more widely across the University, and will provide summaries to assist representatives in this process. Such communication is particularly fundamental in the case of major strategic initiatives and is necessary to ensure the effective engagement of staff and students in such activities. These summaries will also include the series of “Learning and Teaching Briefing Papers”, which aim to provide a concise, informative overview of key policies, and include links to relevant procedures and templates.

7 Other Committees and Related Information

Within the University, there are several committees whose functions are related to learning and teaching at the operational and policy level. The University Committee for Learning and Teaching engages in particular with the University Committee for Quality and Standards and, for the present time, the Undergraduate/Postgraduate Studies Committees. The development of a new Learning and Teaching Strategy is facilitating increased links with the University Committee for Research and Innovation.

The links between the Committee and these committees are further facilitated by joint membership (including the Chairs) and by the fact that the functions related to quality enhancement, quality assurance and programme approval are, at the School level, within the overall remit of the Director of Learning and Teaching (with the latter two normally delegated to the Director of Academic Quality).

7.1 University Committee for Quality and Standards

The University Committee for Quality and Standards (UCQS) of the Senate contributes significantly to the monitoring and evaluation of the University Committee for Learning and Teaching’s projects and activities within its remit of assuring quality and standards. Progress, at the School level, towards the implementation of the Learning and Teaching Strategy is evaluated through the Annual Monitoring and Review (AMR) process and is discussed annually (together with the Learning and Teaching Key Performance Indicators) between Schools, the Deputy Principal (Learning and Teaching) and the Clerks to UCLT and UCQS. An annual AMR report is considered both by UCLT and UCQS.

The Committee’s Annual Strategic Review Report is submitted to UCQS for consideration. In addition, implementation of the Learning and Teaching Strategy is evaluated periodically through the Academic Review (Schools/disciplines) and Academic-Related Review (relevant Professional Services) processes, with reports from each being considered by UCQS and outcomes by UCLT.

The UCLT’s remit specifies that it should consult with UQSC on the preparation for, and outcomes, of external quality assurance and enhancement reviews (see section 2.3, point 5).

https://www.hw.ac.uk/services/academic-registry/quality/qa/quality-standards-committee.htm (UCQS website)

7.2 Undergraduate and Postgraduate Studies Committees

The Undergraduate and Postgraduate Studies Committees (USC and PSC) are responsible for the approval of all taught programmes and academic matters relating to undergraduate and postgraduate (taught and research) studies10. The policies, procedures and guidelines for the management and operation of the activity of the Studies Committees are developed collaboratively by U/PSC and UCLT (usually via SLEC) or UCQS, as appropriate. https://www.hw.ac.uk/services/academic-registry/quality/qa/usc.htm (USC website) https://www.hw.ac.uk/services/academic-registry/quality/qa/psc.htm (PSC website)

7.3 University Committee for Research and Innovation

The development of a new University Strategic Plan and of new institutional strategies for Learning and Teaching and for Research is providing an opportunity for the University

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10 Under the new committee structure, programme approval of taught programmes (UG and PGT) will come under the remit of the University Committee for Quality and Standards; this functionality will be delegated to a new, single Studies Committee. Until this arrangement is in place, the current Undergraduate/Postgraduate Studies Committees will continue during 2017/18.
Committee for Learning and Teaching to collaborate with the University Committee for Research and Innovation in effecting cross-institutional research-teaching linkages.

The UCLT’s remit specifies that it should, jointly with UCRI, develop, recommend, monitor the implementation of and report on regulations and policies related to access to, and use of, the library and academic-related information services (see section 2.3, point 6).

https://www.hw.ac.uk/services/secretariat/ue/research-knowledge-exchange-board.htm

7.4 Regulations, Codes of Practice, Policies and Procedures

An extensive series of policies, procedures, guidelines and codes of practice related to the activities of the above Committees of the Senate are available at:

- Learning and Teaching Policy Bank (programme approval; student-related matters)
  https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/policy-bank.htm

- Quality Assurance and External Partnerships (quality and standards policies, codes of practice, processes etc)
  https://www.hw.ac.uk/services/academic-registry/quality/quality-assurance.htm
  https://www.hw.ac.uk/services/academic-registry/quality/external-partnerships.htm

- University’s Ordinances and Regulations: http://www.hw.ac.uk/ordinances/

8 Useful contacts in the University (for Learning and Teaching Matters)

8.1 University Committee for Learning and Teaching

Contact details of the current members of the University Committee for Learning and Teaching are available on the Committee’s website at:

https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/university-committee-learning-teaching.htm

All communication with the Committee should be channelled via the Clerk.

Key Committee Contacts:

- Chair: Professor John W Sawkins, Deputy Principal (Learning and Teaching)
  tel: 0131 451 3611   email: J.W.Sawkins@hw.ac.uk

- Clerk: Dr Maggie King, Head of Academic Quality
  tel: 0131 451 3728   email: M.King@hw.ac.uk

8.2 Strategic and Operational Management of Quality Assurance and Quality Enhancement

The strategic and operational aspects of quality assurance and quality enhancement are the ultimate responsibility of the Deputy Principal (Learning and Teaching) and are managed on his behalf by the Quality and External Partnerships section within Academic Registry (part of the Registry Services Directorate). The staff development and the student learning skills functions of quality enhancement are managed by the Learning and Teaching Enhancement Services as part of the Information Services Directorate.

Quality and External Partnerships: General Information

- website: https://www.hw.ac.uk/services/academic-registry/quality-external-partnerships.htm

Quality and External Partnerships: Staff Roles/Staff Contacts

- https://www.hw.ac.uk/services/docs/qepstaffroles.pdf

Quality and External Partnerships: Function Strands

- https://www.hw.ac.uk/services/docs/qepfunction.pdf

Learning and Teaching Enhancement Services (Information Services):

- email ltes@hw.ac.uk
- website: https://www.hw.ac.uk/services/is/learning-and-teaching.htm
9 External Information

A range of useful information on sector-wide developments related to learning and teaching can be found on the following websites:

- Scottish Funding Council (SFC): [http://www.sfc.ac.uk](http://www.sfc.ac.uk); for sections related to learning and teaching, see tabs on the SFC home page
  
  **Areas of interest:**
  - Annual Teaching Grant and Funding Mechanisms
  - Condition of Learning & Teaching Grant
  - Employability and Skills
  - Access, Inclusion and Progression
  - Quality Assurance and Quality Enhancement
  - Outcome Agreement
  - Performance Indicators

- Quality Assurance Agency (QAA): [http://www.qaa.ac.uk](http://www.qaa.ac.uk); for the Scottish section of the website, see [http://www.qaa.ac.uk/about-us/scotland](http://www.qaa.ac.uk/about-us/scotland)
  
  **Areas of interest:**
  - Enhancement-Led Institutional Review (ELIR)
  - UK Quality Code for Higher Education
  - Events for the Scottish HE sector

- Enhancement Themes (Scottish sector): [http://www.enhancementthemes.ac.uk](http://www.enhancementthemes.ac.uk)
  
  **Areas of interest – New Theme:**
  - Evidence-Based Enhancement
  
  **Completed themes**
  - Assessment
  - Integrative Assessment
  - Responding to Student Needs
  - Flexible Delivery
  - Employability
  - The First Year
  - Research-Teaching Linkages
  - Graduates for the 21st Century (integrating theme)
  - Developing and Supporting the Curriculum (integrating theme)
  - Student Transitions

- Universities Scotland: [http://www.universities-scotland.ac.uk](http://www.universities-scotland.ac.uk)
  
  **Areas of interest:**
  - Social inclusion and wider access
  - Learning and teaching
  - Academic Quality and Standards
  - Internationalisation

  
  **Areas of interest:**
  - International activity
  - Academic Quality
  - Graduate Destinations
  - Review of HE Governance

  
  **Areas of interest:**
  - Levels Descriptors
  - Recognition of Prior Learning
  - FE-HE Transition

- Teaching Excellence Framework: [http://www.hefce.ac.uk/t/tef/](http://www.hefce.ac.uk/t/tef/)
  
  **Areas of interest:**
  - TEF updates
  - Consultations
  - Links to relevant Government documents

- Higher Education Academy: [https://www.heacademy.ac.uk](https://www.heacademy.ac.uk)
  
  **Areas of interest:**
  - Academy Updates
  - Events and Resources
  - Networking and funding opportunities, incl. national Subject Centres
  - Academy in Scotland: [https://www.heacademy.ac.uk/scotland/home](https://www.heacademy.ac.uk/scotland/home)

- Higher Education Statistics Agency (HESA): [https://www.hesa.ac.uk](https://www.hesa.ac.uk)
  
  **Areas of interest:**
  - National Performance Indicators (incl. Student Numbers, Progression, Employability)
  - Longitudinal Survey of Graduate Destinations (DLHE)

- Unistats - the UK FE and HE comparison site, incl. Key Information Sets (KIS): [http://unistats.direct.gov.uk](http://unistats.direct.gov.uk)
  
  **Areas of interest:**
  - UCAS entry scores
  - National Performance Indicators (incl. Teaching Quality & Graduate Destinations)
  - Results of National Student Survey (see also [http://www.thestudentsurvey.com](http://www.thestudentsurvey.com))

- Knowledge and Human Development Authority (KHDA; Dubai):
  [https://www.khda.gov.ae/en/Website](https://www.khda.gov.ae/en/Website)
  
  **Areas of interest:**
  - HE provider and programme approval and accreditation
  - Quality assurance in the freezone of Dubai

- Knowledge and Human Development Authority (MQA; Malaysia):
  [https://www.khda.gov.ae/en/Website](https://www.khda.gov.ae/en/Website)
  
  **Areas of interest:**
  - HE provider and programme approval and accreditation
  - Quality assurance of HE in Malaysia

Members will be routinely notified of key initiatives and developments related to the above agencies through the ‘Papers for Information’ section on the agenda of each meeting. Institutional responses to national consultations will be co-ordinated by the Clerk.

Notification of conferences and workshops offered by the above agencies will be communicated by the Learning and Teaching Enhancement Services or the UCLT Clerk, as appropriate.