University Committee for Learning and Teaching

Induction for UCLT Participants

30 August 2017
This presentation is designed to provide a brief introduction to the new University Committee for Learning and Teaching.

Further detail is available in the University Committee for Learning and Teaching Handbook, which all UCLT participants are advised to read.
Summary

• What is the University Committee for Learning and Teaching?
• What do I need to know?
• Who is on the University Committee for Learning and Teaching?
• How does the University Committee for Learning and Teaching operate?
• What is my role?
• What do I need to do?
What is University Committee for Learning and Teaching?

• Established 1 August 2017, replacing Learning and Teaching Board

• One of three primary Committees of the Senate; reports jointly to the University Executive. Reports to both on strategy and policy

• Senate: academic governance matters, such as regulations

• University Executive: executive matters, such as staffing and resources
What is University Committee for Learning and Teaching?

• Institutional responsibility for strategic issues related to learning and teaching, incl:
  – the University’s Learning and Teaching Strategy and
  – Enhancement of the student learning experience

NEW

• Regulations, policies and procedures (SLEC)
• Learning and teaching development for staff; student learning skills
• University’s portfolio of taught programmes
• Library and academic-related information services (UCRI)
• Minutes of School L+T Committees
Committees and Groups

- University Committee for Learning and Teaching focuses on **strategic** issues related to learning and teaching

- One committee (Student Learning Experience Committee), three Enhancement Fora and two groups progress **operational/procedural** matters on behalf of the UCLT
Committee and Reporting Structure for Learning and Teaching

University Committee for Learning and Teaching

Student Learning Experience Committee
- Learning and Teaching Enhancement Forum (Scottish Campuses)
- Learning and Teaching Enhancement Forum (Dubai)
- Learning and Teaching Enhancement Forum (Malaysia)

VLE Mgmt Group
Student Survey Management Group

University Learning and Teaching Strategy
University Learning and Teaching Policies and Procedures
Campus-Specific Learning and Teaching Matters
What do I need to know?

Two Key Documents

University Committee for Learning and Teaching Website:
https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/university-committee-learning-teaching.htm
What do I need to know?

Key Task for 2017/18:
NEW Learning and Teaching Strategy

Learning and Teaching Strategy

Key themes emerging from all 7 Annual Reports:
1. Learning and teaching spaces, and AV/IT facilities within them
2. Technology-enhanced learning and teaching
3. Cross-campus management, engagement and collaboration, including G Global for students
4. Assessment, particularly e-assessment, e-exams, e-feedback; deal with over-assessment; feedback
5. Student experience for PGT, IDL and ALP students
6. Learning support: Personal Tutoring; learning materials and resource (Dubai in particular); academic skills for UG and PGT
7. Curriculum re-development/design, incl:
   a. Academic Portfolio: Strategy, Development, Review; co-ordinate approach/group
   b. Distinctive HWU curriculum; flexibility of pathways
   c. employability: links with business and industry; internationalisation (cross-campus projects), PGT programmes, Graduate Attributes
8. Student engagement and communication
9. Staff engagement with students
10. ALP/partnerships strategy
11. Retention, particularly induction, transition and early intervention, i.e. focus on student support and engagement
12. Development, skills and training for academic staff
13. Innovation and good practice in learning and teaching (encouraging, resourcing, sharing, celebrating and promotion)
14. Quality and effectiveness of teaching

Towards a new Learning and Teaching Strategy: Timeline, Consultation and Development Process

May 2017 – August 2017: Establishing the Timeline, Framework and Initial Discussions

May 2017
• Timeline; Consultation and Process for new Learning and Teaching Strategy

June 2017
• Identification of initial key themes for new LTS

July - August 2017
• Developing the framework and initial themes for the new LTS

September 2017 – December 2017: Scoping, Engagement and Consultation

September 2017
• Discussion and scoping of key themes for consultation
• Progress reports and presentations to and discussions at committees

October 2017
• Drafting of Learning and Teaching Strategy Consultation Document

6 November – 15 December 2017
• Six-week consultation across HWU (workshops, online survey, all campuses, students, committees etc)

December 2017
• Presentations to committees on LTS progress to date; emerging consultation themes and key issues highlighted for consideration

January 2018 – March 2018: Drafting Strategy and Consideration of Draft

January – February 2018
• Production of first draft of LTS based on consultation
• Views of HE Academy as a "critical friend" on initial draft

March 2018
• Presentation and first draft of LTS to committees for consideration

April - June 2018: Approval of Learning and Teaching Strategy

April 2018
• Production of second draft of LTS

May 2018
• Presentation and final draft of LTS to the University Committee for Education and Development

23. Well-being and Mindfulness
24. Learning and Teaching Academy: innovation and good practice, staff development, recruitment and promotion
25. TEP: teaching quality, staff-student ratios, contact hours
26. HWU distinctiveness
27. Research Strategy, Research Teaching
Who is on University Committee for Learning and Teaching?

- **Chair**: Deputy Principal (Learning and Teaching)
- **Vice-Chair**: Assistant Deputy Principal (Learning and Teaching)
- **Principal and Vice-Chancellor’s Nominee**: Deputy Principal Learning and Teaching
- **School Directors of Learning and Teaching**
- **Student Representatives**: President, UK Student Union; *proposed* Presidents, Dubai and Malaysia
- **Members Appointed by the Senate**: one Dean of the University; 3 Senate members (tbc)
- **Members Appointed by the University Executive**: Deputy Vice-Principals (Dubai and Malaysia); Assistant Principal (International Development)
- **Individuals in Attendance**: Academic Registrar, Head of Academic Quality (Clerk), Clerk to SLEC, Director of Information Services, Student Engagement Manager, Student Union, Secretary of the University, Two Deans of the University
How does the University Committee for Learning and Teaching operate?

1) 10 Meetings per session (Wednesday UK 0915; Away Day in March): 2-year schedule; Outlook calendar requests. Participation by Skype.

2) Attendance is essential (substitute: eg, for DLT’s, Director of Academic Quality) and is now monitored through the Senate Attendance Policy. Quorum: five members (excl. those in attendance): 2 DLT’s and 2 Senate members.

3) Standing Agenda Items, incl: NSS; Retention; new Learning and Teaching Strategy every 5 years; updated Operational Plan each September.

4) Agenda and Papers circulated in e-version one week in advance (all papers and papers for information on SharePoint site); hard copy on request.

5) Action List sent out day after the meeting.

6) Minutes sent out within one week.
What is my Role?

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.

There are specific roles associated with various posts, but all UCLT participants have a responsibility to:

- discuss issues via their sections, committees or groups within their areas, and to bring to the UCLT the considered, collective views of their colleagues.
- implement the University's Learning and Teaching Strategy and its Operational Plan.
- ensure that their strategies, plans, policies and procedures are aligned with those of the University in relation to learning and teaching.
- contribute to the development, and implement approved versions, of policies and procedures.
- Provide regular reports to UCLT from their School, Campus, Service or student community.

More detail on the specific roles of members and individuals in attendance is provided in Section 2.5 of the University Committee for Learning and Teaching Handbook.
What do I need to do?

• **Preparation for Meetings**: read papers (Pre-Meeting Preparation and Action List) and be familiar with key proposals; consult with colleagues where required.

• **At Meetings**: contribute to discussions; report collective views of sections, committees or groups within your area.

• **Outwith Meetings**:
  – progress action points (Post-Meeting Action Lists)
  – report to colleagues and consult on proposals with colleagues
  – represent the UCLT’s shared view
  – Implement learning and teaching strategies, policies, procedures
  – participate in L+T events (Away Day, Symposium, L+T Oscars)
  – participate in working groups
Leading the development and implementation of a local Learning and Teaching Strategy and Enhancement Plan
Learning and Teaching Strategy and Operational Plan 2013-2018

Summary of Strategic Process

Key Document Strategic Process: Learning and Teaching Strategy Operational Plan (July 2017)
Heriot-Watt University Learning and Teaching Strategy Operational Plan 2013-2018

This Operational Plan outlines the actions, timescales and indicators* (to be incorporated when approved by the Learning and Teaching Board) for implementing the academic year by Learning and Teaching Board and formally reviewing the Senate, the University Executive and the Court.

The Strategy and the Plan are available at: [http://www.hw.ac.uk/committees](http://www.hw.ac.uk/committees)
The Plan is structured according to the Four Strategic Objectives and the

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<th>Version of Plan</th>
<th>Updated Approval/Revision Date</th>
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**2016/17 version of University Learning and Teaching Strategy Operational Plan (Sept 2016)**

### UNIVERSITY ACTIVITY/TARGET

<table>
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<tr>
<th>Priority</th>
<th>Duration</th>
<th>Timescale</th>
<th>Indicator</th>
<th>Responsible Person/Group</th>
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<td>1</td>
<td>2 yrs</td>
<td>Sept 14-Aug 18</td>
<td>QEP, Planning SITO</td>
<td>Completed, Approved by LTB 09/12/16</td>
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<td>5 yrs</td>
<td>Sept 13-Aug 18</td>
<td>LTB oversight</td>
<td>Outcome of Learning + Teaching Strategy</td>
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<tr>
<td>3</td>
<td>3 yrs</td>
<td>Sept 14-Aug 17</td>
<td>Curriculum WD</td>
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<td>4</td>
<td>3 yrs</td>
<td>Sept 14-Aug 17</td>
<td>Curriculum WD</td>
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#### STRATEGIC OBJECTIVE 1: ENHANCING STUDENT LEARNING

**Key Aim:** to deliver a high quality, supportive and challenging learning experience which enables students to fulfil their potential and prepares them for their future career path.

The following Activities will be progressed by the Enhancing Student Learning Steering Group or by relevant working groups on its behalf.

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### Retention

1. **University wide Retention Strategy**
   - 1.1 Development of an Institution-wide Student Retention Strategy
     - 1.1.1 Development of an Institution-wide Student Retention Strategy
     - 1.1.2 Development of processes and technology for identifying and managing at risk students
   - 2 yrs | Sept 14-Aug 16 | QEP Planning SITO | Completed, Approved by LTB 09/12/16 |
   - 4 yrs | Sept 14-Aug 18 | Planning Office SITO, SSU |

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### Learning Experience

2. **Enhancement of the Learning Experience of all Students across all Modes and Locations of Study**
   - 2.1 Student support processes: non-university aligned, differentiated according to the needs of all students e.g. overseas campus, ALP, DL, UG + PG |
   - 2.2 Campus to Campus Transfers Policy + Procedures (revised)
   - 2.3 Advertise more prominently, and remove financial barriers to opportunities for student transfer between campuses
   - 3 yrs | Sept 13-Aug 14 | Global Student Programme | Completed |
   - 4 mths | Sept-Dec 2012 | LTB + Committee |
   - 4 yrs | Sept 14-Aug 18 | LTB + Committee |

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### Work Related + Interdisciplinary Learning

3. **Increased Number of Work-Related and Interdisciplinary Learning Opportunities**
   - 3.1 More Co-ordinated approach to work placements
   - 3.2 Re-defining University/School approaches to developing (and recording) professional and personal development of students
   - 3.3 Non-specific transferal Parts
   - 3.4 Employer engagement
   - 3 yrs | Sept 14-Aug 17 | Careers Service |
   - 1 yr | Sept 16-Aug 17 | Careers Service |
   - 2 yrs | Sept 14-Aug 17 | Careers Service |
   - 3 yrs | Sept 14-Aug 17 | Careers Service |

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### Graduate Attributes

4. **A Distinctive Set of HWU Graduate Attributes**
   - 4.1 Alignment of HWU Graduate Attributes
   - 4.2 Embedding HWU Graduate Attributes in the curriculum
   - 3 yrs | Sept 14-Aug 17 | Student Focus in 2016/17 |
   - 3 yrs | Sept 14-Aug 17 | Student Focus in 2016/17 |
2015/16 version of Timeline for University Learning and Teaching Strategy Operational Plan (Sept 2015)
Year of Plan: 2014/2015

References:
- University Learning and Teaching Strategy 2013-2018 and its Operational Plan 2012-2013
- Strategic Process for Learning and Teaching (process for producing updating School Service Strategies and Plans)

Coding (If would be beneficial to differentiate between types of active education needed, please use co-existing or highlight as follows:
- Core: education activities that are essential to the development of a specific skill or knowledge area
- Optional: education activities that are desirable but not mandatory

2016/17 versions of School/Service Learning and Teaching Strategy and Enhancement Plans (June 2017)
Summary - Useful Information

- University Committee for Learning and Teaching Website (incl. UCLT Handbook; Learning and Teaching Strategy)
  - [https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/university-committee-learning-teaching.htm](https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/university-committee-learning-teaching.htm)

- University Committee for Learning and Teaching SharePoint
  - [https://intranet.hw.ac.uk/ps/registry/ar/lt/UCLT%20Papers/Forms/AllItems.aspx](https://intranet.hw.ac.uk/ps/registry/ar/lt/UCLT%20Papers/Forms/AllItems.aspx)

- Briefing Papers: Learning and Teaching (blue in colour); Quality Assurance (purple in colour)
  - [https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/learning-and-teaching-briefing-papers.htm](https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/learning-and-teaching-briefing-papers.htm)
  - [https://www.hw.ac.uk/services/academic-registry/quality/qa/quality-assurance-briefing-papers.htm](https://www.hw.ac.uk/services/academic-registry/quality/qa/quality-assurance-briefing-papers.htm)

- Learning and Teaching Policy Bank
  - [https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/policy-bank.htm](https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/policy-bank.htm)
University Commitment for Learning and Teaching

From 1 August 2017, the University Committee for Learning and Teaching will replace Learning and Teaching Board.

Dates of Meetings:

2017-2018 timetable of meetings
HWU ASSESSMENT AND PROGRESSION SYSTEM (HAPS)

Summary
1. The "Heriot-Watt Assessment and Progression System (HAPS)" applies to all UG and PGT programmes across all modes and locations of study (and the taught components of research degrees).
2. HAPS sets out minimum standards and requirements, and summarises the key elements of the assessment regulations and policies of the University.
3. HAPS is underpinned by a series of other assessment-related information, such as the Policy on Mitigating Circumstances.

Key Features
The Heriot-Watt Assessment and Progression System (HAPS) comprises the following key elements:

Grades A to F
- Marking and decision-making are separate processes; the numerical mark represents the evidence on which a decision is made in the form of a grade.
- The Course Board will consider the marks of the various components of assessment within a course and, taking into account the learning outcomes, the marks and the course report, will determine a grade in the range A-F for each course.
- The allocation of grades is a matter of academic judgement, although grades descriptors can assist the Course Board in this process.
- Online results display marks and grades; formal printed University results letters contain only grades.

Credit, Progression and Award
- A Grade D is the minimum requirement for passing a core course or for progressing in a continuing subject. Programmes may specify higher requirements.
- A Grade E is the minimum requirement for gaining credit points in a course.
- HAPS sets out the minimum criteria for all UG and PGT awards and the accepted methods of calculating awards.

Re-assessment and Repeat
- UG: one re-assessment in each course; PGT: one re-assessment in a maximum of 3 taught courses.
- Grades A, B or C cannot be re-assessed; Grade D may be re-assessed if a higher grade is required.
- Re-assessment in UG non-final year qualifying courses is for the award of credit points only.
- No re-assessment in final year qualifying courses.
- One opportunity to repeat a course with attendance may be permitted.

Assessment and Progression System
The Heriot-Watt Assessment and Progression System (HAPS) sets out minimum standards and requirements, and summarises the key elements of the assessment regulations and policies of the University. HAPS comprises:
- Forms and Timings of Assessment;
- Marks and Grades;
- Credits, Pass and Progression;
- Award;
- Boards of Examiners;
- Assessment Results and Transcripts.

HAPS is supplemented by the following:
- Key Principles of Assessment;
- Summary of Key Features of HAPS;
- Grades Descriptors.

In addition, there are other assessment-related policies on the Academic Policy Bank. The annual publication of the Assessment and Examinations Procedures and Guidelines summarises these additional policies.

References and Further Information
Contact: quality@hw.ac.uk
Full details of the Heriot-Watt Assessment and Progression System: http://www1.hw.ac.uk/units/ltb/ltb-policies.htm

Learning and Teaching Briefing Papers
This briefing paper has been produced by the Academic Registry and is one of a series related to Learning and Teaching. The briefing papers aim to provide a concise, informative overview of key policies, and include links to relevant procedures and templates.