Welcome and Apologies

1.1 The Chair welcomed all those present to the first business meeting of the University Committee for Learning and Teaching. The Chair also welcomed in particular Dr B Jamieson, who would be representing the Edinburgh Business School on the Committee.

1.2 The Committee noted that an induction/briefing session on the University Committee for Learning and Teaching had been held on 30 August 2017. For those members who were unable to attend the session, the Deputy Principal (Learning and Teaching) highlighted the following key points with regard to the Committee’s modus operandi:

- Decisions would be reached by consensus, rather than voting, and all contributions would be regarded as equally valid;
- An ethos of collaboration would underpin all aspects of the Committee’s operation;
- Attendance would be monitored as part of the Senate’s Attendance Policy.

1.3 Apologies for absence were as recorded above.

Minutes of the Final Learning and Teaching Board Meeting

The Committee noted that the Learning and Teaching Board had previously approved the Minutes of its final meeting of 14 June 2017 and that the Minutes had been included here as a means of enabling the University Committee for Learning and Teaching to track progress towards Matters Arising (as per the Matters Arising Report).

Matters Arising Not Otherwise on the Agenda

3.1 The Committee noted the report on matters arising from the final meeting of the Learning and Teaching Board on 14 June 2017.

3.2 Competitions and Markets Authority (CMA)

The Committee noted that the Accreditation Manager and the Quality Assurance Officer within Quality and External Partnerships were currently developing a process for Schools to follow in terms of highlighting forthcoming major changes to programme structures in such a way as to comply with the CMA. It was noted that this activity had become part of a larger project to map out in a clear way the requirements for all programme approvals and modifications, including MQA, KHDA and QAA. It was noted that a proposed process would be presented for consideration in due course. It was further noted that the CMA risk associated with inaccurate programme information had been added to the University’s Learning and Teaching Risk Register.
3.3 Contract Cheating (Minute 35.2)

The Committee noted that the academic dishonesty poster campaign had been re-scheduled to follow approval of the revised policy on plagiarism (now subsumed within a more comprehensive policy review related to academic integrity), which was due to be presented to the Student Learning Experience Committee on 1 November 2017. It was noted that the review, which was timely in view of the forthcoming NUS-QAA guidance on academic dishonesty, was continuing to be taken forward by Quality and External Partnerships, led by the new postholders in the roles of Learning and Teaching Quality Enhancement Officer and Student Conduct Officer. It was noted that, in the meantime, some Schools might progress their own campaigns related to academic dishonesty.

3.4 Graduate Level Apprenticeships (Minute 35.4)

The Committee noted that the Academic Development Group was progressing academic matters related to the Graduate Level Apprenticeships, which would in turn raise relevant matters for consideration by the Student Learning Experience Committee. It was noted that GLA students were taking part in the same induction events as all other HWU students, and that their representative structures would likewise be identical; a separate social event for all discipline GLA students would be held in week 3 or 4.

3.5 Retention: Student Learning Skills Provision (Minute 55.4.2.3)

The Committee noted that further discussions as regards student learning skills provision had not as yet taken place; although, it was noted that within Information Services would be the locus for the planned 24/7 student learning skills service, which would include all campus locations. It was agreed that the Directors of Learning and Teaching in the Schools of Mathematical and Social Sciences should be invited to join future discussions, given their Schools’ provision of drop-in services.

3.6 Other Matters related to Learning and Teaching

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

- The University had been short-listed for (but had not won) the Teaching and Learning Strategy 2017 at the Times Higher Education Leadership and Management Awards;
- The new Enhancement Theme (provisionally entitled Evidence-Based Enhancement) would be launched on 5 October 2017;
- A new unit – Learning and Teaching Enhancement Services – had been established within Information Services, which would focus on learning and teaching development for staff;
- Significant learning spaces developments had taken place at different campuses, including the James Watt Centre at the Edinburgh Campus;
- The Student Portal had been launched to all students across all locations.

4 2013-2018 Learning and Teaching Strategy: Updated Operational Plan 2017/18

4.1 The Committee noted that, as per the Strategic Process for the Learning and Teaching Strategy, an updated Learning and Teaching Strategy Operational Plan had been produced, which highlighted (through the “traffic light” colour-coding) progress to date. As part of this, the Committee was invited to consider whether or not the “red” coded activities, ie those actions yet to be progressed, should remain in the 2017/18 version of the Plan.

4.2 In its consideration of the 2017/18 version of the Operational Plan, the Committee identified a range of “red” coded activities which would be either removed or would be taken over into the new Learning and Teaching Strategy. It was agreed that the Plan should be revised to reflect these modifications. It was further agreed that the relevant Professional Services should be invited to provide an update, as well as their current Enhancement Plan, on progress towards the “yellow” coded activities.

4.3 The Committee approved the updated Learning and Teaching Strategy Operational Plan, subject to the above amendments, and agreed that it should be used as a basis for progressing 2017/18 learning and teaching strategic developments. It was agreed that the revised Plan should be circulated for approval by correspondence.
The Committee noted that the 2017/18 strategic process for the current Learning and Teaching Strategy and Operational Plan would be as follows:

- Approval of updated Operational Plan and Timeline for 2017/18 (6 September 2017);
- Approval of updated School/Service Learning and Teaching Strategies and Enhancement Plans (12 June 2018);
- Consideration of summary of meetings with Schools/Services on their progress towards the University Learning and Teaching Strategy (12 June 2018);
- Progressing activities according to schedule of priority areas for development 2017/18 (due by 12 June 2018).

Retention Strategy: Process and Proposed Student Success Advisors

6.1 The Committee noted that the 2017/18 action and reporting processes for retention would be the same as in 2016/17, and that the Committee would continue to be responsible for the implementation of the University’s Retention Strategy and Operational Plan.

6.2 The Deputy Principal (Learning and Teaching) provided a verbal report on the proposed Student Success Advisors, which had been considered by the University Executive at its meeting on 5 September 2017, highlighting the following aspects:

- A range of matters to be addressed had been highlighted, including links to Schools and use of technology to identify students at risk of leaving;
- A revised proposal would be submitted to the University Executive for consideration at its meeting in late September.

6.3 The Committee reiterated its support for the Student Success Advisors, emphasising the importance of the role in providing direct, “ground level” support for students at risk of leaving. It was agreed that:

- The revised proposal should be circulated to the Committee prior to its consideration by the University Executive;
- Directors of Learning and Teaching should brief their Heads of Schools regarding the revised proposal.

M. King
Directors
LearnTeach

New Learning and Teaching Strategy: Initial Key Themes

7.1 The Committee noted that a meeting had been held on 3 August 2017 to discuss potential themes for the new Learning and Teaching Strategy, with a focus on grouping the initial suggestions into a smaller number of key strategic strands and identifying any gaps. It was also noted that a meeting had been held on 17 August 2017 to discuss alignment with the Research Strategy and the overall University Strategic Plan.

7.2 The Committee noted that, in terms of “building blocks” for the new Learning and Teaching Strategy, a suggested “key elements framework” had been provided for discussion; the framework had been developed from the discussion on 3 August 2017, which had used the current 2013-18 Strategy as a benchmark, as well as the initial suggestions lists (“clouds” and “mapping” diagrams). It was noted that, while it was a given that the consultation on the new strategy would be open and genuine, there was a need to provide something concrete to consult on and hence the framework had been shaped around the following: parameters, USP and Key Elements. The Committee noted that, in terms of content for consultation, it was proposed that the focal point of the new Learning and Teaching Strategy should be the HW Global Graduate in 2023.

7.3 The Committee raised or noted the following points in its discussion of the consultation themes/framework and process for the new Learning and Teaching Strategy:

- The framework approach was very clear and accessible, and very useful to use as a basis for consultation;
• There was a need to not over-emphasise the “global” at the expense of “local” and of the other three HWU Graduate Attributes;
• The focus of the Learning and Teaching Strategy had to be meaningful to students, even if they were not aware of the strategy itself per se;
• Some students might not want to, or have the opportunity to, “Go Global” in terms of a campus transfer; therefore, “global” should be embedded in the curriculum so that all students had a “global” experience, even if they always remained in one location during and after study;
• Given the issues raised by students in recent student surveys (see Minute 9), the Learning and Teaching Strategy should be clear in how it addressed student concerns;
• Students should have a higher profile in the Learning and Teaching Strategy and should be at the heart of the consultation (see Minute 8);
• The HWU Graduate should be emphasised more than the HWU Global Graduate; HWU was an institution which did not specify “place” in its name nor in its degree certificates;
• There should be a greater focus on community, identity and confidence arising from being part of a global institution (rather than “global” per se), which would address both local and global; this approach would be more appealing to alumni who retained a strong sense of identity with HWU;
• The fixed point of the 2023 Graduate should remain the four HW Graduate Attributes – all four were key, and Global was not paramount.

7.4 The Committee agreed that the consultation “document” should take into consideration the points raised above.

8 New Learning and Teaching Strategy: Consultation Process and Timeline

8.1 The Committee noted that the Learning and Teaching Board had approved, at its meeting on 14 June 2017, the communications version of the consultation process and timeline summary, with a view to its wider dissemination across the institution. It was noted that the communications version would be publicised via Staff News, and it was agreed that all members should disseminate the timeline and process to colleagues and thereby raise awareness of, and promote widespread engagement in, the strategy process.

8.2 The Committee noted that, in accordance with the timeline agreed by the Learning and Teaching Board on 10 May 2017, next stages in the new Learning and Teaching Strategy process would be: (1) the drafting of the Learning and Teaching Strategy “Consultation Document”; (2) six-week consultation across the University. In connection with this, the Board noted the following:

• The present meeting would be followed immediately a 1 hour session on “how to do consultation”, which would be facilitated by Ms Liz Breckenridge, Glasgow Kelvin College, who had provided a similar session in connection with the 2013-18 Strategy;
• Workshops would be held throughout November 2017 (during the six-week consultation period) across all five campus locations; these would be open sessions, to which anyone could attend;
• Discussions would take place with the Student Presidents in the UK, Dubai and Malaysia with regard to the most effective means of engaging students in the consultation;
• Schools could arrange specific Learning and Teaching Strategy consultation discussions at the relevant meeting of their School Learning and Teaching Committees; Directors of relevant Professional Services could arrange similar meetings within their Directorates;
• In one School, discipline-specific learning and teaching strategies were being produced: there was a need to ensure that the University Learning and Teaching Strategy was available to ensure alignment; the need for alignment with the institutional Strategic Plan was also noted.

8.3 In connection with the above, the Committee agreed the detailed consultation plan and dates, including dates of when the consultation will be launched and dates for responses, should be circulated to all members as soon as possible.
9 Student Surveys 2017: Results and Process

9.1 The Committee welcomed MS E J Bailey, Planning Manager, who was attending the meeting for the item Student Surveys 2017: Results and Process. The Committee noted that summaries had been produced of the results of the University's scores/performance in three key 2017 surveys: NSS, PTES and HWU's own Annual Survey. It was noted that, for each survey, there was an accompanying analysis of key themes, which had been used to produce, in turn, a single, overarching summary of key themes for consideration by the Committee.

9.2 The Planning Manager highlighted the following key points from the Surveys and also from discussion of Student Surveys at the Professional Services Leadership Board, also taking place on 6 September 2017:

- The three key areas emerging from NSS were: Assessment and Feedback; Organisation and Management; Student Voice (in relation to concerns about their views not being acted upon);
- The Student Portal should be used as a mechanism for communicating more frequently and in a more accessible, cohesive way regarding actions taken in response to surveys and to other issues raised by students;
- There was a prevailing view of a lack of sense of community within the institution;
- The University's overall NSS performance was declining year-on-year: the impact of major changes such as Voluntary Redundancy and the dissolution of the School of Life Sciences were not wholly responsible; therefore, quick wins were not the whole solution, and there was a need to put in place more comprehensive, enduring actions.

9.3 The Committee noted that it had taken over the Learning and Teaching Board’s role in being formally responsible for managing actions taken in response to NSS, PTES and HWU's own Annual Survey. It was noted, however, that there would two difference practices this year:

- Action Plans would include HWU's Annual Survey as well as NSS and PTES (it was acknowledged that the campus-level analysis of the Annual Survey would make it more difficult for Schools to identify their own, specific issues);
- Schools would produce a single School plan (not individual discipline plans; where appropriate, these had been requested separately as part of the University Executive's own process, but would not be provided to the University Committee for Learning and Teaching; discipline plans in addition to those requested by the University Executive could be provided if Heads of School and Directors of Learning and Teaching considered that this would be beneficial).

9.4 The Committee welcomed the extensive reporting and analysis which underpinned the surveys and expressed its thanks to all those involved in survey process, particularly the Planning Manager; Student Experience Manager; Learning and Teaching Quality Enhancement Officer; Head of Academic Quality. The Committee agreed that the Summary of All Surveys was particularly useful in identifying key themes, and agreed that the following should become major areas of activity for the Committee in 2017/18 (see Minute 14):

1) Assessment and Feedback  
2) Organisation and Management  
3) Student Awareness of the HWU Graduate Attributes

The Committee also agreed that it would be particularly beneficial if the Principal and Vice-Chancellor could act as a Champion of these three issues, as such endorsement would be more likely to lead to change of the required scale.

9.5 The Committee agreed that the specific themes identified from the individual surveys should likewise be addressed, particularly given that these had been recurring themes from previous surveys: teaching; academic support; community. It was agreed that the Committee should consider how to ensure consistent, long-term change in these key areas across all Schools.

9.6 The Committee raised or noted the following points in its discussion of the Student Surveys 2017:
• The Student Union’s own survey had revealed a much higher level of satisfaction than NSS; in fact, HWU Student Union was now advising other SU’s in how to engage and represent students more effectively. It was noted, however, that students were not so much critical of the Student Union in terms of their “Student Voice” comments in the NSS as that they could see no evidence of the views they expressed in surveys being acted upon and improvements being made;

• Full details of all survey results were available on the Committee’s SharePoint site: https://intranet.hw.ac.uk/ps/registry/arlt/UCLT%20Papers/Forms/AllItems.aspx;

• Decisions were being made on key areas which impacted on the student experience – such as catering prices and opening times of catering outlets – without any involvement of, or communication with the Committee, the Student Union or Schools;
  - there was a lack of transparency regarding which committees or individuals made such decisions;
  - this was symptomatic of a number of critical gaps, due to the fact that there was no holistic view of the whole student experience;
  - proposals which were likely to have a significant effect on the student experience should be accompanied by an Equality Impact Assessment and should be discussed with all relevant stakeholders before decisions were taken;
  - the Academic Registrar and the Director of Information Services were key links for the Committee to the Professional Services Leadership Board and should ensure that the Committee was fully appraised of, and engaged in, all matters relevant to the student experience.

9.7 Next Steps

The Committee noted that Schools, relevant Professional Services and the Student Union would be invited to submit their single, all-survey Action Plan (template to be issued by Head of Academic Quality) by 20 October 2017, for consideration by the Committee as a whole on 1 November 2017. As per the agreed process, an updated action plan would be requested by 20 February 2018, for consideration by the Committee on 1 March 2018.

10 Academic Management Structures: Learning and Teaching Committee and Reporting Structure

10.1 The Committee noted that the Learning and Teaching Board considered and endorsed in principle, at its meetings on 1 March 2017 and on 10 May 2017, proposals for improving cross-campus management and enhancement of learning and teaching. It was noted that several matters were raised with regard to clarifying the arrangements and ensuring that they did not replicate nor undermine the existing School structures; as a consequence, a further series of proposals had been developed:

• Proposals for the establishment of three Learning and Teaching Enhancement Fora (Scottish Campuses, Dubai Campus and Malaysia Campus);
• Revised Terms of Reference for the Student Learning Experience Committee;
• Proposed additional members of the Student Learning Experience Committee;
• Proposed additional student representatives on University Committee for Learning and Teaching and Student Learning Experience Committee;
• Revised Learning and Teaching Committee and Reporting Structure;

The Committee noted that the remaining item, namely the proposal for School structures and roles outwith the Academic Management Structures would be produced by the Directors of Learning and Teaching and would be provided for consideration at the meeting on 3 October 2017.

10.2 The Committee raised or noted the following key points:

• At this stage, it was not yet possible to identify a specific, named role holder who would act as the School representative on the Dubai and Malaysia Enhancement Fora; Schools should determine the most appropriate individual, based on the criteria in the Forum Terms of Reference, namely A representative from each School, with responsibility for learning and teaching enhancement, as appointed by the School Director of Learning and Teaching and Associate Head of School;
The School Representative role holder would be discussed further by Directors of Learning and Teaching as part of the broader discussion on School structures and roles outwith the Academic Management Structures.

10.3 Points of Approval and Next Steps

In terms of next steps with regard to the Academic Management Structures, the Committee agreed the following:

- the Learning and Teaching Enhancement Fora should be established with immediate effect;
- the revised Terms of Reference and membership, including membership of the Deputy Vice-Principal and Student Presidents in Dubai and Malaysia, for the Student Learning Experience Committee should come into immediate effect;
- the recommendations for additional membership of the University Committee for Learning and Teaching should be forwarded to the Senate for approval at its meeting on 1 November 2017; in the meantime, the Student Presidents in Dubai and Malaysia should be co-opted onto the Committee;
- the proposal for School structures and roles outwith the Academic Management Structures should be provided for consideration at the meeting on 3 October 2017.

11 Discussion Item: New Learning and Teaching Awards

11.1 The Committee noted that the Deputy Principal (Learning and Teaching) would be introducing two new Learning and Teaching Awards from 2017/18:

- Three Teaching Excellence Awards (staff): University Award for Teaching Innovation; University Award for Global Learning and Teaching: University Award for Teaching Excellence;
- Deputy Principal’s Award for academic achievement/excellence (students).

The Committee noted that a “Provost’s Awards” event was being held at the Dubai Campus in September to celebrate the 2016/17 academic achievement of students in Years 1-3. It was also noted that the Dubai scheme would be aligned with the Deputy Principal’s Award from 2017/18.

11.2 The Board raised or noted the following points in its discussion of the new Learning and Teaching Awards:

- From session 2018/19, the Learning and Teaching Academy would be responsible for managing the awards;
- It was suggested that one or two Heads of School should be invited to join the review panel for the staff prizes, as this could be an effective way of raising awareness amongst Heads of School of innovative approaches to, and good practice in, learning and teaching;
- Schools should consider contributing to the prize fund, in addition to the sum already provided by the Deputy Principal (Learning and Teaching);
- The guidelines and forms would be hosted on the Quality and External Partnerships’ website, with links from the website of the Learning and Teaching Enhancement Services; the prizes would be communicated and promoted via Staff News.

12 TEF Year 2: Statement of Findings

12.1 The Committee noted that, as had been notified to the Learning and Teaching Board by correspondence in June 2017, Heriot-Watt University had received a Silver rating in Year 2 of the Teaching Excellence Framework; the award was valid for three years. It was noted that the Statement of Findings, which had previously been circulated by email to the Learning and Teaching Board, was now being provided so that the Committee as a whole could consider the outcomes.

12.2 The Deputy Principal (Learning and Teaching) highlighted the following points:
Heriot-Watt University would not be taking part in the pilot of subject-level TEF;
Proposals to address retention (see Minute 6.3) and student survey issues (see Minute 9.4) would be key to improving HWU's TEF metrics;
A Learning and Teaching Communications Plan was currently being developed by the Deputy Principal (Learning and Teaching) in collaboration with Marketing and Communications and with Registry Services, which would include publication of a Learning and Teaching Infographic and other means of promoting learning and teaching more widely and consistently across the whole institution.

13 Lecture Capture Pilot: Interim Report

13.1 The Committee noted that the Learning and Teaching Board had approved, at its meeting on 5 April 2017, the implementation of a Lecture Capture Pilot Scheme to be conducted during Semester 1 of academic year 2017/18 and, as part of this, the establishment of a Working Group to oversee the pilot, which would submit a report with recommendations to the Board (now the UCLT) at its January 2018 meeting.

13.2 The Committee considered the first interim report, which had been produced by Dr T O'Donovan, the Chair of the Lecture Capture Pilot Working Group. The Committee noted that, for technological reasons, the pilot was limited to the Edinburgh Campus, but individuals from all campuses were represented on the Working Group to ensure that the pilot and emerging recommendations were informed by a broad range of knowledge and expertise. It was also noted that, with the new Director of Information Services becoming a member of the Committee, there was an opportunity to ensure strategic level support for such learning technology developments.

13.3 Next Steps

The Committee thanked all individuals involved in the Lecture Capture Pilot, particularly Dr T O'Donovan. It was noted that a further interim report would be provided for consideration at the meeting on 1 November 2017. It was noted that although the final report was due in January 2018, the Away Day would now be held on 17 January 2018 and, as a consequence, the final report on the Lecture Capture Pilot would be considered at the meeting on 7 March 2017.

14 Student Union Item

The Committee noted that the Student Union item for the next meeting would be concerned with BAME attainment, which would be considered as part of the Committee’s wider consideration of the institutional Learning and Teaching KPI’s (a Standing Agenda Item for each October meeting). It was noted that, with the Dubai and Malaysia Student Presidents now being co-opted members of the Committee (see Minute 10.3), the Student Union Agenda Item would alternate between UK, Dubai and Malaysia Student Presidents.

15 Key Areas for Development 2017/18

15.1 The Committee noted that, as one of its Standing Agenda Items, a second, final draft of the Key Areas for Development 2017/18 had been provided for consideration. It was noted that the Key Areas for Development 2017/18 had been revised to incorporate the recommendations made by the Learning and Teaching Board, at its meeting on 14 June 2017, regarding the Thematic Review of ALP, IDL and PGT student learning experience. It was agreed that the three major areas of activity, as identified from 2017 student surveys (see Minute 9), should be added to the Key Areas for Development 2017/18

15.2 The Committee approved the Key Areas for Development 2017/18, subject to the above amendments, noting that it would inform the Committee’s forthcoming agenda.

16 Student Learning Experience Committee: Key Activities 2017/18; Minutes of the Meeting of 14 June 2017

The Committee noted that, as part of its Standing Agenda Items, various items related to
the Student Learning Experience Committee had been provided:

- Minutes of the meeting on 14 June 2017;

In addition, in order to facilitate oversight of, and engagement in, the Student Learning Experience Committee’s agenda by the University Committee for Learning and Teaching, the following had been provided:

- Schedule of Key SLEC 2017/18 Activities;
- Current SLEC Action Log

17 Papers for Information

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

https://intranet.hw.ac.uk/ps/registry/ar/lt/LTB%20Meeting%20Papers/Forms/AllItems.aspx

- University Committee for Learning and Teaching Handbook 2017/18 (hard copy distributed to members; also on the Committee’s website https://www.hw.ac.uk/services/academic-registry/quality/learning-teaching/university-committee-learning-teaching.htm);
- Terms of Reference (including Membership)
- 2017/18 Meeting Dates and Standing Items
- 2017/18 Meeting Dates for all UCLT Groups
- Personal Tutor Handbook and Quick Referral Guide 2017/18
- British Council: 10 Transformative Trends in Global HE

18 Date of Next Meeting

The next meeting of the University Committee for Learning and Teaching will be held on Tuesday 3 October 2017, 9.15 am, Conference Room, Leonard Horner Hall (the venue for all future meetings of the Committee).