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| **University Teaching and Learning Committee** |
| **28 September 2022, 09.30 – 12.30** |

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| **MINUTES** | |
| **Venue:** | McClelland Suite |
| **Author:** | Fran Hinewright |
| **Present:** | Jane Owen-Lynch (Chair), Alison Jones, Wayne Bailey, Sarah Elkardy, Michael Ginger, Jill Johnes, Sarah Bastow, Robert Allan, Ruth Stoker, Nik Taylor, Hayley German (Dep), Andrew Crampton, Kevin Orr, Georgina Blakeley, Amanda Tinker, Tarja Kinnuen, Sean Walton, Carla Reeves, Krish Pilicudale, Matt Mills, Andrew Mandebura, Rachel Birds, Keith McCabe, Wayne Bailey, Claire Aydogan, Brian Culleton, Jo Mitchell, Colin Venters, James Forde, Katherine Greenhough |
| **In Attendance:** | Fran Hinewright (Secretary), Sarah Elstub, Jason Smith |
| **Apologies:** | Bob Cryan, Tim Thornton, Andrew Ball, Eleanor Davies (Deputy: Dr Hayley German), Lianghui Lei, Alistair Sambell, Tim Hosker, Peter Mather, Liz Bennett, Lydia Devenny |

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| **PRELIMINARY ITEMS** | | **PAPER REFERENCE** |
| **APOLOGIES FOR ABSENCE** | | |
|  | **DECLARATIONS OF INTEREST** |  |
| **1.1** | Members were asked to disclose any potential conflicts of interest arising from the meeting agenda. None reported. |  |
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| **2.** | **MINUTES** |  |
| **2.1** | The minutes from the meeting held on 18 May 2022 were **approved.** | UTLC\_2022\_05\_18\_M |
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| **3.** | **MATTERS ARISING** |  |
| **3.1** | **Management of TEF across institution (Minute Reference 4.2)**  **COMPLETE**: It was reported that the Chair has organised a working group to manage the submission. A proforma has been sent to all Schools and Services for them to input into the submission and provide evidence to support the submission. |  |
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| **3.2** | **Membership (Minute Reference 5.1)**  **COMPLETE:** Assistant Registrar (Taught Provision) was now confirmed as Fran Hinewright.  **COMPLETE:** Professor Sarah Bastow was confirmed in role of AD T&L for SAH.  The membership list was approved and confirmed as **complete**. New members were welcomed by the Chair. | UTLC\_2022\_09\_28\_P3.2 |
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| **3.3** | **Academic Administration Timetable 2022/23 (Minute Reference 6.1)**  **COMPLETE:** It was reported thatRegistry have amended the deadline for the disability declaration. Chair’s Action has been taken to move the refer/defer submission deadline in week 14, providing 2 weeks for marking/CABS and moving results release to week 17 instead of week 16. Members were asked to see the Chair’s Action document for more detail (22.1). |  |
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| **3.4** | **Regulations and Handbooks (Minute Reference 16.1)**  **COMPLETE:** It was reported that Registry would ensure the automated emails on extension approvals were amended to clarify the submission time by January 2023. (AR Taught)  **COMPLETE:** It was reported that The Assistant Registrar (Quality Assurance) confirmed that the definition for PLSP had been included in Course and Module Handbook Templates.  **COMPLETE:** It was confirmed thatRegistry had disseminated the changes and guidance to the PGT referral band to all Schools. |  |
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| **3.5** | **Student Dignity at Study Policy (Minute Reference 20.1)**  **COMPLETE:** It was confirmed that Registry would link the Student Dignity at Study Policy and the Student Charter regarding expected behaviours for 23/24, within the student regulations. |  |
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| **3.6** | **Report from the Students’ Union (Minute Reference 21.2)**  **ONGOING:** It was reported that the SU were trialling an alternative student voice/representation system in several departments of the University in the academic year 2022/23. It was confirmed that there had been a good uptake and that HHS and HBS were taking part and the trial results would be reported to May UTLC. |  |
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| **3.7** | **Reports from Validation Panels (Minute Reference 28.1)**  **COMPLETE:** It was reported that the Drama report had been reviewed with Ruth Stoker and had been sent back to SAH for comment. |  |
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| **3.8** | **Issues raised in External Examiner Reports for UTLC consideration (Minute Reference 32.1)**  **ONGOING:** The Chair reported the following should be undertaken over 22/23;   * Schools should be encouraged to continue to liaise with all EEs to arrange meetings or visits as appropriate (face to face or virtual) and if EEs feel particularly strongly that they need to visit the campus then as covid restrictions have eased it will now be possible to arrange this. * Post covid, grade inflation should still be monitored as a very small number of EEs still allude to this (see general concerns). * Schools may wish to remind course teams to send work to EEs well ahead of CAB dates to avoid EEs receiving a large amount of work to complete in an unreasonable amount of time. * Schools should be reminded of the importance of sending timely EE3 responses to their EEs and to Registry |  |
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| **3.9** | **QAA Subject Benchmarks (Minute Reference 3.7)**  **COMPLETE:** It was noted that BA Music Suite courses have now been mapped to the most recent benchmarks within AH. |  |
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| **3.10** | **Annual Evaluation (Minute Reference 14.1)**  **COMPLETE:** It was confirmed that Dr Devabrata Paramanik (AH) would be the UTLC Representative for SCE (September 2022- August 2025). |  |
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| **3.11** | **Reports from Validation Panels (Minute Reference 28.1)**  **ONGOING:** It was reported that the BA Drama Suite which was considered at UVP held on 26 November 2021 was pending sign off. It was noted that this item would remain outstanding until conditions were met from the UVP.  **COMPLETE:** It was noted that the report of the Validation Panel for the validation of new course BA (Hons) Politics, put forward by HHS on 17 December 2021 was going to be recruited from September 2022. It was reported that conditions were met excluding Study Abroad Modules (HIB9023 and HIB9024) which required some additional work. It was confirmed that as agreed by Dr Rachel Birds, these could be removed from this validation and would be considered outside of the process as they were shared modules across a number of courses. |  |
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| **TO CONSIDER:** | | |
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| **4.** | **CHAIRS BUSINESS** |  |
| **4.1**  **a.**  **b.**  **c.**  **d.**  **f.** | **NSS and NSS Action Plans**  The Chair gave an overview of the NSS data and confirmed that the reports came earlier this year, in July. The Chair reported that this gave schools time to understand results over the summer and were able to action plan and work on areas of concern earlier than usual. It was reported that NSS response rates were better in 21/22 and the on campus presence helped with increasing this as planning could facilitate dissemination of the survey.  It was noted that CE had the best response rate after historically having a lower rate than other Schools so Schools should look at best practice examples of dissemination used by SCE.  **Huddersfield Student Survey**  It was reported that there whilst there were some red areas, in general it was very positive and there were some areas which were now good which previously, had not done so well**.**  It was reported that in 21/22, most things had improved and there was a positive increase in every school in terms of overall satisfaction. The Chair reported that this suggested the University was on a good trajectory for the 22/23 NSS. It was reported that the areas which required improvement were being addressed within Schools.  **National Student Survey**  The Chair noted the following points;   * There was a general increase in overall satisfaction seen in schools across the board * The general satisfaction within many subject areas had improved but some areas still need significant improvement. The Chair noted that some were in the top 10 in the country. Formal thanks were given to the committee for the hard work that went into achieving this * It was noted that the overall satisfaction rate was still in 70’s. The Chair noted that this had been in the 80’s in the past and that there was still more that we could do. The Chair noted that this was a positive upward trajectory and that everything that had been done so far would help to increase this further. * It was noted that Applied Sciences had a satisfaction rate of 86.5% and Human and Health Sciences, 68.8%. The Chair noted the difficulties in terms of the survey’s limitations and that presentation at school level could hide both the good courses and those that needed improvement. * The Chair reported that Schools and SLTs knew which subjects needed more attention. * The Chair noted that the trajectory was good with an increase in 26 out of 27 questions (only one area was in red – timetabling) and overall an excellent result but need to build on this to move into top quartile.   The Chair reported that the comments were richer in content this year. It was noted that in general, students gave more information and had written longer responses. There were some negative themes within assessments and feedback and course organisation but that the university had introduced the assessment and feedback framework which would address these issues.  The Chair noted that key positive areas were academic support, teaching staff, course content and the helpfulness of staff across the institution.  **NSS Position Comparison**  It was reported that a key KPI is to be within the top quartile for NSS and that this had changed from the focus on subject TEF, as subject TEF was not being carried out, just institutional level TEF. It was reported that all areas had moved up which was a significant trajectory but that School and course teams need to identify trends and issues in their areas. It was reported that there were many ongoing initiatives, leading to excellence in Teaching and Learning and that these were minimum expectations of staff and were very important and that these were sent to Schools in a checklist to ensure dissemination to all staff. These include:   * the Global Professional Award (GPA) * work on graduate outcomes * Flying Start (happening now) * PAT modules continued to be very important * differential attainment plans to continue as a priority. So far, Computing and Engineering had done well to close the gap. The Chair reported that this was a big project and that all staff needed to engage for it to continue in the right direction. |  |
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| **4.2** | **Teaching Excellence Framework (TEF) and OfS**  The Chair confirmed that the university had been promised the data they required for their TEF submission in September but that this had not yet been received from OfS. It was reported that the most recent update provided Autumn as a more likely timescale. The Chair noted that the University were likely to submit in January 2023 so the new data update left a very tight turnaround.  The Chair noted that regardless, there was a lot of background work taking place, particularly with the new Office for Students (OfS) B3 minimum baselines. The Chair also noted that as of March 2023, the Quality Assurance Agency (QAA) as the designated quality body would no longer be working with the OfS. The OfS operational practice does not meet global and European quality expectations which meant that the QAA would no longer be compliant. It was reported that as a result, currently England did not have another designated quality body lined up post-May 2023.  The Chair noted that the OfS had launched eight investigations into UK Business Schools but reported that the University of Huddersfield were not one of the eight. It was also reported that three institutions were being investigated regarding grade inflation but that again, the University was not one of the institutions being investigated. The OfS has not published information on who they are investigating. |  |
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| **4.3** | **Attendance Monitoring**  The Chair noted that there was now an attendance monitoring procedure which housed both home and international students and that it was a very supportive process. It was reported that all information on the new process and escalation meetings were on the Registry Uniwide site and within the 22/23 regulations for taught students. |  |
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| **4.4** | **UKVI Compliance**  The Chair noted that in addition to the new attendance monitoring procedure, the University had changed the way it demonstrated compliance with the UKVI attendance regulations. It was reported that a new UKVI compliance procedure had been implemented within the attendance monitoring regulations. The committee were informed that attendance would be scrutinised for any one week and that relevant staff had been made aware of this procedure. The Chair noted that each School would receive a report every Monday and emphasised the importance of spot checks as part of this procedure. |  |
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| **4.5** | **Cost of Living**  The Chair noted that there had been a large amount of work done with Student’s Union and Student Services over the summer with regards to cost of living. It was reported that all the information for students had been bought together on MyHud. It was reported that the information was split into two sections. The first, ways to increase in income and the second, ways to save money with hints and tips. It was noted that information would be updated and expanded on a continual basis. It was reported that the information was linked with external sites so everything was in one place.  It was stated that some students had expressed concern about food and health costs. It was reported that there was a large number of visa students who were reported to be struggling as well as home students despite the requirement for them to demonstrate access to sufficient funds – inflation since their arrival had negated this checkpoint. It was also noted that international placement students felt disadvantaged when not being funded for travel costs. **ACTION:** SE was asked to send Chair main points of concern with cost of living.  It was noted that the University would keep doing all it could to help struggling students. It was reported that students could apply for hardship funds and extra money would be available.  It was reported that some students felt disappointed that they could not get a meal on campus outside of core catering opening hours. It was reported that hot food provision finished at 2pm due to footfall and that it was a constant balancing act between cost and service opening. It was noted that there were significant challenges in the catering department as it was not profit driven and heavily subsidised by the University. It was reported that the University continued to launch food offers and promoted budget options.  It was reported that the University was due to launch a ‘too good to go’ initiative where surplus food which was coming to its use by date or that was overproduced would be sold at 1/3 of the retail price to students and staff via an app. It was noted that a ‘magic bag’ could be purchased for cold food, initially. It was noted that this would be a lucky dip and that it would be split into vegetarian and meat options. It was reported that they would not able to cater to allergen specific bags due to the difficulties of dealing with surplus food.  It was reported that there had been a Meal Deal society setup which had proved to be popular. |  |
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| **4.6** | **OfS Landscape**  It was reported that over the summer, the OfS outcome conditions went live. The Chair noted that the University were now required to comply with B3 conditions. For example continuation metrics needed to be above the 80% and it is currently over 90% for the institution as a whole. The Chair reported that continuation was not an issue institutionally, but in a few isolated courses it was and action was required to improve this.  The Chair noted that the institution did not have an issue with completion levels. It was reported that work was to be done with progression rates onto graduate level jobs as quite a few courses were not yet at 60%. These courses tended to be in areas where the sector benchmark was low and linked with lower % graduate outcomes across the sector. |  |
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| **5.** | **MACHINE TRANSLATION** |  |
| **5.1** | The committee were asked to discuss the item machine translation and consider its role in relation to Academic Misconduct and Proof Reading.  It was reported that this software would help confidence with language. It was noted that the software would be able to translate full documents. It was reported that there was a disconnect between spoken and written language and this tool would help. It was reported that this issue was taken to Academic Skills Forum and the complex issues were discussed with some difference in opinion.  The committee discussed if machine translation was important and whether there would be issues with authorship, equity across visa and non-visa students and potential for visa students being penalised if they were not allowed access to these tools. Machine translation could be bought in as a separate policy, but that market research had shown that some institutions had already started to integrate into existing policies. It was decided that it could be added to the Proof Reading Policy.  Discussion around this explored the fact that students were allowed to use spell checker but it was questioned where the line would be drawn. It was suggested that if a student was writing a paper in a second language, they may be grateful of the extra support. It was suggested that there would be clear guidelines as to how to use this diligently.  Also there is sometimes a disconnect between students studying in a second language regarding the difference between their verbal and written communication, in addition to them sometimes struggling to understand regional accents. It was reported that it was not just about help with assessment but that there were concerns about overuse of the software in general which may not encourage students to learn or communicate effectively within their study in a second language. This could be negated through assessment design and the use of diverse assessment types where machine translation would not apply. It was reported that the York St John University policy for machine translation set clear boundaries and could be used to further investigate how the University could integrate it into practice.  It was raised that full attempts of text translation had been seen and were still quite poor and that concerns were raised that translation did not have the ability to take the context of the subject into consideration. This could be seen as a continuum of tools such as spell check and that the main point was that the student would meet the learning outcomes and had the ability to read and write in English. It was reported that if this was not the case and the software prohibited this, the use of it may need to be restricted. It was discussed that this needed to be reviewed alongside the Proof Reading Policy.  It was reported that the Proof Reading Policy was due to be considered at November UTLC and that AT and RB would work together on this as a preliminary item for November.  **ACTION:** It was asked if it could be looked at where machine translation would impact policy and practice and how it would benefit the students. It was also asked that focus should be kept on what was meant by extensive use and more widely, was assessment on programmes appropriate for every type of student recruited. | UTLC\_2022\_09\_28\_P5.1 |
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| **6.** | **UGT/PGT DISCLAIMER** |  |
| **6.1** | The committee considered and **approved** the updates to the UGT/PGT disclaimer, on the recommendation of the Consumer Protection Law Working Group for the next admission cycle (entry from September 2023). | UTLC\_2022\_09\_28\_P6.1 |
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| **7.** | **NATIONAL STUDENT SURVEY DATA** |  |
| **7.1** | The committee received and discussed the latest NSS data below within item 4.   * Route Results * Subject Results * Yorkshire Summary * Overall Sector Summary | UTLC\_2022\_09\_28\_P7.1a  UTLC\_2022\_09\_28\_P7.1b  UTLC\_2022\_09\_28\_P7.1c  UTLC\_2022\_09\_28\_P7.1d |
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| **8.** | **STUDENT CASEWORK REVIEWS**  *The committee received the annual reports on taught student casework arising from the Regulatory procedures during the 2021/22 academic year.*  The Chair noted that in some areas the data fluctuated due to the low numbers of students in each category and that as ethnicity data was not always recorded for visa students the fluctuation in the ‘not known’ categories were due to this. It was reported that this was being reviewed for next academic year. |  |
| **8.1** | **Academic Misconduct**  *Annual report on Taught Student Academic Misconduct breaches.*  It was reported that a lot of cases were handled at stage 1 and the progression to later stages was minimal. It was reported that the training for Academic Misconduct Officers had really helped. The high numbers at stage 1 was reported to show that staff were being vigilant and picking up cases and resolving them as appropriate.  It was discussed that the introduction of the Turnitin Draft coach tool should decrease misconduct cases at stage 1 in 2022/23.    It was reported that international cases numbers were high. Concern was raised and discussion was had about how more support could be given. It was noted that the large avenues of support would continue to be a focus but that the impact on the final outcome was negligible as most cases were concluded at stage 1 within the procedure. | UTLC\_2022\_09\_28\_P8.1 |
| **8.2** | **Attendance Monitoring Withdrawal Appeals**  *Annual report on appeals against decisions to withdraw students on the basis of poor attendance.*  It was reported that most appeals were not upheld which indicated that procedures had been carried out correctly. | UTLC\_2022\_09\_28\_P8.2 |
| **8.3** | **CAB Results Appeals**  *Annual report on appeals against CAB decisions.*  It was reported that there was one case which was referred to the OIA but it was found not justified.  It was reported that there were 285 appeals at stage 1 in 21/22 compared to 151 in 20/21. It was noted that the Advice Centre had seen an increase in appeals due to students being incorrectly advised by their School that the students had grounds to appeal. It was reported that this had caused a burden on both Registry and SU staff. Registry and SU were asked to continue to work with Schools on disseminating what the valid grounds for appeals against their results are.  It was reported that Human and Health Sciences (HHS) would like to have a breakdown of their courses within the numbers for their appeals. **ACTION:** Planning were asked to work with HHS to get breakdown of courses within results appeals. | UTLC\_2022\_09\_28\_P8.3 |
| **8.4** | **Extenuating Circumstances**  *Annual report on EC applications and decisions.*  It was reported that there was an increase in numbers in Applied Sciences (AS), but it was noted that this could be due to better signposting. | UTLC\_2022\_09\_28\_P8.4 |
| **8.5** | **Student Complaints**  *Annual report on student complaint cases.*  It was reported that there had been a low number of complaints in 21/22 and the resolution statistics were positive. It was stated that the statistics would be closely monitored to identify trends, specifically with students with disabilities. | UTLC\_2022\_09\_28\_P8.5 |
| **8.6** | **Student Disciplinary**  *Annual report on student disciplinary cases.*  It was reported that it was mostly male students who had been taken through the student disciplinary procedure in 21/22. It was noted that there was work the university was undertaking on sexual harassment training for students and staff, with mandatory training introduced for students surrounding consent on Epigeum which consisted of three short modules with a quiz at the end and that this would be held on Brightspace.  It was reported that for staff there was training on sexual harassment in the workplace which was also designed to help staff support students. It was noted that this was being looked at in order to improve the training. | UTLC\_2022\_09\_28\_P8.6 |
| **8.7** | **Fitness to Practice**  *Annual report on Fitness to Practice cases.*  It was noted that there had been an increase in cases in HHS but that this was to be expected given the nature of the courses and the number of students they had. | UTLC\_2022\_09\_28\_P8.7 |
| **8.8** | **Fitness to Study**  *Annual report on Fitness to Study cases.*  It was reported that a high number of students with a registered disability were being taken through Fitness to Study procedures. However, it was noted that this was not unexpected due to the nature of the process. It was reported that the statistics would be closely monitored to identify any trends and to ensure that these students knew how and where to access support to prevent further escalation within the procedure. | UTLC\_2022\_09\_28\_P8.8 |
| **8.9** | **DBS Appeals**  *Annual report on DBS appeals.*  It was reported that there were low numbers of DBS appeals for 21/22 and that the DBS process within Schools was going to be evaluated alongside admissions. It was reported that appeal numbers should remain low for the new academic year. | UTLC\_2022\_09\_28\_P8.9 |
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| **9.** | **CLASSIFICATION STATISTICS** |  |
| **9.1** | *To receive the report on classifications for monitoring degree award outcomes.*  **Degree Attainment**  It was reported that the this interim report would be formally released in November 2022. It was noted that data reporting had been switched to use OfS methodology and that some league tables had also changed the way in which they used the data.  It was reported that this year the university overall portions of 1st and 2:1s had decreased. It was noted that ideally, there would not have been a drop but there was an increase in the covid years and with OfS investigations taking place to look at potential attainment increase across the sector this return to previous years was fine.  It was reported that differential attainment was still of crucial focus and was being looked at by departments through all courses and their marks. It was reported this was to get an overall picture for each area of the university. It was reported that there were a few gaps but in context, measured to the UK sector as a whole, our gaps were smaller. It was noted that the university needed to maintain its trajectory to close gaps and that workshops had taken place over the summer in each School with all staff.  It was reported that there were some differences between Schools and the Chair asked Schools to look at their data in detail to keep the momentum going. It was reported that we needed to look at assessment practice, diversity and authenticity of assessment and consideration of needs to address differential attainment.  It was reported that there was a drop in higher classifications in HHS and this was reported to be largely due changes in the way of classifying nursing placements. Prior to this, the grading of placements had contributed to the inflation of overall classifications.HHS were asked to look at overall level of firsts for 21/22 in comparison to previous placement graded years.  It was reported for students with a registered disability, 21/22 statistics for good honours was slightly lower. It was reported that school data would be reviewed as this was not the case for every school. It was noted that this would be monitored over the next year. | UTLC\_2022\_09\_28\_P9.1a  UTLC\_2022\_09\_28\_P9.1b |
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| **10.** | **ADMISSION REVIEW** |  |
| **10.1** | *To receive an update on potential arrangements for admissions.*  It was reported that there was nothing to note. |  |
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| **11.** | **POLICY FOR EX-OFFENDERS** |  |
| **11.1** | *To consider and approve new applicant version of the ex-offender policy 22/23.*   * Summary Paper on the Policy Statement of Student Admissions * EIA Policy Statement * Policy Statement   The committee **approved** the new applicant version of the ex-offender policy. It was reported that this was linked to when UTLC approved a common institutional approach for DBS procedures. It was noted that the new sections made the policy clearer and the reference to staff and recruitment had been removed.  It was noted that EIA statement listed in section 4 had been consulted. It was reported that the policy was part of the admissions process and it succinctly explained the procedure around ex-offenders upon admission. There were no questions raised from the committee. | UTLC\_2022\_09\_28\_P11.1a  UTLC\_2022\_09\_28\_P11.1b  UTLC\_2022\_09\_28\_P11.1c |
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| **12.** | **REPORT ON VALIDATION ACTIVITY FOR THE 2021/22 YEAR** |  |
| **12.1** | To receive the report on validation activity for the 21/22 cycle.  It was noted that there had been a lot of validations and the work that went into these was formally recognised. It was reported that the maintenance of paperwork trails and deadlines really helped keep up the quality of validation procedures. | UTLC\_2022\_09\_28\_P12.1 |
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| **13.** | **QUALITY STRATEGY** |  |
| **13.1** | Members were invited to receive and consider the draft Quality Strategy. Members were invited to send comments and suggestions to the Assistant Registrar (QA) with a view to the document coming into force for the 23/24 academic year. It was reported that the draft document would also be circulated to Schools for comment and that the final version would be drawn in line with usual strategy maps.  It was noted that Registry would welcome feedback and help from Schools as to how we manage Quality Assurance within the institution and continue to meet the conditions set by the OfS. | UTLC\_2022\_09\_28\_P13.1 |
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| **14.** | **QUALITY APPRAISALS** |  |
| **14.1** | Members were invited to receive the Quality Appraisal “Closing the loop on thematic reviews” which had been deferred to the 21/22 academic year.  Members were asked to note that due to poor completion rates of EE3 forms, the Quality Appraisal “EE3 reports, action plans and how the School records them” which had been deferred to the 21/22 academic year had been superseded by a new Registry trial method of recording the completion of EE3 response forms. It was reported that the new format was currently being trialled with HBS and HHS, following which, the new format would be implemented across the University.  UTLC had been asked to note that the following Quality Appraisals would take place in 22/23 due to staff changes in Registry:   * The management of FTP Hearings * Academic Misconduct in an on-line environment   It was noted that we would continue to use quality appraisals to enhance strategic areas within the institution. It was noted that there was a consensus to continue with these amongst the committee.  It was reported that in 22/23, the thematic review would be on course management and that this would be useful with regards to NSS. It was reported that a decision would need to be reached for the thematic review for 23/24 and members should put ideas forward. | UTLC\_2022\_09\_28\_P14.1 |
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| **15.** | **GRADUATE EMPLOYABILITY UPDATES FROM SAVP** |  |
| **15.1** | The Assistant Registrar (QA) asked Schools to provide a schedule for updating the mapping for existing provision on graduate employability, for the UNIAC audit. It was reported that this schedule could then be monitored via SAVP and updates from schools would be confirmed at UTLC (annually or every 6 months) until 2026. It was reported that after 2026, the process would continue and form part of our normal procedures. |  |
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| **16.** | **TIMETABLING AND ROOM BOOKING POLICY** |  |
| **16.1** | *The committee were asked to consider and approve the reviewed Timetabling and Room Booking Policy.*  It was reported that the following significant changes were of note;   * The weekly timetable scope (referenced in statement 12) was now 7:00am to 10:00pm, rather than 7:15am to 10:15pm (this was to accommodate the expected on hour starts) * Statement 13 now referenced standard UG teaching, instead of just standard teaching * Appendix 1 was updated to give the up–to-date dates.   The committee **approved** the policy. It was reported that the visibility of campus was reflected on the system as much as possible. It was reported that minor changes were made to wording and that draft timetables were more precise.  It was reported that as of next academic year, there would be a shift to on the hour timetabling. It was noted that there had been a lot of consultation and discussion around this and that the shift would bring timetabling in line with meeting schedules and with other institutions across the UK.  It was noted that there were concerns of how schedules of delivering timetables were rigorously kept to and the timetabling review group is looking at this although cases studies of any issues could be put forward. | UTLC\_2022\_09\_28\_P16.1 |
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| **17.** | **COLLECTIONS MANAGEMENT AND DEVELOPMENT POLICY** |  |
| **17.1** | *To consider and approve the reviewed Library collection management and development policy and the reading list policy and to approve the* ***merging*** *of both into one new policy (as attached).*  The committee **approved** the merging of the two policies. It was noted that there had been a change to collections with Leganto and that new titles of journals were embedded into the policy itself. | UTLC\_2022\_09\_28\_P17.1 |
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| **18.** | **ASSESSMENT AND FEEDBACK FRAMEWORK** |  |
| **18.1** | *To consider and approve the new Assessment and Feedback Framework and accompanying poster.*  It was reported that the working group produced a draft document and this had been distilled down into three sides as in the paperwork. It was reported that the group decided to have a framework instead of a policy as this gave opportunity to be more dynamic in terms of changes. It was reported that for ease of visibility, the main points were converted into a poster and would be put around campus.  It was reported that there was a shift in language since the policy was drafted. It was noted that it has been designed to look at assessment for learning rather than assessment of learning.  **ACTION:** It was reported that new staff may need additional training in assessment practices in Schools. Members were asked to update and disseminate the framework to staff.  It was reported that the Teaching and Learning conference was based around the new framework in the summer and material was still available for staff to use. It was noted that the framework linked to differential attainment and academic integrity, though it also detailed variety in formative assessment. It was noted that the basic framework covered a broad spectrum of practice.  The committee were asked how the framework’s success could be measured and it was discussed that progress with differential attainment would be an appropriate indicator. There was discussion raised regarding progression and the theme of authentic career readiness regarding assessments, within the framework. **ACTION:** It was noted that the word ‘inclusive’ needed adding into the poster.  It was discussed that this framework should be used in conjunction with moderation to ensure it remained visible. **ACTION:** RS was asked to liaise with AC on the wording for moderation use alongside the framework.  It was reported that modifications to assessment choice and variety could be developed if the result was closing the gap of differential attainment. The committee agreed this was a big topic and that at present, it should be left out of the framework until we were able to accommodate clear parameters for it. It was discussed that much work had already been done on the suitability of assessment type in collaboration with Registry and the SU.  **ACTION:** The committee **approved** the framework in and poster in principle but were asked to send through any final framework recommendations or feedback and that of academic staff to Ruth Stoker.  It was discussed that prior to publication, the format would be checked for accessibility and that the emphasis on workload and formative assessment would be tweaked. | UTLC\_2022\_09\_28\_P18.1a  UTLC\_2022\_09\_28\_P18.1b |
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| **20.** | **REPORT FROM THE STUDENTS’ UNION** |  |
| **20.1** | *To receive a verbal report (SU Education Officer).*  It was reported that there were 90 academic representatives recruited across all Schools and that they would have more ongoing. It was noted that the training materials would be on the SU website and that meetings with the academic representatives were in calendars and would be mapped onto their timetables soon. |  |
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| **TO NOTE:** | | |
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| **21.** | **CHAIRS ACTIONS SINCE LAST MEETING** |  |
| **21.1** | *To note the Chairs actions in the attached paper.*  It was reported that all Chair’s actions were **accepted.**  **ACTION:** It was raised that the resit turnaround marking period was one week for UGT. Registry were asked to look at this for the new assessment period with specific cases as examples. | UTLC\_2022\_09\_28\_P21.1 |
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| **22.** | **GUIDANCE FOR STAFF ON NAME CHANGES** |  |
| **22.1** | *To note the attached process document about how best to communicate if a student has changed their name with the university.*  It was reported that the guidance had been published on MyHud, it was also reported that there was a similar document for staff on the HR pages online. | UTLC\_2022\_09\_28\_P22.1 |
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| **23.** | **REPORTS FROM WORKING GROUPS** |  |
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| **23.1** | **Turnitin Review**  *To receive an update from the meeting held on Wednesday 14 September 2022 regarding Draft Coach.*  It was noted that Draft Coach had been launched to all students to run their work through Turnitin, prior to submission. It was noted that communication regarding this introduction had been sent through every appropriate medium, both to staff and students. |  |
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| **23.2** | **Attendance Monitoring Steering Group**  *To note the minutes.*  It was reported that there were no actions to note for UTLC. | UTLC\_2022\_09\_28\_P23.2 |
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| **23.3** | **Extensions and EC’s Review Working Group**  *To receive an update on the latest developments with the Extensions and EC Review.*  It was noted that the new extensions system was due to be completed in November 2022 and that staff would be trained as soon as it was ready. It was noted that the EC project would follow, after the completion and implementation of the extension system. |  |
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| **23.4** | **DBS**  *To note the minutes and any actions for UTLC from the most recent meeting of the DBS Working Group.*  It was reported that the last minutes for the DBS Working Group were reviewed in May 2022 and there was nothing further to note. |  |
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| **23.5** | **Assessment Strategy**  *To note the minutes and any actions for UTLC from the most recent meeting of the Assessment Strategy Working Group.*  It was reported that there were no minutes to note and that the work on the framework had now been done so there was nothing further to add. |  |
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| **23.6** | **Timetabling**  *To note the minutes and any actions for UTLC from the most recent meeting of the Timetabling Working Group.*  The minutes were noted by the committee and it was reported that there was nothing further to add. | UTLC\_2022\_09\_28\_P23.6 |
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| **23.7** | **Global Professional Award (GPA)**  *To note the minutes and any actions for UTLC from the most recent meeting of the GPA Working Group and to consider the paper presented relating to GPA*.  It was reported that at present, the team were concentrating on year one completion dates. Consideration of the portfolio and the way electives were presented is being discussed with a view to enhancing completion rates. It was reported that this year there had been 5 hours of experiential learning required and that most students would meet this through extra-curricular activities or activities within their course. It was reported that students were meeting these, but they just needed more guidance on how to evidence the work done.  It was reported that we were performing well in comparison to other universities, however, it was discussed that internally we wanted to do better in terms of student engagement. Schools could help by improving advocacy for the course and simple messages about GPA could have a big impact on participation. It was noted that the team wanted to see an increase in uptake each year and that they would be happy to attend lectures or tutorials to pitch the award. It was emphasised that for uptake to be a success, they would need staff to advocate for the award. It was discussed that Personal Academic Tutor (PAT) meetings had really helped take up and that specifically, Computing and Engineering saw a large jump in their 2021 GPA recruitment after targeted messages were sent to PATs. It was reported that the fact the award was accredited by the Chartered Management Institute (CMI) was a key incentive to students and that students were informed of this from the offset.  The committee discussed how PATs were very useful to help with engagement and any deadlines the student had to meet. It was reiterated that the students had lots of time and help to complete the GPA assessments and that this did not clash with their other deadlines.  It was reported that data has shown that 94% students are satisfied with the quality of the module and that this was pleasing to see. Students had reached out to tell the GPA team that they had now been successful in gaining placements, where previously they had been rejected. There was also an increase in peer interaction and that students had reported that they felt more confident going into academic settings with a focus on students gaining academic success. | UTLC\_2022\_09\_28\_P23.7 |
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| **24.** | **REPORT FROM STANDING COMMITTEE ON DEGREE APPRENTICESHIPS** |  |
| **24.1** | *To receive the minutes from the meeting held on 04 May 2022***.**  The minutes were noted by the committee and it was reported that there was nothing further to add. | UTLC\_2022\_09\_28\_P24.1 |
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| **24.2** | *To receive the Ofsted Report from March 2022.*  It was reported that the university was inspected on 22 and 23 March 2022, however, the report was not published in time for the May UTLC meeting. It was noted that the report determined how much progress the university were making, though covid had stopped some aspects of development. It was reported that two inspectors looked at three apprenticeships.  In the leadership aspect the university had made significant progress and with safeguarding, reasonable progress. It was noted that when inspectors had spoken to apprentices, the students could not recall what they had received at the start of their course for safeguarding which had an impact on the report so the apprenticeship teams are working to reinforce this message.  The team are preparing for a full inspection this academic year and that there was a lot of work happening to support this. It was noted that this was a great Ofsted outcome and thanks and congratulations were given to the team. | UTLC\_2022\_09\_28\_P24.2 |
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| **25.** | **REPORT FROM ENTERPRISE AND EMPLOYABILITY COMMITTEE** |  |
| **25.1** | *To receive the notes from the Enterprise and Employability Committee held in July 2022.*  It was reported that Graduate outcomes are a key aspect of the University’s work for our students and that this also impacts on league tables. In the Guardian league table the University was impacted by graduate outcomes and that the metrics are not a robust as in some competitor institutions. It was noted that colleagues had worked incredibly hard to increase the response to the graduate outcomes survey but that work still needed to be done.  The metrics are such that responses from just one hundred students could impact the graduate outcome so targeted wok would be undertaken to ensure students received extra support to help with employability and this would be monitored by holding case management meetings.  It was noted that GPA would help significantly with graduate outcomes and that the work on enhancing engagement with this was critical. Also work was still needed with courses which offered placements, it was noted that they had seen 20% improvement in outcomes where a placement was undertaken compared to where it had not been. | UTLC\_2022\_09\_28\_P25.1 |
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| **26.** | **REPORTS FROM PSRBs** |  |
| **26.1** | The committee noted the anticipated forthcoming PSRB engagements for the 2022/23 session and had confirmation from Schools that preparations were in hand for these activities. | UTLC\_2022\_09\_28\_P26.1 |
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| **26.2** | The committee received the following PSRB accreditation reports. Thanks were given to all involved; it was noted that this was a great list.    Institute of Biomedical Sciences (IBMS)  Accreditation of BSc (Hons) Biomedical Science and BSc (Hons) Biomedical Science (with optional Placement Year)  Student intakes September 2021-25 inclusive.  General Optical Council (GOC)  Accreditation of BSc (Hons) Optometry confirmed 11/07/2022.  (Future visits to be scheduled on a risk-based approach as well as cyclically and annual monitoring.)    Institution of Chemical Engineers (IChemE)  BEng (Hons) Chemical Engineering  BEng (Hons) Chemical Engineering with Chemistry  MEng (Hons) Chemical Engineering  MEng (Hons) Chemical Engineering with Chemistry    Confirmation of 1-year extension applied to all accredited courses due to Covid.    Royal Society of Chemistry (RSC)    BSc (Hons) Chemistry  BSc (Hons) Chemistry with Approved Sandwich Programme  BSc (Hons) Chemistry with Forensic Science  BSc (Hons) Chemistry with Forensic Science with Approved Sandwich Programme  BSc (Hons) Chemistry with Chemical Engineering  BSc (Hons) Chemistry with Chemical Engineering with Approved Sandwich Programme  MChem Chemistry  MChem Chemistry with Industrial Experience    Confirmation June 2020 of 1-year extension applied to all accredited courses due to Covid.  Reaccreditation now due 2023/24.    National Youth Agency (NYA)  Confirmation from the School of 2021/22 successful reaccreditation of BA (Hons) Youth and Community Work, no conditions.  Next reaccreditation due 2027/28.  The NYA does not issue reaccreditation reports but an annual monitoring report has been provided.    The Institution of Engineering and Technology (IET)  Reaccreditation for 5 years (2021 intake to 2025 intake) for a  range of BEng(Hons / MEng/ MSc courses:  Electronic and Electrical Engineering/Computer Systems Engineering/Music Technology and Audio Systems  /Electronic and Automotive Engineering/ Electronic and Communication Engineering/Internet of Things    Social Work England  Social Work England has taken over social work monitoring from HCPC.  Confirmations of approval for MSc/MSci Social Work following annual monitoring 2021.    ACCA  Accreditation for graduates 01/01/2024 to 31/12/2028 for:  BSc Accounting and Finance  BSc Accounting and Economics    The Chartered Institute of Logistics and Transport (CILT)  BSc Business with Logistics and Supply Chain Management  BSc Business with Sustainable Transport Management  Accreditation for exemptions from April 2021 for 5 years or until a major review changes content significantly.    MSc Sustainable Supply Chain Management  MSc Supply Chain Management with Humanitarian Challenges  Accreditation for full exemption from 2019-24    The Chartered Institute of Marketing (CIM)  Award of Graduate Gateway status:  BA (Hons) Marketing  BA (Hons) Business and Marketing  BA (Hons) Business and Digital Marketing  BSc (Hons) Digital Marketing  To be reviewed annually.    The Chartered Institute of Personnel and Development CIPD  Accreditation of  MSc/PGDip Strategic People Management  MSc/PGDip Strategic Learning Development    Chartered Institute of Procurement and Supply (CIPS)  Accreditation of:  MSc Logistics and Supply Chain Management  MSc Sustainable Supply Chain Management  MSc Supply Chain Management with Humanitarian Challenges  September 2023 – August 2024.    ICAEW  BSc Accounting and Finance – Summary of ACA Credits 2022    Institute of Data and Marketing (IDM)  BA (Hons) Digital and Social Media Marketing  BA (Hons) Business and Digital Marketing  BA (Hons) Marketing  BSc (Hons) Digital Marketing  Accreditation renewal 2022/23 | UTLC\_2022\_09\_28\_P26.2 |
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| **27.** | **REPORT FROM STANDING COMMITTEE FOR COLLABORATIVE PROVISION** |  |
| **27.1** | *To receive the minutes from the meeting held on 9 June 2022.*  It was reported that these minutes were still **unconfirmed** and that they would be bought to the meeting in November to note. | UTLC\_2022\_09\_28\_P27.1 |
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| **28.** | **REPORTS FROM VALIDATION PANELS** |  |
| **28.1** | The committee noted reports which had arisen from validation events. There were no comments to add. | UTLC\_2022\_09\_28\_P28.1 |
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| **29.** | **REPORTS FROM SUBJECT REVIEW PANELS** |  |
| **29.1** | The committee noted the following reports which had risen from subject review events;   1. The report of the Subject Review of Media, Journalism and Film subject area held on 09 September 2020 and School response approved by School Board on 27 January 2021 2. The report of the Subject Review of Operating Department Practice subject area held on 07 June 2021 and School response approved by School Teaching and Learning Committee on 14 September 2022. | UTLC\_2022\_09\_28\_P29.1 |
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| **30.** | **SCHOOL TEACHING AND LEARNING COMMITTEE MINUTES** |  |
| **30.1** | The HBS minutes from 22 June 2022 were noted by the committee and it was reported that there was nothing further to add. | UTLC\_2022\_09\_28\_P30.1 |
| **30.2** | It was noted that there were no minutes submitted by AS to note. |  |
| **30.3** | The EPD minutes from 23 June 2022 were noted by the committee and it was reported that there was nothing further to add. | UTLC\_2022\_09\_28\_P30.3 |
| **30.4** | The HHS minutes from 15 June 2022 were noted by the committee. **ACTION:** It was reported that the annual evaluation for degree apprenticeships did not work with the timings of non-standard provision. It was reported that Registry and the apprenticeship team were aware of this, but that there was not an immediate solution. GB was asked to pick this issue up with JS and BC**.** | UTLC\_2022\_09\_28\_P30.4 |
| **30.5** | The CE minutes from 09 March and 11 May 2022 were noted by the committee and it was reported that there was nothing further to add. | UTLC\_2022\_09\_28\_P30.5a  UTLC\_2022\_09\_28\_P30.5b |
| **30.6** | The AH minutes from 13 April 2022 were noted by the committee and it was reported that a ‘Thank You Wall’ had been implemented to share good practice across the School. It was noted that this was instead of ‘Thank You Awards’. It was reported that this had been discussed at STLC and that the graphic design students had helped design posters so the wall could be showcased at the end of the academic year at the annual show. It was recommended that this would be good practice to have in other schools.  It was also noted that an equalities group had been established in the school. | UTLC\_2022\_09\_28\_P30.6a  UTLC\_2022\_09\_28\_P30.6b |
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| **31.** | **OTHER COMMITTEES** |  |
| **31.1** | **University International Committee**  There were no minutes to note. |  |
| **31.2** | **Equality Diversity and Inclusivity Enhancement Committee**  There were no minutes to note. |  |
| **31.3** | **Learning Platforms Steering Group**  There were no minutes to note. |  |
| **31.4** | **Work Integrated Learning Forum**  The committee noted the minutes from the most recent meeting held on 11 March 2022. No actions were raised for discussion. | UTLC\_2022\_09\_28\_P31.4 |
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| **OTHER BUSINESS** | | |
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| **32.** | **ANY OTHER BUSINESS** |  |
|  | Members were asked to notify the Secretary 24 hours in advance of the meeting of any matters they wished to be considered under Any Other Business. |  |
| **32.1** | **Reports from Subject Review Panels**  *To receive and note the report of the Subject Review of Education and Community Studies subject area held on 15 December 2021 and School response approved by Chair of School Board on 26 September 2022.*  The report was noted by the committee and it was reported that there was nothing further to add. | UTLC\_2022\_09\_28\_P32.1 |
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| **32.2** | **External Examiner Applications**  The committee considered and confirmed a summary list of applications for the appointment, reallocation of duties and extensions of period of office of external examiners and moderators | UTLC\_2022\_09\_28\_P32.2 |
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| **33.** | **AVAILABILITY OF AGENDA, PAPERS AND MINUTES** |  |
| **33.1** | *To consider whether any agenda items, papers or minutes should be treated as confidential.*  No items were discussed. |  |
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| **34.** | **DATES OF FUTURE MEETINGS** |  |
| **34.1** | All meetings commence at 9.30am in the McClelland Suite and are scheduled to end at 12.30pm  23 November 2022  25 January 2023  15 March 2023  17 May 2023  **The Chair reserves the right to schedule additional meetings at short notice, in response to the public health emergency.** |  |