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| **University Teaching and Learning Committee**  |
| **23 November 2022, 09.30 – 12.30** |

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| **MINUTES** |
| **Venue:** | **CSG/23** |
| **Additional Information:** | N/A |
| **Author:** | Fran Hinewright |
| **In Attendance:** | Jason Smith  |
| **Apologies:** | Nik Taylor, Bob Cryan, Andrew Ball, Alistair Sambell, Tim Thornton, Brian Culleton, Andrew Mandebura, Cathie Raw, Alison Jones |

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| **PRELIMINARY ITEMS:** | **PAPER REFERENCE** |
| **APOLOGIES FOR ABSENCE** |
|  | **DECLARATIONS OF INTEREST** |  |
| **1.1** | Members are asked to disclose any potential conflicts of interest arising from the meeting agenda.It was reported that no declarations were disclosed.  |  |
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| **2.** | **MINUTES** |  |
| **2.1** | To approve the minutes of the meeting held on 28 September 2022.It was reported that the minutes were **APPROVED**. Members had asked for an update on further actions the University had taken to address the cost of living crisis. It was confirmed that communication would be sent out shortly to staff and students. | UTLC\_2022\_09\_28\_M |
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| **3.** | **MATTERS ARISING** |  |
| **3.1** | **Issues raised in External Examiner Reports for UTLC consideration (minute reference 3.8)****ACTION:** Schools to send timely EE3 responses to their EEs and to Registry**COMPLETE:** It was reported that responses had been received via the Quality Assurance Team in Registry.  | .  |
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| **3.2** | **Chairs Business – Cost of Living (minute reference 4.5)****ACTION:** SU Education Officer was asked to send Chair main points of concern with cost of living.**COMPLETE:** It was reportedthat the University were working with the catering department to offer a low cost takeout option through the SU food quarters and that it was hoped this would start in the next few weeks. It was reported that this would include Vegetarian and Vegan options for under £2 and communication would be sent out to outline what would be on offer. It was reported that the University had moved a considerable amount of money to the hardship fund with funds also available to international students. The committee received an update on applications to date; 296 applications had been submitted and just short of 200 had been awarded so far. It was reported that this was marginally ahead of previous years, however it was noted that comparison data included the two covid impacted years.The committee discussed whether they were going to rename the hardship fund. It was confirmed this would not be the case as it was integrated into many different aspects of support and changing the name would be difficult. It was reported that the hardship fund was targeted to students most in need rather than a generic approach. It was noted that staff were being asked about what the University were doing to address the crisis on open days. The Chair noted that the formal communication which was due to be sent out soon would encompass this information but that all Schools were kept abreast of the support on offer and that this should be communicated to anyone who asks. It was noted that the University did not have scope to influence travel costs and the issue in Huddersfield was not necessarily just the cost of travel but often the logistics of a difficult transport environment and time taken even for short distances. It was noted that in some areas public transport might be more heavily subsidised at the local council level but this was not the case in Huddersfield.It was suggested that reasons for poor attendance may be linked to the cost of living crisis and that where possible, through the meetings held via the attendance monitoring procedure, these reasons should be logged, if raised. It was reported that these could then feed into the work of the Campus Life group.It was reported that some students may not be in such difficult circumstances that they need to access the hardship fund, but would benefit from other support. It was noted that support on offer via cheaper catering options and School initiatives, such as free software downloads, extended common area hours, meet and greet breakfast bars (specific to Computing and Engineering) should be championed by staff. In addition, it was noted that students should be directed to the [*cost of* *living web pages*](https://students.hud.ac.uk/help/cost-of-living/) which had important information as to what was on offer at the University but also regarding external support and ways of alleviating costs. The Chair asked staff to share these pages wherever possible. |  |
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| **3.3** | **Machine Translation (minute reference 5.1)****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. **COMPLETE:** It was reported that additional wording to include machine translation had been integrated into the Proof Reading Policy and that it would be submitted to the January UTLC meeting for approval. It was also reported that the Chair of the Academic Integrity Working Group would keep the committee updated on good practice from other institutions including York St John’s which may inform future revisions of the policy.  |  |
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| **3.4** | **CAB Appeal Results (minute reference 8.3)****ACTION:** Planning were asked to work with HHS to get a breakdown of courses within results appeals. **COMPLETE:** It was reported that HHS and Planning were working together on these statistics.  |  |
| **3.5** | **Assessment and Feedback Framework (minute reference 18.1)****ACTION:** It was reported that new staff may need additional training in schools. Members were asked to update staff with good practice regarding the new framework**ACTION:** It was noted that the word ‘inclusive’ needed adding into the poster**ACTION:** Director of Strategic T&L was asked to liaise with Associate Dean T&L, SCE, on the wording for moderation use alongside the framework. **ACTION:** The committee **approved** the framework and poster in principle but were asked to send through any final framework recommendations or feedback and that of academic staff to the Director of Strategic T&L. **There was an updated paper and poster** attached for consideration and approval. **COMPLETE:** The committee **APPROVED** the final version of the framework and poster. This was circulated after the meeting to committee members to share with colleagues, as appropriate. | UTLC\_2022\_11\_23\_P3.5aUTLC\_2022\_11\_23\_P3.5b  |
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| **3.6** | **Undergraduate re-sit turnaround (minute reference 21.10)****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 provided by Schools, as examples.**ONGOING:** It was reported that this would be looked at and reported back in March 2023. |  |
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| **3.7** | **Reports from Validation Panels (minute Reference 28.1)**All the following were reported to be **ONGOING.****BA Drama Suite** To note that following discussing between the course team and the Head of Department, it has been decided to pause this process. This is in light of the impact of the recent restructure on the subject area. For the time being, the Drama course will continue as validated.BA (Hons) Journalism, BA (Hons) Broadcast Journalism, BA (Hons) Sports Journalism and the BA (Hons) Music Journalism (conditions met).**MA / PGDip Careers Development and Employability (Distance Learning)**Conditions not yet met, permission to run January 2021 intake had been given by PVC (T&L). **20-21.106 MSc Investigative Psychology (Distance Learning route)**Conditions not yet met but approval given by PVC (T&L) for the School to deliver, as currently validated, the blended learning model 2022/23).**21-22.40 BSc (Hons) Professional Policing (new course)** Put forward by the School of Human and Health Sciences, 22nd June 2022 for implementation September 2023 (conditions not yet met). |  |
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| **TO CONSIDER:**  |
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| **4.** | **CHAIRS BUSINESS** |  |
| **4.1** | **Teaching Excellence Framework (TEF) Update**It was reported that the working party had done a lot of work over the past few months with the draft submission. The initial draft was now complete and was due to be reviewed shortly. It was noted that as part of the submission, providers would need to reflect on the concept of educational gain and that an institutional definition had been developed. It was reported that this definition had been developed by the working group which included members of the Student’s Union. Our definition is: ‘'The experiences we provide that make a difference to our students' lives, enriching and accelerating learning and personal development beyond what might otherwise be achieved.'It was reported that the TEF group were looking at the metrics we could use to measure educational gain and that important discussion points related to this linked with GPA, Flying Start and Career Readiness. It was reported that a measurement system would be developed and an action plan would ensure its progression. It was reported that a draft document would be sent to the committee via email in Dec (2022) (note added – now for early January 2023) as there would not be time to wait until January UTLC, should any comments or amendments arise. Thanks were given to all Schools and Services thus far for their contributions.  |  |
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| **4.2** | **Changes to NSS**It was reported that over the summer, the OfS released a consultation on the NSS and that there was a five-week turnaround for feedback, over August. It was noted that the University had submitted a robust response to the consultation but that many changes had been implemented anyway. It was reported that the outcome of the consultation was that the OfS was making some significant changes to the NSS. As part of the consultation report, the following areas were highlighted for note; * Most responses disagreed with the suggested removal of the ‘overall satisfaction’ question (number 27). Over 90% of respondents suggested that the OfS should leave this question in. However, it was reported that after review, the OfS had removed it for England in 2023, but that Wales, Northern Ireland and Scotland were keeping it.
* It was reported that the removal of question 27 could make comparisons more challenging as this was the question we used as a key marker. It was reported that it would be interesting to see how league tables would shift without the inclusion of this question.
* It was reported that the ‘how satisfied were you’ questions would now use a 4 point scale, and had changed to use language such as ‘how good’, ‘how often’.
* It was reported that there was a new response included, ‘this does not apply to me’.
* It was reported that the main changes were in the nuances, tone and phrasing of the questions to direct questions.
* It was reported that due to the way in which the questions had been phrased, data collection would be different and whilst comparing data to other institutions would be straightforward, comparing against our previous years would be more challenging.
* It was reported that there were two new questions around wellbeing and freedom of speech.
* It was noted that the questions were still grouped into the usual themes and most of the general topics remained the same but it was just the phrasing and answer choices which had been altered.

It was reported that these format changes would be implemented from January 2023, in time for the next round of the NSS. It was noted that student voice questions had not been removed but again, had been rephrased and that the new question 28 had not replaced these. It was reported that the Huddersfield Student Survey would change to match the new format and tone and that third year UG students would be informed of the change as they were used to seeing the surveys in the old format. It was noted that communications would go out to students before January.  |  |
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| **4.3** | **Access and Participation Plan: Our Consultation Response to the OfS**It was reported that we submitted a response to the Access and Participation Plan consultation. It was noted that OfS' proposals include the creation of an equality risk register and encouragement to influence the attainment in pre-16 education schools and colleges. It was noted that the University response included some reservations as to how much responsibility the universities should have in this area; and the need for a regional wide approach to such work, that should sustain a focus on independent IAG and aspiration raising through agencies such as Go Higher West Yorkshire. It was reported that our response also noted that the University did a lot of work on widening participation as part of its core business and OfS proposals to earmark project interventions may be difficult to isolate, in terms of both funding and measurement of impact.It was noted that OfS' response to consultation responses and a final proposal was anticipated in Spring 2023. |  |
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| **4.4****4.4.1****4.4.2** | **OfS Strategy Consultation Update**It was reported that a consultation around a registration condition linked with University approaches to harassment and sexual misconduct consultation was due from the OfS in January 2023. It was reported that the University had set up a working party two years ago, which included a representative from the SU and the group mapped practice against the published OfS Statement of Expectations and that it was expected that the consultation would be heavily linked with this guidance documentation. It was reported that work may need to be undertaken with the regulations to comply with anything new required. It was noted that once the consultation has been published, a response will be submitted from the working group. It was reported that the OfS had released this year’s priority areas around the B3 minimum baseline conditions; continuation, completion and progression.It was reported that we have scrutinised all of our metrics for all three conditions and the OfS would choose twenty institutions to discuss this with and ask for evidence to prove accountability within the framework. It was noted that progression was the area that requires the most work (especially in the local context) but that we were confident with our data and in areas which were more challenging, work was happening to improve that. It was reported that if an institution was to get highlighted for discussion, the first action would be to send explanation of what they were doing to correct any areas of concern and that we were already doing significant work around progression. It was discussed that suggested priority areas for 2023 had been published, and this included foundation level but this remained provisional. It was reported that the focus remained on full time, not part time students.  |  |
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| **4.5** | **Race Equality Charter Update** It was reported that a draft had been submitted and that the feedback from Advance HE had been received. It was noted that there were no significant changes required which means that a final submission of the charter would be actioned in March 2023. It was noted that the focus of activity remained on the diversity of the student body and differential attainment. It was reported that the diversity of the home population was increasing and the proportion of white students had slightly decreased and that there had been an increase in students with Pakistani, Caribbean and Indian backgrounds. It was reported that this was a real testament to the University’s widening and participation work. It was noted that this would feed into the work with differential attainment and the continued work with assessment and feedback. |  |
| **4.6** | **Accessibility**It was reported that the Digital Accessibility working group had run for three years and part of its role was to assess the level of accessibility of materials housed on the web. The introduction of the tool ‘Ally’ meant that when staff uploaded a document to the VLE, they were informed how accessible it was and how they could adapt it to improve the score. It was reported that the University had improved their digital accessibility score from 61% to 72%. It was reported that we were aiming to reach 80% and that there were already modules on the VLE at over 80% accessible. It was noted that SEPD was doing very well with its range of accessible documents online. **ACTION:** The Digital Skills Trainer (Accessibility and AT) was asked to provide School data for accessibility rates on Brightspace. It was reported that there were exceptions such as sheet music and that PDFs are not accessible, nor were corrupted files. Common issues which affected accessibility were colour contrast issues, no descriptions of tables or images or no headings. It was reported that the University was looking at the colour palette and developing the website as an ongoing project and staff were encouraged to use templates to develop documents to be as digitally accessible as possible.  |  |
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| **5.** | **CLASSIFICATION STATISTICS** |  |
| **5.1** | UTLC received an updated classification report on the use of classification discretion since September 2022. The September report (full breakdown detailed) can be found in UTLC\_2022\_09\_28\_p9.1a. It was reported that the statistics presented between September and November had moved a little more than usual but that this was more than likely due to the increase in reporting population, especially within the bigger Schools such as HBS and HHS. It was reported that the statistical splits such as age, gender, IMD, ethnicity showed how Schools were doing, specifically with differential attainment. It was reported that assessment type was a major driver to some of the differences noted and that diversity of assessment was key to the success of the students with exams in particular causing significant divides.It was reported that the international attainment level was lower than that of home students. It was discussed that more work needed to be done to understand why that was. It was suggested that international students may have more difficulty understanding a different academic system and rules to those of their home country, and that the opportunity to get flagged under the academic misconduct procedure may be higher. However, it was reported that the vast number of cases for international students with academic misconduct occurred at stage 1 and that the penalties imposed did not significantly impact on student attainment and were targeted at helping the students to understand academic integrity. It was reported that the introduction of Draft Coach on Turnitin should help improve scores and help support international students with academic integrity. It was discussed that the lower level of attainment was most likely associated with the greater need of additional support, not an academic misconduct issue. It was also reported that students who arrived late may experience more of an impact on their attainment, especially those on one year courses and that efforts were being put into encouraging earlier arrivals. It was noted that the University were rising to the challenges created by students studying away from their home country and that prior to covid, the gap between home and international attainment was slightly less. It was reported that covid had set progress back a little but the work on differential attainment and varied assessment and teaching practice would help to close the gap.  | UTLC\_2022\_11\_23\_P5.1 |
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| **6.** | **DEGREE ATTAINMENT ANALYSIS** |  |
| **6.1** | The committee received a report on classifications for monitoring degree award outcomes over time, broken down by school and standard demographic characteristicsThe analysis of this report was covered in item 5.1.  | UTLC\_2022\_11\_23\_P6.1 |
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| **7.** | **VIDEO AND AUDIO CAPTURE POLICY** |  |
| **7.1** | UTLC considered the reviewed Video and Audio Capture Policy.It was noted that there were a few minor changes made to the wording of paragraph one. The committee **APPROVED** the policy.  | UTLC\_2022\_11\_23\_P7.1 |
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| **8.** | **ATTENDANCE MONITORING, COMPLIANCE, WITHDRAWALS AND APPEALS** |  |
| **8.1** | To receive a verbal update on the attendance monitoring withdrawal appeals so far for 2022/23.It was reported that the attendance monitoring data had shown engagement with teaching activities was lower than usual, compared to pre-covid data. A campaign was being discussed to explain the benefits of attendance which would include the link between attendance and attainment. The impact of attendance on attainment would also mean students may not be well enough equipped with the tools for graduate employability and progression. It was reported however that data has shown that some students were on campus but still did not attend their classes, or attended to sign the register and then left. It was reported that spot checks were being continued and that the priority was to address those with the lowest level of both engagement and attendance. Members considered that perhaps students did not understand the implications of non-attendance and that there was an expectation that they would pass if they just engaged online only. This may be an effect of covid and that in-person attendance was not as important to some students after having experienced virtual teaching. It was reported that some tutors had found group work especially difficult as some students were more reluctant to work together. It was reported that there was a mix of sessions online and on campus and that online sessions tended to be supportive meetings such as PAT meetings or 1:1s. It was noted that reports built to measure engagement and attendance but that there was concern that a portion of students were not doing either, even for repeating students. It was reported that some students had received emails around their attendance from the monitoring system but were querying this. Members noted that the system was automatic (in terms of email send out) but had been setup to be intentionally staggered and that if the student was late enrolling, they may have received a warning email early on. It was reported that the system was adjusted by School offices on an individual basis where necessary and the workload in Schools for Att. Mon. was high due to the numbers of students with low attendance. |  |
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| **8.2** | The committee received a verbal update on the attendance monitoring withdrawal appeals so far for 2022/23.It was noted that the table below showed the number of appeals received thus far, not the number of students withdrawn under the compliance and attendance monitoring procedures.

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| **School** | **Attendance Monitoring Appeals** | **Compliance Procedure Appeals** | **Appeal Outcome** |
| HBS |  | 5  | All upheld and referred to school meeting on medical grounds |
| CE | 1 | 0 | Rejected |

It was noted that a small number of international students had been withdrawn under the UKVI compliance procedure. It was discussed that a significant number of students had failed to meet the first check point but once addressed, this had improved**.**   |  |
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| **9.** | **TERM DATES** |  |
| **9.1** | Members were invited to:* Note the confirmed term dates for 2022/23 and 2023/24
* Confirm the term dates for 2024/2025
* Consider the proposals for the term dates for the academic years 2025/2026 and 2026/2027

It was noted that all dates were **APPROVED** and that the responsibility for the setting of future term dates would now sit with Registry.  | UTLC\_2022\_11\_23\_P9.1 |
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| **10.** | **EXTERNAL EXAMINERS** |  |
| **10.1** | UTLC considered the attached External Examiner applications.All applications were **APPROVED.**  | UTLC\_2022\_11\_23\_P10.1 |
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| **10.2** | Key concerns raised by External Examiners in reports received to date were noted. It was reported that the following serious concern points were raised as part of external examiner reports received so far; * There was sometimes a lack of accessibility to material. Specifically, this was noted in three cases for HBS. It was noted that HBS were looking into this.
* There was a report of lack of clarity regarding the academic misconduct process for plagiarism cases, but only for one module. Staff were reminded to ensure External Examiners had access to regulations on or off campus.
* It was noted that training for examiners is run via virtual means on Brightspace and that this could be accessed at any time.
* It was reported that some externals felt confused between the process of second marking and moderation processes. It was noted that the difference between the two would be further highlighted in the training materials but the regulations were clear on the differentiation of the two.
 | UTLC\_2022\_11\_23\_P10.2 |
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| **11.** | **UNFORESEEN TERMINATION OF PLACEMENT POLICY** |  |
| **11.1** | It was reported that no changes needed to be made from the previous version and the policy would be integrated into the student regulations in 2023/24. **APPROVED.**  | UTLC\_2022\_11\_23\_P11.1 |
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| **12.** | **REPORT FROM THE STUDENTS’ UNION** |  |
| **12.1** | UTLC received a verbal report from the SU Education OfficerIt was reported that there were fewer academic representatives than usual, at this time. It was noted that the recruited representatives had been asked to attend training as soon as possible but that sometimes, there were delays with students undertaking the training in a timely manner. **ACTION:** SU Education Officer to speak to Schools who are lacking in representatives to see what they can do to get more in place. It was reported that Computing and Engineering were able to offer free software licenses for students, but it was understood that not all Schools have the same budget to do this. It was discussed that some students (Arts and Humanities) wanted access to Adobe software at home but it was explained that the use of alternatives at home were encouraged. This would increase user competency on other software to further increase graduate employability. It was explained that Adobe software was accessible to all students on campus. It was reported that the SU were working with the representatives on the cost of living crisis and signposting all help available to students.  |  |
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| **12.2** | The content discussed in the attached paper from the SU on Academic Representation, was addressed in 12.1.  | UTLC\_2022\_11\_23\_P12.2 |
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| **TO NOTE:** |
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| **13.** | **CHAIRS ACTIONS SINCE LAST MEETING** |  |
| **13.1** | All Chair’s Actions were noted and no issues were raised by the committee.  | UTLC\_2022\_11\_23\_P13.1 |
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| **14.** | **REPORTS FROM WORKING GROUPS** |  |
| **14.1** | **Turnitin Review**It was noted that the Draft Coach tool on Turnitin had launched and that students had started to use it. It was reported that there had been a slight issue with its functionality with the referencing system used on law courses but that a workaround had been agreed.It was noted that the new Authorship Tool had been introduced to help further identify contract cheating suspicions. It was noted that this tool was not able to prove contract cheating but that it would help identify trends with the style of student’s previous work. It was noted that the University holds 20 licenses and that Registry and a number of AMOs in each School had access to the tool. It was reported that Registry would communicate guidelines about the use of the tool in the coming weeks.  |  |
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| **14.2** | **Attendance Monitoring Steering Group** It was noted that there were no minutes to consider but the group would meet soon and report to the next committee meeting.  |  |
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| **14.3** | **Extensions and EC’s Review Working Group**It was noted that the new extension system was due to launch at the beginning of next term and updates would be communicated to the committee.  |  |
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| **14.4** | **DBS**It was reported that there were no minutes to note from the most recent meeting of the DBS Working Group.  |  |
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| **14.5** | **Assessment Strategy**It was reported that now the new Assessment and Feedback Framework had been approved, the working group had formally **closed** and would be removed from the UTLC agenda.  |  |
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| **14.6** | **GPA Steering Group**The following items were noted for the attention of UTLC:* Engagement and completion numbers with GPA are very high compared with similar programmes at universities such as York and Aberdeen, who report around half the % levels reported with GPA – thanks to those who have helped to drive this
* However, we want to increase completion rates even further. Key to this will be completion of Electives as this is proving to be the biggest barrier and the Group asked for academic staff to tell their students that any experiential learning undertaken as part of their academic courses can be claimed for GPA Electives. It was noted that a simple message to first year students regarding the work they could use as part of their GPA electives would be helpful
* It was noted that staff should continue to advertise the GPA wherever possible.
 | UTLC\_2022\_11\_23\_P14.7 |
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| **14.7** | **Timetabling**It was reported that there were no minutes to note. It was reported that the working group were reviewing the work done last year and that the timetable had now settled down after a significant number of changes made at the start of term.  |  |
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| **14.8** | **Pre-CABs**It was reported that this working group had now **closed** as Pre-CABs were well embedded into the usual business of CABs. It was noted that this would now be removed from the UTLC agenda.  |  |
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| **15.** | **ACADEMIC GOVERNANCE REPORT** |  |
| **15.1** | Members noted the final report to Senate and Council which had been prepared in accordance with the Office for Students’ (OfS) Quality Assessment requirements. It was discussed that the report contained a summary of UTLC business which included casework, differential attainment statistics and quality assurance systems.  | UTLC\_2022\_11\_23\_P15.1 |
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| **16.** | **REPORT FROM STANDING COMMITTEE FOR APPRENTICESHIPS** |  |
| **16.1** | UTLC received and noted the minutes from the meeting held on 12 October 2022.  | UTLC\_2022\_11\_23\_P16.1 |
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| **16.2** | The committee received a key facts document for enrolment on degree apprenticeship. It was reported that no specific items were to note as part of the document presented to the committee.  | UTLC\_2022\_11\_23\_P16.2 |
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| **17.** | **REPORT FROM ENTERPRISE AND EMPLOYABILITY COMMITTEE** |  |
| **17.1** | An update from the Enterprise and Employability Committee was provided by the Head of Careers and Employability.Thanks were given to the staff members who attended the recent workshop. It was reported that at the workshop members had identified key areas for improvement, including integration with schools. Ready Steady Graduate was discussed as a possible way of badging the work to ease the transition to graduation. It was discussed that there would be an action plan put to UTLC as a result of the recent workshop for contribution and approval.It was reported that career readiness data needed to be more accessible to Schools. |  |
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| **18.** | **REPORTS FROM PSRBs** |  |
| **18.1** | It was reported that there was nothing to note.  |  |
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| **19.** | **REPORT FROM STANDING COMMITTEE FOR COLLABORATIVE PROVISION** |  |
| **19.1** | It was reported that there was nothing to note but the next meeting was to take place on 06 December.  |  |
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| **20.** | **REPORTS FROM VALIDATION PANELS** |  |
| **20.1** | The committee noted the reports arising from validation events.  | UTLC\_2022\_11\_23\_P20.1 |
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| **21.** | **REPORTS FROM SUBJECT REVIEW PANELS** |  |
| **21.1** | It was reported that there was nothing to note.  |  |
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| **22.** | **CURRICULUM MANAGEMENT**  |  |
| **22.1** | The Director of Registry gave a verbal update regarding the Curriculum Management Project. Thanks were given to all colleagues in Schools who had helped with the project thus far. It was reported that the data build was going well but was taking longer than anticipated. There had been some delays due to further clarification needed in certain areas but there was progress with module migration. Members were asked to help and encourage colleagues to respond as quickly as possible with regards to the project, to help its timely completion. It was reported that acceptance testing was under way and no major problems had been encountered. It was noted that some School colleagues had been asked to set aside a few days to help with the testing and that this was a significant undertaking.  |  |
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| **23.** | **SCHOOL TEACHING AND LEARNING COMMITTEE MINUTES** |  |
| **23.1** | It was reported there were none to note from BS.  |  |
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| **23.2** | It was reported there were none to note from AS. |  |
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| **23.3** | The minutes from EPD, meeting held on 20 October 2022 were noted. | UTLC\_2022\_11\_23\_P23.3aUTLC\_2022\_11\_23\_P23.3b |
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| **23.4** | The minutes from HHS, meetings held on 14 September 2022 and 02 November, were noted. | UTLC\_2022\_11\_23\_P23.4aUTLC\_2022\_11\_23\_P23.4b |
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| **23.5** | It was reported there were none to note from CE. |  |
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| **23.6** | It was reported there were none to note from SAH. |  |
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| **24.** | **OTHER COMMITTEES** |  |
| **24.1** | **University International Committee**The committee noted the minutes from the most recent meeting held on 12 October 2022.  | UTLC\_2022\_11\_23\_P24.1 |
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| **24.2** | **Equality Diversity and Inclusivity Enhancement Committee**It was reported that there were no minutes to note but that the committee were contributing to the Race Equality Charter which was a significant piece of work.  |  |
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| **24.3** | **Learning Platforms Steering Group**It was reported that the next set of minutes for this group would be reported to the UTLC meeting in January 2023.  |  |
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| **24.4** | **Work Integrated Learning Forum** It was reported that there were no minutes to note but issues with non-paid and internal placements had been recently discussed with Registry and that a report for consideration would be sent to UTLC next term. |  |
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| **OTHER BUSINESS:** |
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| **25** | **ANY OTHER BUSINESS** |  |
| **25.1** | **Academic Integrity Working Group update**It was reported that the working group had been reconvened and that the first meeting would take place on 11 January 2023 between AMOs, key School administration staff, Registry and the SU. The main intention of the group was to share and analyse trends and good practice in addition to identifying threats and creating solutions to academic integrity. It was discussed that the group would also cover machine translation.It was reported that the minutes would be fed into UTLC and the group would meet twice per academic year.  |  |
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| **26.** | **AVAILABILITY OF AGENDA, PAPERS AND MINUTES** |  |
| **26.1** | It was reported that classification data was marked confidential, in addition to the items raised under Chair’s Business (item 4).  |  |
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| **27.** | **DATES OF FUTURE MEETINGS** |  |
| **27.1** | All meetings commence at 9.30am and are scheduled to end at 12.30pm 25 January 202315 March 202317 May 2023**The Chair reserves the right to schedule additional meetings at short notice, in response to any public health or other emergency.** |  |
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| **ACTION PLAN** |
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| **Item** | **Action** | **Person(s)** |
| **21.10 (Matters Arising) Undergraduate re-sit turnaround**  | 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 provided by Schools, as examples. | Registry Taught |
| **28.1 (Matters Arising) Reports from Validation Panels** | **BA Drama Suite** To note that following discussing between the course team and the Head of Department, it has been decided to pause this process. This is in light of the impact of the recent restructure on the subject area. For the time being, the Drama course will continue as validated.BA (Hons) Journalism, BA (Hons) Broadcast Journalism, BA (Hons) Sports Journalism and the BA (Hons) Music Journalism (conditions met).**MA / PGDip Careers Development and Employability (Distance Learning)**Conditions not yet met, permission to run January 2021 intake had been given by PVC (T&L), **20-21.106 MSc Investigative Psychology (Distance Learning route)**Conditions not yet met but approval given by PVC (T&L) for the School to deliver as currently validated blended learning model 2022/23).**21-22.40 BSc (Hons) Professional Policing (new course)** Put forward by the School of Human and Health Sciences, 22nd June 2022 for implementation September 2023 (conditions not yet met). | Registry QA |
| **4.6 Accessibility** | The Digital Skills Trainer (Accessibility and AT) was asked to provide School data for accessibility rates on Brightspace. | Digital Skills Trainer (Accessibility and AT) |
| **12.1 Report from Student’s Union** | SU Education Officer to speak to Schools who are lacking in representatives to see what they can do to get more in place.  | SU Education Officer |