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| **UNIVERSITY TEACHING AND LEARNING COMMITTEE** |
| **29 January 2020, 9.30 am** |

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| **MINUTES** | |
| **Venue:** | The McClelland Suite, Schwann Building, level 7 |
| **Author:** | Karen Brough, Registry |
| **Present:** | Ms Adesewa Adibisi, Dr Robert Allan, Ms Claire Aydogan, Dr Liz Bennett, Dr Rachel Birds, Dr Georgina Blakeley, Professor Andrew Crampton, Dr Eleanor Davies, Dr Roddy Hunter, Ms Alison Jones, Dr Lianghui Lei, Dr Peter Mather, Dr Keith McCabe, Dr Gary McGladdery, Mr Matt Mills, Ms Lorraine Noel, Professor Kevin Orr, Professor Jane Owen-Lynch (Chair), Mrs Ruth Stoker, Mr Nik Taylor, Dr Amanda Tinker, Dr Pete Woodcock |
| **In attendance:** | Ms Lydia Blundell |
| **Apologies:** | Professor Andrew Ball, Dr Daniel Belton, Professor Paul Bissell, Professor Andrew Crampton, Professor Samir Dani, Mr Andrew Mandebura, Professor David Taylor |

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| **PRELIMINARY ITEMS** | | **Actions** |
| **Apologies for absence** | |  |
|  | **DECLARATIONS OF INTEREST**  Members confirmed there were no conflicts of interest arising from the meeting agenda. |  |
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| **1.** | **MINUTES** |  |
|  | **REGS\_UTLC\_2019\_11\_27\_M** |  |
|  | The Committee approved the minutes of the meeting held on 27 November 2019. |  |
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| **2.** | **MATTERS ARISING** |  |
| **2.1** | **Student Casework Summary (minute reference 2.5)**  It was confirmed that Dr Hunter would send his report to the secretary for circulation to the members. | **RH/Secretary** |
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| **2.2** | **Term Dates: Academic Years 2019/20 to 2023/24 (minute reference 6.1)** |  |
|  | Dr Rachel Birds provided a verbal update following consultation with other stakeholders regarding dates of autumn term 2023/24.  It was agreed that the term dates would be updated for the 2023/24 academic year to reflect that the start of term one and Christmas finish would be brought forward by a week.  HHS noted that they may experience an impact on courses that start earlier in the year such as the nursing programmes. It was confirmed that the starting week being brought forward by a week would now be in line with the other years and so it is not anticipated to have any significant impact. |  |
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| **2.3** | **QAA UK Quality Code for Higher Education (minute reference 10.1)** |  |
|  | It was confirmed that the responsibility for PGR quality assurance matters will now be considered via the PGR governance strand. Confirmation of those matters falling under URC and Graduate Board will be confirmed and agreed at those committees. |  |
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| **2.4** | External Examiners/Summary of External Examiner Reports 2018/19 (minute reference 17.2) |  |
|  | It was confirmed by Registry that in future Schools will be asked to send their EE3 forms to Registry once they have been agreed/signed by the EE. The new process will be communicated by Registry to Schools shortly. | **Registry** |
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| **2.5** | **External Examiners/Demographical Statistics (minute reference 17.3)** |  |
|  | **REGS\_UTLC\_2020\_01\_29\_P2.5** |  |
|  | The Committee received the attached paper and update from Registry on the collection of ethnicity data for EEs to help inform BAME issues.  Registry clarified that the form being proposed for use mirrored that being used by HR but slightly simplified.  The form was approved for use subject to each question including the addition of ‘prefer not to say’ as an option. | **Registry** |
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| **2.6** | Reports from Validation Panels (minute reference 20.1) |  |
|  | The Committee noted the following:  20.1A – BA Animation Production - conditions are not yet met.  20.1G – MSc Music Technology and Sound Production  - conditions are now met  20.1J – Police Now Level 6 Graduate Diploma Professional Policing Practice (Detective) approved by SCCP and College of Policing. |  |
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| **2.6** | School of Education and Professional Development held on 25 June 2019, 9.4 External Examiner System (minute reference 22.5) and School of Human and Health Sciences held on 2 October 2019, 28 External Examiner System (minute reference 22.9) |  |
|  | The Committee received an update from the Chair.  The Chair confirmed that preliminary discussions had been held with the ASIS team and these remained on-going to try to resolves some of the queries raised with the system. | **Chair/ASIS Support** |
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| **2.7** | **School of Education and Professional Development held on 25 October 2019, 10.1 Course Committee Matters (minute reference 22.5)** |  |
|  | The Chair confirmed that Estates has resolved the issues of weekend taught delivery and have hopefully resolved the concerns raised by the School. |  |
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| **2.8** | **School of Music, Humanities and Media held on 29 May 2019, 21.1 Final Dates for Extensions (minute reference 22.9)** |  |
|  | It was confirmed that this issue has been referred back to the School for discussion between DoTL and Subject Leaders. |  |
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| **2.9** | **School of Music, Humanities and media held on 2 October 2019, 20.1 On line training resources for major changes to University regulations (minute reference 22.10)** |  |
|  | The Committee received an update from Registry that the materials previously circulated to Schools would be re-circulated for distribution. | **Secretary** |
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| **2.10** | **Terms of Reference: University Research Committee (minute reference 24.2)** |  |
|  | It was confirmed that the terms of reference for Graduate Board, URC and UTLC would all be considered and signed off at the coming meeting of Senate. It was noted that the URC Terms of Reference had been reviewed and edits made in line with comments and suggestions made but that those edits did not materially impact the Terms of Reference proposed for UTLC that are now considered approved and final. |  |
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| **TO CONSIDER:** | | |
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| **3.** | **CHAIR’S BUSINESS** |  |
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| **3.1** | Global Professional Award  The Committee received a presentation from the Chair and the Head of Careers on the award along with the associated roll out and logistics.  It was clarified that the module was being introduced to increase student employability outcomes, promote wellbeing support and inclusivity.    The award would be taught each year across 3 years of study at Undergraduate level with the material within the award to match any specific course related curriculum. There will be core and optional elements delivered by Careers through blended and experiential methods.  Applied Sciences piloted the award with 259 students. The attendance rate was positive and as a result the Careers service saw an increased attendance at the jobs fair from AS in particular and a 5% attendance increase across the event.  It was confirmed that the module could be adapted for Schools and so Careers will be requesting meetings to meet with course teams and STLCs.  It was confirmed that the award would be rolled out in September 2020 for the incoming first year students only and then rolled out across the students on the remaining years of study in future years. It was understood that the material for the first years is more generic and so should not need too much adaptation.  The Chair added that the award could be added to the material delivered as part of flying start programmes were approximately 6 hours’ worth of material could be embedded. It was understood that not all students or all the required material would be captured in flying start but that the continuing delivery of the award through the year would be facilitated by other methods of delivery and possible support from students such as PGRs. Where students do support the delivery of the award, it will align and support the Peer Mentoring model. | **Head of Careers** |
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| **3.2** | The Chair updated the Committee on the statistics associated to the Academic Integrity Module. It was highlighted that some Schools had a completion rate of over 80%. Those with lower figures were reminded to encourage students to complete the module.  Schools could access their completion data via their LTAs. The LTAs also hold the data needed to identify the students who have not yet completed the module.  CE confirmed that they have emailed all students who have not yet completed the module and that if they don’t complete by the proposed deadline then they will be required to attend a formal face to face training session.  EPD queried whether marks could be withheld at the CABs where a student has not successfully completed the module. It was confirmed that this was not to be the penalty practise adopted in the first year of delivery.  It was clarified that all students are required to both attempt and pass with 100%, an unsuccessful attempt is not accepted.  The SU are producing a video that will advise students on the impact of breaching academic misconduct and so will liaise with Dr Cheryl Reynolds over adding it to the Brightspace module for additional emphasis and support. | **SU/Dr Cheryl Reynolds** |
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| **3.3** | Differential Attainment  The Committee received a verbal update from the Chair.  It was noted that there are different proportions of different ethnic groups across the Schools with the IMD1 grouping defined as the most socially economically deprived group.  As an Institution we receive a large number of BTEC students for which Flying Start has been introduced. Its introduction is aimed at supporting and assisting students with their transition into UGT programmes.  The Chair reported that a large proportion of our Black, Indian and Pakistani ethnic groupings are within the IMD1 and 2 categories and that a holistic approach is required to help improve their attainment given the intersectionality of data sets which highlight contributing factors including ethnicity and socioeconomic status.  The Chair highlighted that we need different and bespoke initiatives in each School to help target the factors contributing to the attainment gap in order to reduce it. |  |
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| **3.4** | The next year with OfS  The Chair confirmed that the TEF had been postponed until 2021. More recent consultation publications from the OfS included one on sexual harassment for which a short life working group had been established which will report to UTLC as required.  Other consultations and publications include Grade Inflation reports, consultation on admissions practices and unconditional offers. |  |
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| **3.5** | Teaching and Learning Conference  The Chair confirmed that she had had a lot of contributions for workshops for to the event.  Attendance was expected to be high and so if anyone wished to provide a session or workshop then they should let the organising team know.    It was confirmed that the programme and session list for the day will be distributed shortly. | **VCO** |
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| **3.6** | Teaching and Learning Strategy  The Committee received the final version of the strategy and were advised that this should be looked at in the context of the enabling projects currently underway or upcoming. |  |
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| **3.7** | Degree Outcome Statement  The Chair confirmed that once drafted, the response to the Degree Outcome Statement will be come back to the March meeting of this Committee and then be ratified at sent to Senate and Council. |  |
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| **3.8** | Enabling Projects  The Chair reminded members of the enabling projects and how they relate to the newly published teaching and learning strategy. |  |
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| **4.** | **UTLC MEMBERSHIP 2019/20** |  |
| **4.1** | It was received and confirmed that Professor Christine Jarvis has replaced Professor Mike Kagioglou as Deans’ representative alongside Professor Paul Bissell. |  |
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| **5.1** | **ANNUAL EVALUATION**  The Committee approved the documentation arising from the Annual Evaluation process for 2018-19.  The Committee received a verbal overview and summary of each School’s AER including reference to key points, good practice and areas for further development.  Applied Sciences reported that they conduct midterm evaluations to address any items of feedback more proactively. The positive from this was that it helped staff to tailor their responses to students in year around practices being undertaken to address their comments. The areas for development include retention and the numbers of students admitted to courses. The School is conscious that the high levels of recruitment onto the foundation course may impact on the statistics for the School in terms of overall recruitment and so are mindful to review this data in the context of other metrics. The School also commented that the continuation rates for some courses require an action plan to help improve performance. The actions have been drafted and are awaiting implementation.  Art Design and Architecture comment that their committee process had been thorough and rigorous with in-depth discussions taking place. The use of a pre meeting was useful and aided the value of the discussion and narrative of the School at the formal meeting. The School wished to note that Sara Eastburn was very supportive and facilitative as their UTLC rep.  The School identified that there was a positive impact on the outcomes for students who go into placement versus those who do not and so the course teams have been tasked with further investigations in this area to expose more granular information.  The Huddersfield Business School highlighted that they had specifically reviewed their recruitment practices in particular in relation to those courses who recruit well and conversely, those who see poorer numbers of students. Practices have been reviewed and action plans created to help better support course teams to recruit. The School also held discussions around the use of Brightspace and how there are inconsistencies across how Brightspace is built for modules and courses. Action plans have been developed to help support staff to improve Brightspace areas.  Computing and Engineering confirmed that the meetings had been well attended and they had also adopted a 2 stage meeting structure. The School commented that staff had queried the accuracy and quality of the data presented and had requested access to more granular data sets to help inform their process.  Education and Professional Development also adopted a 2 stage process. The School identified good practice in terms of the values in the School that result in good honours and differential attainment. They felt that their approach to the role of the PAT had performed well. The School also has a cultural exchange programme that supports inclusivity added to the approach to teaching assessments and unpicking of vocabulary to further enhance cultural inclusivity. The School also hosts transition events from year 1 to year 2 and year 2 to year 3 along with celebration events that speak to a sense of belonging and differential attainment.  The School did build a 5 point action plan to address areas for development which included the timing of AER, data for Ofsted courses and in course data for in year retention. The School confirmed that the actions from AER will go to course committees with a view to integrating the data into course related discussions in a timelier manner.  Human and Health Sciences reported that their AER was a collaborative and collegiate event which highlighted two key issues for the School. The first was noted as the challenge presented by the growth in provision, intakes and student numbers in one area and with the other areas struggling with the opposite. The second issue related to the nonstandard provision and how systems do not wholly facilitate the nature of delivery which can affect staff and students. The School did highlight that areas of good practice included the extracurricular activities such as student lead clinics, presenting at conferences and field trips which enhanced the student experience. Further good practice came from the design of some modules and courses on Brightspace but there was a lack of consistency meaning some areas could improve in line with these models. The School noted that differential attainment is a challenge with BTEC entry level qualifications being a key factor and how the School can enable students transition and assessment and feedback practices to help address this.  Music Humanities and Media confirmed that the process was well received and a good opportunity to share practice. The School were reviewing and considering how Peer Mentoring could be developed at subject specific levels. Staff commented that there felt to be inconsistencies across the use and design of modules within Brightspace with some of those issues attributed to a roll over activity and some to those where BrightSpace training had not been utilised.  The Chair confirmed that there are now guidance documents available and that DoTLs and ADTs have the mechanism for evaluating what has been included within modules in Brightspace. It is expected that these documents should help support Schools to address any inconsistencies.  It was also noted that the University’s student Retention data is issued to Deans every two weeks and so where staff may find this useful for AER purposes then to go directly to their Deans. Dr Keith McCabe added that there is scope to revisit the data within the system as part of a broader and timely review of what is pulled and when. It was added that the official and final retention data is not available until approximately 18 months after a cohort has finished and so only estimates of withdrawal or suspension data are available until the final set.  The Chair recommended that Schools review each other’s AER documents to see what can be facilitated to improve areas for development.  The Chair discussed that the annual evaluation process and whether it should be a rolling activity through the year instead of a static reporting method. It was noted that whilst some data won’t be available until end of year some data is available and could contribute to in year proactive approaches to module and course delivery and ways to enhance the student experience.  It was agreed that the process would be reviewed with further and future updates coming back to this committee. |  |
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|  | **REGS\_UTLC\_2020\_01\_29\_P5.1A** |  |
|  | 1. Summary of annual evaluation reports and recommendations.   Jason Smith confirmed that in this round of annual evaluation all confirmed documentation had been received in advance of the meeting of UTLC and so all Schools were commended for their efforts.  The feedback from the reports confirmed that all meetings had been organised and conducted as expected but that a slightly varied approach had been taken across Schools in terms of answers to the questions set by UTLC. |  |
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|  | **REGS\_UTLC\_2020\_01\_29\_P5.1Bi**  **REGS\_UTLC\_2020\_01\_29\_P5.1Bii**  **REGS\_UTLC\_2020\_01\_29\_P5.1Biii**  **REGS\_UTLC\_2020\_01\_29\_P5.1Biv**  **REGS\_UTLC\_2020\_01\_29\_P5.1Bv**  **REGS\_UTLC\_2020\_01\_29\_P5.1Bvi**  **REGS\_UTLC\_2020\_01\_29\_P5.1Bvii** |  |
|  | B)Reports by University Teaching and Learning Committee representatives.  AS  ADA  BS  CE  EPD  HHS  MHM  For HHS, Dr Cheryl Reynolds stood in for Dr Liz Bennett who was not available on the required date. |  |
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|  | **REGS\_UTLC\_2020\_01\_29\_P5.1Ci**  **REGS\_UTLC\_2020\_01\_29\_P5.1Cii**  **REGS\_UTLC\_2020\_01\_29\_P5.1Ciii**  **REGS\_UTLC\_2020\_01\_29\_P5.1Civ**  **REGS\_UTLC\_2020\_01\_29\_P5.1Cv**  **REGS\_UTLC\_2020\_01\_29\_P5.1Cvi**  **REGS\_UTLC\_2020\_01\_29\_P5.1Cvii** |  |
|  | C) Reports by Deans of Schools:  AS  ADA  BS  CE  EPD  HHS  MHM |  |
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|  | **REGS\_UTLC\_2020\_01\_29\_P5.1Di**  **REGS\_UTLC\_2020\_01\_29\_P5.1Dii**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiA**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiB**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiC**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiD**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiE**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiF**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiG**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiH**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiI**  **REGS\_UTLC\_2020\_01\_29\_P5.1DiiiJ**  **REGS\_UTLC\_2020\_01\_29\_P5.1Div**  **REGS\_UTLC\_2020\_01\_29\_P5.1Dv**  **REGS\_UTLC\_2020\_01\_29\_P5.1Dvi**  **REGS\_UTLC\_2020\_01\_29\_P5.1Dvii** |  |
|  | D) Minutes of School Annual Evaluation Committees:  AS  ADA  BS  CE  EPD  HHS  MHM |  |
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|  | E) The Committee noted that the Deans’ reports on collaborative provision will be presented to SCCP on 26 February 2020. |  |
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| **6.** | VALIDATION SCHEDULE 2020/21 |  |
|  | **REGS\_UTLC\_2020\_01\_29\_P6.1** |  |
|  | The Committee received and noted the validation schedule for 2020/21.  Schools were reminded to send all courses through to Registry for addition to the validation schedule. There are no timing constraints on when courses could be added but rather a course would only be limited by the prospectus publication deadline and consequently decreased marketing opportunities, however addition to course finder was still possible.  The Chair clarified that courses can be marketed once the Chair of the event has confirmed that conditions have been met. It is not necessary to postpone this activity until UTLC has met. It was agreed that the current validation guidance would be updated to make this clear. | **Registry** |
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| **7.** | **EMBEDDING GRADUATE ATTRIBUTES IN THE CURRICULUM** |  |
|  | **REGS\_UTLC\_2020\_01\_29\_P7.1** |  |
| **7.1** | The Committee received the proposal from Dave Stanbury, Deputy Head of Careers and Employability.  Dave summarised the key points of the proposal aimed to support Schools to embed Graduate Attributes within the curriculum:   1. Both the MSD and PSD would be updated to include small changes that robustly and consistently identify the graduate attributes being address in the curriculum. 2. Careers will provide a horizon scanning service to Schools which aims to provide Schools with information they should take it into account when designing their curriculum 3. Careers will also improve access to graduate related information and this will tie in with the subject review process by making better use of appointed careers officer in each School who will package the information ready for the subject review.   Dave added that all changes are being proposed to enrich conversations and to enhance discussions around how to embed graduate attributes within the curriculum.  The Committee agreed to the proposals. It was also agreed that the Careers service would discuss this paper and associated project with the Curriculum Management project team to ensure it is included within their remit also. |  |
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| **8.** | **UPDATING THE UNIVERSITY REFERENCING SYSTEM TO APA 7th** |  |
|  | **REGS\_UTLC\_2020\_01\_29\_P8.1** |  |
| **8.1** | The Committee received the proposal from Martin Gill, Head of Academic Services, Computing and Library Services.  Lorraine Noel spoke to the paper highlighting that the move from APA 6th to 7th would take place from September 2020 if approved and would take into account the fact that the wide ranging support for APA 6th would be removed leaving APA 7th the more facilitated. The move towards APA 7th was not expected to be materially different in terms of the student experience but would rely on strong publicity in advance of its rolling out, particularly for continuing students.  It was clarified that there was no intention to review any of the pre-agreed exceptions from APA 6th.  It was agreed that all course related information that included references to the University’s standard referencing style would be updated to reflect the move from September 2020. |  |
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| **9.** | **EQUALITY AND DIVERSITY** |  |
|  | It was confirmed that there were no items to consider and discuss under this agenda item. |  |
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| **10.** | **ETHICS** |  |
|  | It was confirmed that there were no items to consider and discuss under this agenda item. |  |
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| **11.** | **REPORT FROM THE STUDENTS’ UNION** |  |
| **11.1** | The Committee received a verbal update on the Peer Mentoring Project. It was confirmed that the University held the North West Peer Mentoring Forum in mid-January 2020 meeting last week where best practice was shared. |  |
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| **11.2** | The Committee were also advised that the SU Elections were due to start and so both the SU President and VP for Education would be visiting Schools to encourage engagement with the elections both in terms of running for office and voting. |  |
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| **12.** | EXTERNAL EXAMINERS |  |
|  | REGS\_UTLC\_2020\_01\_29\_P8.1 |  |
| **12.1** | The Committee considered and approved a summary list of applications for the appointment, allocation, reallocation of duties and extensions of period of office of external examiners. |  |
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| **TO NOTE:** | | |
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| **13.** | REPORTS FROM PSRBs |  |
|  | It was confirmed that no reports from PSRBs were received. |  |
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| **14.** | REPORTS FROM SCCP |  |
|  | REGS\_UTLC\_2020\_01\_29\_P14.1 |  |
|  | The Committee received the minutes of the meeting of SCCP held on 02 October 2019. |  |
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| **15.** | REPORTS FROM VALIDATION PANELS |  |
|  | **REGS\_UTLC\_2019\_11\_27\_P15.1**  **REGS\_UTLC\_2019\_11\_27\_P15.1A**  **REGS\_UTLC\_2019\_11\_27\_P15.1B**  **REGS\_UTLC\_2019\_11\_27\_P15.1C**  **REGS\_UTLC\_2019\_11\_27\_P15.1D**  **REGS\_UTLC\_2019\_11\_27\_P15.1E**  **REGS\_UTLC\_2019\_11\_27\_P15.1F** |  |
| **15.1** | The Committee received and noted the reports arising from validation events. |  |
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| **16.** | REPORTS FROM REVIEW PANELS |  |
|  | It was confirmed that there were no reports from review panels to be received at this meeting. |  |
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| **17.** | SCHOOL TEACHING AND LEARNING COMMITTEE MINUTES |  |
|  | **REGS\_UTLC\_2019\_11\_27\_P17.1** |  |
| **17.1** | The Committee received and noted the minutes of the School of Applied Sciences School Teaching and Learning Committee held on 23 October 2019.  Issue for the attention of UTLC:  Minute 20/21.1: Installation of Adobe Pro software within the School.  It was confirmed by the School that this was being resolved with C&LS. |  |
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|  | **REGS\_UTLC\_2019\_11\_27\_P17.2** |  |
| **17.2** | The Committee received and noted the minutes from the School of Art, Design and Architecture School Teaching and Learning Committee held on 10 December 2019. |  |
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|  | **REGS\_UTLC\_2019\_11\_27\_P17.3** |  |
| **17.3** | The Committee received and noted the minutes from the School of Art, Design and Architecture School Teaching and Learning Committee held on 24 October 2019. |  |
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|  | **REGS\_UTLC\_2019\_11\_27\_P17.4** |  |
| **17.4** | The Committee received and noted the minutes of the Huddersfield Business School Teaching and Learning Committee held on 11 December 2019.  Issues for the attention of UTLC:  **Item 1: Policy on non-completion of academic misconduct module** (minute reference 5.7.2)  The Committee held a discussion on the issues arising from students not attempting the academic misconduct module. It was raised that students had been advised that it was compulsory to complete the module or they would be unable to submit work, but this is not the case. The committee were advised that the University’s position was that it was compulsory, but students would be allowed to submit their first work. It was unclear what the outcome would be in this instance. The Committee believed the policy across the University should be resolved and raised with UTLC.  It was agreed that the Associate Dean for Teaching and Learning in the School would discuss this matter directly with colleagues and encourage positive engagement with the module.  **Item 2: Equality and Diversity** PG International Business Course Committee 7th November 2019 (minute reference 14.1.2)  The use of titles on student cards is felt to be outdated, particularly ‘Miss’. Suggested that this should be ‘Ms’ or all titles removed.  It was queried whether staff can alter the titles included on staff ID cards. It was confirmed that you can request to edit a staff ID card via the Library Help Desk.  It was agreed that the query would be discussed in more detail at the EDI Committee to include staff comments. | **EDI Committee** |
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|  | **REGS\_UTLC\_2019\_11\_27\_P17.5** |  |
| **17.5** | The Committee received and noted the minutes of the School of Computing and Engineering School Teaching and Learning Committee held on 23 October 2019. |  |
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|  | **REGS\_UTLC\_2019\_11\_27\_P17.6** |  |
| **17.6** | The Committee received and noted the minutes of the School of Human and Health Sciences School Teaching and Learning Committee held on 4 December 2019.  Issues for the attention of UTLC:  Minute 30.1: Attendance Monitoring  It was discussed that the new wording for attendance monitoring is still causing issues with students coming to their tutors in tears regarding the tone of the messages. The Chair will raise this formally at UTLC. It was confirmed that the School would provide specific comments in relation to which parts of the correspondences in particular cause the concerns.  It was noted that early attendance monitoring data would be welcomed. Staff in Criminology, Politics and Sociology had obtained this from the centre and they found this valuable in getting students engaged earlier. It was confirmed that the data exists from the start of term and so can be accessed at the earliest point however the committee expressed caution around the accuracy of the data as it may include incomplete course changes or timetabling glitches. |  |
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| **18.** | OTHER COMMITTEES |  |
|  | REGS\_UTLC\_2019\_11\_27\_P18.1 |  |
| **18.1** | The Committee received the minutes from the meeting of the Learning Platforms Steering Group held on 26 November 2019. |  |
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|  | REGS\_UTLC\_2019\_11\_27\_P18.2 |  |
| **18.2** | The Committee received the minutes from the meeting of the University Equality, Diversity and Inclusivity Enhancement Committee  Issue for the attention of UTLC:  **Minute 12: UG and PGR Experience EDI Matters**  **Student Literature Containing Sexual Content**   1. SU colleagues raised concerns regarding student literature and teaching material that inevitably contains some material of sexual content, or other trigger material.  It was proposed that, in the use of such material, alerts about the presence of triggers, should be introduced. 2. The group discussed the issue and agreed that all course material should be reviewed at the beginning of a module and any such content is highlighted accordingly in the module handbook. 3. **Action:**  The Chair agreed to formal discussion at the next UTLC Meeting for discussion and take forward for appropriate action.   It was agreed that the warnings regarding any sensitive material included in a module would be added into the module handbook templates for courses starting from September 2020. Registry would include this detail as part of the templates due to be circulated in April 2020.  It was also agreed that an announcement on Brightspace would also alert the students at the start of the module that there may be ‘triggering’ content and that Student Services be signposted at this stage. |  |
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|  | REGS\_UTLC\_2019\_11\_27\_P18.3 |  |
| **18.3** | The Committee received the minutes of the meeting of the University International Committee held on 24 April 2019. |  |
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|  | REGS\_UTLC\_2019\_11\_27\_P18.4 |  |
| **18.4** | The Committee received the minutes of the meeting of the University International Committee held on 16 October 2019. |  |
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|  | REGS\_UTLC\_2019\_11\_27\_P18.5 |  |
| **18.5** | The Committee received the minutes of the meeting of the University International Committee held on 4 December 2019. |  |
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| **18.6** | The Committee received the minutes of the meeting of theUTLC Short Life Working Group on Building Inclusivity into Course Design at Validation.  The Committee also received a verbal update from Dr Rachel Birds.  Dr Birds confirmed that the group had met once and had been tasked with looking at frameworks elsewhere which may assist in informing a framework to be implemented. It was agreed that a proposed framework would be received at the March meeting of this Committee. | **RB** |
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| **OTHER BUSINESS** | | |
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| **19.** | **ANY OTHER BUSINESS** |  |
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|  | **REGS\_UTLC\_2019\_11\_27\_P19.1** |  |
| **19.1** | **Student Panels: Proposed Developments**  The recent UNIAC audit suggested that Registry broker a meeting to facilitate better student voice and panel opportunities. This group met between 2018-19 year and proposed changes to the current student voice procedures in schools. The SU requested that these proposals be revisited to check for progress on implementation.  It was noted that the proposals had presented challenges to Schools in terms of the scale and system support required to facilitate them. Concerns were specifically noted from AS in relation to the practicalities of the proposals.  It was agreed that a data gathering exercise would be undertaken to review what methods of approach are being used in each School with regards to the student voice to establish alternative suggestions for proposal to this Committee. |  |
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| **19.2** | **NSS**  The Chair issued a reminder to members that the NSS is now live and that students will be receiving their first email to promote it on Thursday 30 January. The Chair requested that members encourage their colleagues to be vigilant of student matters and that they are proactive in resolving them and communicating outcomes to students.  **HSS**  It was confirmed that the HSS would be running from 02 to 30 March. |  |
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| **19.3** | **Review of VLE Strategy**  The Chair confirmed that the strategy document is due for renewal. Members were asked to review the document and to provide comments in advance of the next meeting of this Committee. | **Members** |
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| **20.** | **AVAILABILITY OF AGENDA, PAPERS AND MINUTES**  The Committee confirmed that no agenda items, papers or minutes should be treated as confidential. |  |
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| **21.** | **DATE OF NEXT MEETING**  Wednesday, 18 March 2020, at 9.30 am in The McClelland Suite, Schwann Building, level 7. |  |