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| **University Teaching and Learning Committee** |
| **15 March 2023, 09.30 – 12.30** |

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| **MINUTES** | |
| **Venue:** | McClelland Suite |
| **Additional Information:** | N/A |
| **Author:** | Fran Hinewright (Secretary) |
| **Apologies:** | Alistair Sambell, Andrew Ball, Andrew Mandebura, Bob Cryan, Lianghui Lei, Tim Thornton, Brian Culleton, Jo Mitchell, Tim Hosker, Alison Jones |
| **Attended:** | Jane Owen-Lynch (Chair), Sarah Elkardy, Wayne Bailey, Michael Ginger, Sarah Bastow, Eleanor Davies, Andrew Crampton, Kevin Orr, Robert Allan, Nik Taylor, Pete Mather, Liz Bennett, Georgina Blakeley, Sean Pryor, Tarja Kinneuen, Amanda Tinker, Lianghui Lei, Claire Aydogan, Ruth Stoker, Jo Mitchell, Colin Venters, James Forde, Katherine Greenhough, Jason Smith, Rachel Birds, Krish Pilicudale, Matt Mills, Lydia Devenny, Keith McCabe, Fran Hinewright |

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| **PRELIMINARY ITEMS** | |
| **1.** | **DECLARATIONS OF INTEREST** |
| **1.1** | Members are asked to disclose any potential conflicts of interest arising from the meeting agenda. None were noted. |
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| **2.** | **MINUTES**  UTLC\_23\_02\_02\_M |
| **2.1** | The minutes **were approved** to be an accurate representation of the meeting held on 02 February 2023. |
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| **3.** | **MATTERS ARISING** |
| **3.1** | **Undergraduate re-sit turnaround (minute reference 3.6)**  **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.  **COMPLETE:** It was reported that this would be consulted as part of the upcoming Academic Administration timetable project. |
| **3.2** | **Reports from Validation Panels (Minute reference 3.7)**  **ACTION:** The MA/PG Dip Careers Development DL was put forward by the School of Education and Development on 17 January 2022 for implementation February 2022. **COMPLETE:** It was reported that the conditions were now met  **ACTION:** The Investigative Psychology course was reported to be **ONGOING** and conditions were not yet met. |
| **3.3** | **External Examiner Statistics Report (Minute reference 8.1)**  It was reported that the Quality Assurance team in Registry completed an exercise in 2020/21 where they asked all the External Examiners (EEs) to complete a questionnaire relating to their demographics (ethnicity, disability etc.) and then presented the results as a summary paper to UTLC, which was very well received. However, it was reported that as EEs have a four-year tenure it would be inappropriate to repeat this task annually.  **ACTION FOR MATTERS ARISING:** Members to consider a timeframe for repeating and presenting the EE questionnaire summary paper.  **COMPLETE:** It was agreed that External Examiners would be asked to complete the questionnaires upon onboarding. |
| **3.4** | **Experiences of PATs (Minute reference 17.1)**  It was noted that students could not see the Brightspace PAT module during their year of interruption and that this might be of benefit for keeping in touch.  **ACTION:** Strategic Teaching and Learning Advisor to investigate whether interrupted students can get access to the Brightspace PAT module  **COMPLETE:** It was confirmed that interrupted students had access to the PAT module. |
| **3.5** | **Religious Observances and Timetabled Activity (Minute reference 29.1)**  **ACTION:** Director of Student Services to start dialogue with colleagues about managing attendance at timetabled sessions due to Religious Observance and report back to the committee.  **ONGOING:** It was noted that discussions were ongoing and that a proposal for managing any impact within academic activity would come to the meeting in May 2023. |
| **3.6** | **Lecture Capture (Minute reference 29.2)**  **ACTION:** Schools to feedback technical workaround for lecture capture issues in the CS building to their colleagues.  **COMPLETE:** It was reported that colleagues are still operating within the workaround and students were able to access slides and a voiceover. |
| **TO CONSIDER** | |
| **4.** | **CHAIR’S BUSINESS** |
| **4.1** | **NSS and HSS Surveys: Response Rates**  It was reported that response rate was approaching 57% which was a few points ahead of last year. It was reiterated that in general evidence showed that the better the response rate, the better the outcome.  It was noted that HBS has had a healthy jump in responses and whilst HHS was lower, it still had a rate of over 50%. It was reported that HHS had arranged to hold a survey sofa to help increase rates. No data is yet available to measure other institution’s progress in response rates. It was discussed that in the past, response rates had been lower due to Covid but with the data provided so far, there was a good indication of engagement this year.  It was noted that the areas which were not yet up to the threshold rate or minimum numbers should continue to be areas of focus, however, once the threshold had been met the decision as to whether the extent of extra engagement work (above that run by the survey owners or the University) would be left with the School depending on response rate and to avoid students having to many emails/contacts on this survey.  The changes in the questions mean that this years results will not be comparable to previous years and we remain concerned the ‘freedom to speak up in a classroom’ question may not interpreted correctly.  It was reported we have received 400 responses to Huddersfield Student Survey (HSS) to date and that it was due to close one week after Easter. Staff were encouraged to continue asking first/second and third year students to complete it (not students in the NSS population). |
| **4.2** | **Developments on OfS Consultation**  It was reported that the OfS were proposing a new condition of registration to address harassment and sexual misconduct. It was reported that if a condition was introduced following the consultation, universities and colleges would have to take a number of steps which may include mandatory training for students and staff and banning the use of non-disclosure agreements in cases of harassment and sexual misconduct. It was discussed that within the consultation, there was the potential for staff – student relationships to be prohibited.  It was noted that the University would base its response to the consultation on the work completed by the Sexual Misconduct Working Group.  It was also reported that there was a Parliamentary enquiry being run by The Industry and Regulators Committee regarding the operation of the OfS, with focus also on their work in relation to the financial sustainability of the HE sector. It was reported that a range of questions had been put forward in the enquiry and the University was preparing a response. Members were asked that if they had points or evidence to contribute, they should do so via a Teams site which Schools have access to.  It was noted that a new OfS consultation had launched to look at how institutions would be charged for OfS investigations into individual Universities. It was reported that institutions would only get charged if they were found to have breached regulations or received recommendations because of the investigation. This consultation was currently live and the matter under consultation was about the fee structure, not about whether charges should be introduced. It was noted that we would respond in due course and anyone with points to make from UTLC should forward them to the Pro-VC T&L. |
| **4.3** | **Student Engagement, Attendance and PATs**  It was reported that there were significant numbers of students who still had low levels of attendance but rates had stabilised given that we are now into the second term. Feedback from the SU and the Schools listed many factors affecting attendance some of which are outside of the control of the University including cost of living being significant factor in addition to part-time work commitments, wellbeing issues and caring responsibilities.  It was noted that if student’s attendance levels were low but the overall engagement level (e.g. CWA submitted and engagement with the VLE) showed that they were still relatively well engaged, they should be encouraged as much as possible to engage with their PATs, module leaders, the material on the VLE and other such areas to get them back on track.  It was reported that some students had experienced last minute timetable changes in addition to the inconvenience of the snowy weather which had not helped with commuter students and their attendance rates.  It was reported that some students were now ‘box setting’ their degree where they engaged with lecture capture material right at the end of the year before assessments were due. **ACTION:** It was discussed that engagement with lecture capture may increase at the end of term and staff should monitor this engagement and report back to UTLC in May. All staff should actively encourage engagement and work with students to get them back on track.  It was reported that the level of recording of PAT meetings had increased but could still be improved and that whilst on a local level, it was well known that PAT activity was taking place, it needed to be recorded on the attendance system. It was noted that apprenticeships needed to be amended on the PAT policy. |
| **4.4** | **Distance Learning**  It was reported that the Head of Distance Learning was now a member of UTLC. Distance Learning programmes were being setup as unique courses and that we were not aiming to use material used in courses which already had campus delivery but to develop material suitable for online pedagogic practice. The intention is to ensure there were multiple courses in a ‘suite’ for each area rather than single courses to ensure efficiency.  Currently, HHS, EPD and HBS had courses available/being developed to apply for in 23/24. It was noted that the application processes and systems for students were underway with a distinct route for this group. It was reported that this would help efficiency and monitor numbers.  It was discussed that there was a significant amount of micro credential work alongside of conventional courses that could be undertaken with Distance Learning and this could be authorised via the usual validation channels – this will be discussed further, outside of the committee. |
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| **5.** | **Chat GPT / AI Tools**  UTLC\_23\_03\_15\_P5.1 |
| **5.1** | The committee received the attached paper on Chat GPT/AI tools and current recommendations for protecting academic integrity.  The paper has information on tools, search engines, output and interim recommendations. It was noted that the interim recommendations for academic staff this year were more immediate for points 1 to 3. This included the academic misconduct regulation; ‘it is your responsibility to ensure that any work you have presented or submitted for credit is your own” (section 10.1.2)’. It was reinforced that this applied to work produced by AI so our regulations covered fraudulent use of AI already. The paper also recommended the use of the new Turnitin AI detection report which could be accessed from April 2023 and guidance had been issued to staff about its use.  It was noted that staff were working on the issues around use of AI and policies and practice for next academic year including how we could work with and integrate AI tools into our practice. It was noted that if assessments were designed creatively, the use of AI tools should not be a threat to their authentic completion.  It was discussed that External Examiners should be consulted to ensure best practice is shared between institutions and could be used as a powerful resource.  It was reported that some students had come forward to ask how to use AI appropriately within assessments. It was discussed that referencing its use was key but that two papers on this topic were being prepared for the Teaching and Learning conference and would be circulated afterwards.  It was reported that members should encourage sharing of School resources on the use of AI both in assessments and teaching and learning and that these would be stored centrally. These should be sent to the Director of Strategic Teaching and Learning. The QAA had a resource bank which includes webinars on the uses of AI and these would be shared with the committee. **ACTION:** HHS to share their recorded session on the use of AI tools and send to the Strategic Teaching and Learning Team. STLT resources on AI to be disseminated. |
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| **6.** | **ADMISSION REVIEW** |
| **6.1** | There was nothing to note. |
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| **7** | **DATA FUTURES**  UTLC\_23\_03\_15\_P7.1 |
| **7.1** | The committee received the attached paper from the Head of Student Finance on the potential impact Data Futures will have on Teaching and Learning activities.  **Introduction**  The introduction of Data Futures was to replace the current HESA annual return and that this was to be a big adjustment for the sector as a whole. It was reported that the biggest change was that Data Futures requires in-year data returns and that previously we used to have a longer period to get data ready for reporting.  We will be required to return 300 pieces of data for every student which included attendance and their academic profile including module choices and this would mean undertaking updates most weeks.  The biggest challenge was with data mapping, for example, at the moment it was reported that we had over 20 enrolment statuses and Data Futures requires only 4.  Data Futures is driven through student activity and was primarily date based. For example there would be a new 3-week enrolment window and if students were being enrolled after this deadline, it may lead to challenge from the Office for Students. Also module timeframes and start and end dates needed to be recorded and that modules need to be scheduled correctly.    **First Return**  It was reported that as it stood, the first return was going to be sent in May 2023 and this was a test phase to see if the sector could get the data in the schema that Data Futures require. From summer 2023, we would be required to return all students in the new format in addition to the usual HESA format and that next academic year, Data Futures would be fully implemented.  The Data Futures Working Group were assessing where work needs to be done and were working with colleagues closely by testing data, however, Data Futures requirements were also evolving. It was reported that we were looking to make the student records system as automated as possible to reduce data workload for colleagues and improve the standardisation of processes across Schools. PRSB requirements would need to be respected and taken into consideration.  **Module Enrolment**  Operating within an in-year reporting cycle means our data must be reliable when a student joins the institution as the University would be sending a full return by the end of October for each student, instead of at the end of the academic year. All students need to be enrolled on their modules by the start of the year and that whilst it was acknowledged there was movement in-year, if there was a change between the first and second return, it would provoke questions as to why the information was not correct at the start.  **CAB and Course Timings**  It was discussed that the timings of CABs would have less room for flexibility and would need to be standardised in accordance with their validated structure. It was stated that one-year full-time courses must be completed within 13 months, including the CAB activity. As such, it was end dates may need to be reviewed. Start dates would not be affected, however, it was noted that resit boards would need specific consideration in terms of any subsequent academic session as resit activity which sat outside of the course window might require re-enrolment. This was raised by members as a significant issue in terms of the way that PGT courses operate. There may also be an impact on non-standard courses and the working group were working together to ensure all areas affected by the changes would be identified. For example, Data Futures changes may have an impact on students with placement hours in HHS and making these up at the end of each year and this would require consideration.  The following links were provided for staff to find out more information on Data Futures;   * [Data Futures | HESA](https://www.hesa.ac.uk/innovation/data-futures) * [Data Futures training | HESA](https://www.hesa.ac.uk/services/e-learning/data-futures-training) |
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| **8.** | **THEMATIC REVIEWS** |
| **8.1** | Members were invited to suggest topics for a potential thematic review to be held in the 2023/24 academic year. Members were asked to email suggestions to the Assistant Registrar (Quality Assurance) by **Wednesday 3 May 2023** and the topic would be confirmed at the May meeting. |
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| **9.** | **EXTERNAL EXAMINER APPLICATIONS**  UTLC\_23\_03\_15\_P9.1 |
| **9.1** | Members were invited to consider the attached External Examiner applications.  All applications were accepted, except for;  **Omiunu Ohiocheoya – De Montford for (MLP/LLB (Hons) Law (Exempting) LLB (Hons) Law FT)**  This extension was reported not to be a niche area of delivery, so another examiner would need to be recruited. Members were reminded that extensions to current tenure were only to be used in exceptional circumstances where another expert in the field is not as easily recruitable. However, it was noted that some extensions were required due to course durations changing on short notice.  It was reported that suggestions for EE with PhDs remain high (in line with standard policy) and these should be prioritised where possible, however, applicants without should be experienced in their fields. |
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| **10.** | **REPORT FROM THE STUDENTS’ UNION** |
| **10.1** | The committee received a verbal report (SU Education Officer).  It was reported that some students found that having multiple assessments on the same day during Ramadan caused pressure at what already felt to be a challenging time. It was reported that whilst Ramadan was a Religious Observance, it occurred every year and that assessment deadlines were published at the beginning of the academic year which was plenty of time for students to plan and this forward planning was considered to be a professional skill. It was reported that sometimes modules had the same hand in dates as they were delivered at the same time and required consistency for assessment. This is mitigated through the course approval process were assessment bunching was considered and changed but there were sometimes areas where this was not possible. Alternatively, it was reported that some students had said that they did not like deadlines too far apart.  It was reported that the GPA covered strategies as to how to manage deadlines within specific timeframes which may be of beneficial support to students who felt this to be more of a struggle.  Some students were unhappy with their feedback and felt that on occasion there was a lack of support from their tutor. The committee requested more detail on these issues but suggested that in the first instance they should be raised at the representative panel meeting for the course concerned. |
| **TO NOTE** | |
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| **11.** | **CHAIRS ACTIONS SINCE LAST MEETING**  UTLC\_23\_03\_15\_P11.1 |
| **11.1** | The Chair’s Actions taken since 02 February 2023 were agreed. |
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| **12.** | **REPORTS FROM WORKING GROUPS** |
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| **12.1** | **Attendance Monitoring Steering Group**  There were no minutes to note. |
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| **12.2** | **Extensions and EC’s Review Working Group**  It was reported that the new updated E-Vision extensions project was in its final stages of completion and that currently, the functionality to include pended requests was being added. It was reported that the system would not go live until the new academic year due to make the transition as easy as possible for students and staff. |
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| **12.3** | **DBS Working Group**  It was discussed that the latest set of minutes would be reported to the May meeting. |
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| **12.4** | **Timetabling Working Group**  There were no minutes to note |
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| **12.5** | **GPA Steering Group**  UTLC\_23\_03\_15\_P12.5  The committee were asked to note the minutes and any actions from the most recent meeting held on 2 February 2023.  It was reported that year 3 submissions were closed for marking and that year 1 and 2 students had a final chance to submit their work in the informal extension period. Submissions in general were following an upward trajectory but the submissions for year 1 were at an all-time peak. Overall, it was reported that over 9,000 pieces of work had been handed and this is a strong indication that the appetite for the programme was increasing.  It was reported that the Global Professional Award Manager was leaving the University in May 2023. The Chair offered formal thanks for all their hard work in developing the programme and reminded the committee to keep promoting the programme to students. |
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| **12.6** | **Academic Integrity Working Group**  It was reported that there were no minutes to note and the next AIWG was due to take place on 22 March 2023. |
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| **12.7** | **Exams Planning Group**  UTLC\_23\_03\_15\_P12.7  It was reported that there were no items to note. |
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| **12.8** | **Campus Life Steering Group**  UTLC\_23\_03\_15\_P12.8a  UTLC\_23\_03\_15\_P12.8b  UTLC\_23\_03\_15\_P12.8c  To note the minutes and any actions for UTLC from the most recent meetings held in October and November 2022 and February 2023. It was reported that there was nothing to note for the committee’s attention. |
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| **13.** | **REPORT FROM STANDING COMMITTEE FOR APPRENTICESHIPS** |
| **13.1** | It was reported that there were no minutes to note. |
| **13.2** | UTLC\_23\_03\_15\_P13.2  The committee noted the attached Ofsted self-assessment report presented to SCA in February. |
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| **14.** | **REPORT FROM ENTERPRISE AND EMPLOYABILITY COMMITTEE** |
| **14.1** | It was reported that there were no minutes to note but that there would be in May 2023. |
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| **15.** | **REPORTS FROM PSRBs**  UTLC\_23\_03\_15\_P15.1 |
| **15.1** | It was reported that the committee received the report from the attached PSRB’s.  It was noted that there were several accreditations to note:   * BSc Architectural Technology governed by CIAT * Marketing courses governed by CIM * Courses accredited by CIPS * Music courses governed by JAMES |
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| **16.** | **REPORT FROM STANDING COMMITTEE FOR COLLABORATIVE PROVISION** |
| **16.1** | There were no minutes to note. |
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| **17.** | **REPORTS FROM VALIDATION PANELS** |
| **17.1** | There were no minutes to note. |
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| **18.** | **REPORTS FROM SUBJECT REVIEW PANELS** |
| **18.1** | There were no minutes to note. |
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| **19.** | **SCHOOL TEACHING AND LEARNING COMMITTEE MINUTES** |
| **19.1** | The committee noted the minutes from BS, meeting held on 1 November 2022 and 12 January 2023  TLC\_23\_03\_15\_P19.1a  UTLC\_23\_03\_15\_P19.1b |
| **19.2** | There were no minutes to note from AS. |
| **19.3** | The committee noted the minutes from EPD, meeting held on 17 January 2023  UTLC\_23\_03\_15\_P19.3 |
| **19.4** | There were no minutes to note from HHS. |
| **19.5** | There were no minutes to note from CE. |
| **19.6** | The committee noted the minutes from SAH, meeting held on 7 December 2022  UTLC\_23\_03\_15\_P19.6 |
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| **20.** | **OTHER COMMITTEES** |
| **20.1** | **University International Committee**  UTLC\_23\_03\_15\_P20.1  The committee noted the minutes from the most recent meeting held in December 2022. |
| **20.2** | **Equality Diversity and Inclusivity Enhancement Committee**  UTLC\_23\_03\_15\_P20.2  The committee noted the minutes from the most recent meeting held in January 2022.  It was reported that the Race Equality Charter had been submitted and the outcome would be given in late summer. Formal congratulations were offered to AS for the renewal of their Athena SWAN Silver Award. |
| **20.3** | **Learning Platforms Steering Group**  There were no minutes to note. |
| **20.4** | **Work Integrated Learning Forum**  There were no minutes to note. It was reported that a paper was going to be presented at SLT for internal placements and bursaries and that further information on unpaid placements would be included in the regulations for 23/24. |
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| **21.** | **SAVP QUALITY APPRAISAL REPORT**  UTLC\_23\_03\_15\_P21.1 |
| **21.1** | The committee received the Annual Quality Appraisal on School Accreditation & Validation Panel Activity for the 2021/22 Academic Year. It was reported that the recommendations were still in place and Schools had received a full report for comment. It was confirmed that nothing was needed from UTLC. |
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| **22.** | **SUBJECT REVIEW SCHEDULE 23/24** |
| **22.1** | It was noted that subject reviews were on hold for this academic year and the Quality Assurance team were reviewing subject groupings and would publish a new timetable for the 23/24 academic year for presentation at May UTLC. |
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| **23.** | **ANY OTHER BUSINESS** |
|  | There were no items to note. |
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| **24.** | **AVAILABILITY OF AGENDA, PAPERS AND MINUTES** |
| **24.1** | Members were asked to consider whether any agenda items, papers or minutes should be treated as confidential. None were reported to be confidential. |
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| **25.** | **DATES OF FUTURE MEETINGS** |
| **25.1** | All meetings commence at 9.30am and are scheduled to end at 12.30pm  **22/23**  17 May 2023  **23/24**  27 September 2023  22 November 2023  31 January 2024  13 March 2024  15 May 2024 |

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| **ACTION PLAN** | | |
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| **Item** | **Action** | **Person(s)** |
| **4.3 Student Engagement, Attendance and PATs** | It was discussed that engagement with lecture capture may increase at the end of term and staff should monitor this engagement and report back to UTLC in May. | Strategic Teaching and Learning Advisor |
| **5.1 Chat GPT/AI Tools** | HHS to share their recorded session on the use of AI tools and send to the Strategic Teaching and Learning Associate. STLT to disseminate available information and literature around AI. | Director of Teaching and Learning (HHS) |