

## Learning and Teaching Committee

### LTC13-M7

Minutes of the meeting of the Committee held on 12 December 2013

#### Attendance

##### Members:

Prof. Morag Bell (in the Chair), Dr Lorraine Cale, Dr Jane Horner, Dr Jennifer Nutkins, Becky Lauder-Fletcher, Prof. Memis Acar, Dr John McCardle, Prof. Zoe Radnor, Prof. Simon Austin, Dr Brian Jarvis, Dr Keith Pond, Dr Carol Robinson, Josh Hurrell, Prof. Ruth Kinna, Dr Sandie Dann

##### In attendance:

Rob Pearson, Emma Walton (for 13/87), Sammy Davies (for 13/88), Hannah Baldwin (for 13/88), Nick Allsopp, Charles Shields

**Apologies:** Dr Vincent Dwyer, Dr Robert Hamilton

#### 13/85 Minutes

**Received:** LTC13-M5

1. The Minutes of the Meeting of the Committee held on 26 September 2013 were confirmed.

#### 13/86 Matters arising from the Minutes not otherwise appearing elsewhere on the Agenda

##### 12/79 Programme and Module approval and review

###### 1. Online update and approval process

1. The Academic Registry had been working with colleagues in IT Services and in Schools to develop online systems to support the annual update process for programmes and modules.
2. It was anticipated that the new systems would greatly improve the annual update process, reducing the dependence on paper and making the approval process quicker and more transparent. There had been a demonstration of the systems to PALG on 14 November, and training would be provided for ADTs and relevant School administrators in the week commencing 9<sup>th</sup> December, with a view to Schools being able to use the systems from that point onwards.

##### 13/67 National Student Survey 2013

###### 1. Deadlines for the return of student feedback

1. During discussions with Schools in regard to the outcomes of the 2013 NSS, it was clear that a three week turnaround was widely used. LTC therefore **approved** a three week deadline for the return of provisional marks and feedback on assessed work to students. In cases where the three week deadline could not be met, a reasonable deadline would be set and communicated to all students.

## 13/68 Feedback to Students

### 1. Staff Student Liaison Committees

1. Schools were reminded to reappraise themselves of the expectations of the Code of Practice on Staff Student Liaison Committees. In particular that the following reports should be considered at least once per semester:

- Outcomes from previous semester Student Module Feedback Questionnaires and actions taken in response

That the following reports should be considered at least once in the academic year:

- Outcomes from the NSS and actions taken in response
- External Examiner reports and actions taken in response

That the following should be sent to the VP Education ([vpeducation@lsu.co.uk](mailto:vpeducation@lsu.co.uk)) :

- The agenda and papers in advance of the meetings
- The minutes following the meetings

2. It was noted that as an alternative to emailing the relevant documentation to the VP Education, it would be appropriate to host the documentation on a School/Dept SSLC Learn page, and to notify the VP Education whenever the documentation was updated.

## 13/87 CLA Data Collection Exercise

**Received:** LTC13-P64

**Noted:**

1. The University has been selected for a Copyright Licensing Agency (CLA) Data Collection Exercise, to be conducted from 10 February to 21 March 2014. The exercise was held periodically across the sector to ensure that rights holders received payment for their material.
2. More guidance on the exercise would be made available nearer the time and communications would be sent out to all affected staff.

**Agreed:**

3. The Head of Academic Services would ask the designated CLA field officer whether the University would receive a report upon completion of the exercise

## 13/88 The 2014 National Student Survey

**Received:** LTC13-P65

**Noted:**

1. The 2014 National Student Survey (NSS) would take place at Loughborough between 3 February and 30 April 2014.
2. Schools had received a briefing on the NSS, which included an overview of the promotional activity that the University and the Students' Union would be undertaking and a Power Point presentation to facilitate staff engagement with the NSS. The latter included key messages to convey to students who would be invited to participate in the Survey.

3. The Committee praised the Students' Union and the Teaching Centre for the production of a promotional video aimed at encouraging student participation in the NSS. It was suggested that the video could be enhanced by the identification of participants and the highlighting of key words on-screen.
4. The promotional video would be hosted on a University NSS website, and Schools were encouraged to show it to students during lectures.
5. Sammy Davies from the Teaching Centre would be co-ordinating a pool of graduate interns who would be willing to attend lectures in semester 2 to give a short lecture 'shout-out' to encourage finalists to participate in the NSS. Schools were encouraged to contact Sammy in the New Year if they wished to make use of this resource.
6. The Students' Union held the 'Your Education Week' from 2 to 6 December 2014. The week included a number of events to both inform students about initiatives and changes that would effect them, and also to gather student feedback on their education experience. The Students' Union would send a report on the feedback received during the week to Learning and Teaching Committee and to Schools/Departments.
7. Members were encouraged to use the LTC discussion group on Learn to share good practice in regard to the promotion of the NSS within their Schools.

### 13/89 Learning and Teaching Implementation Plan 2012/13 – update on progress

**Received:** LTC13-P66

**Noted:**

1. The Committee welcomed an update to the 2012/13 Implementation Plan, which reflected the wide range of activities that had taken place and / or were currently under way to address the objectives in the Plan.
2. It was noted that SSEHS was trialling the use of the Mahara ePortfolio system to aid student Personal Development Planning (PDP). It was noted that the use of the Rapid PDP tool had decreased across the University in recent years, and Schools had queried whether Co-Tutor could be developed as a PDP tool. It was agreed that the Teaching Centre would review the use of e-portfolios at the University, with a view to making a strategic and operational recommendation to the Committee later in the session.

**Action:** Teaching Centre

### 13/90 University Strategy: Implementing the Strategy in Learning and Teaching

**Received:** LTC13-P67

**Noted:**

1. The committee welcomed the document which had been developed as a complementary strategic pathway to the new University Strategy, concentrating on the core area of learning and teaching.
2. The document commenced with a series of over-arching statements about the desired qualities in Loughborough graduates and postgraduates. It then defined a set of strategic priorities, with specific actions, under the four drivers that had been identified in the University Strategy as critical to delivering our institutional ambitions.

**Agreed:**

3. The Committee supported in principle the over-arching statements and strategic priorities identified in the document.
4. The Committee would be asked to consider an implementation priority list in the New Year. This would be formulated following consultation with relevant people in Schools and Professional Services.

### 13/91 Peer Observation of Teaching: Introducing a university-wide approach

**Received:** LTC13-P68

**Noted:**

1. The document was prefaced by a verbal introduction which clarified that the Committee was being asked to consider the options for introducing a University-wide peer observation scheme, with a preference being outlined for a formative process.
2. Following consultation with their Schools, some members of the Committee highlighted a number of issues from the proposal as it stood, which warranted further investigation before the Committee could be asked to endorse a University-wide peer observation scheme. The concerns raised centred around the following two areas:
  - As a matter of principle, whether peer observation should be a developmental or evaluative process, or combination of both.
  - How the process would be enacted in practice: How often should it occur? How should it be recorded and by whom? How should observation groups would be selected and trained? What should happen if staff did not participate?

**Agreed:**

3. The proposal would be revisited by the Quality and Standards Sub-Committee in the light of feedback from the Committee, with a view to further consultation with Schools and a future recommendation to the Committee.

### 13/92 An HEA accredited CPD framework at Loughborough University

**Received:** LTC13-P69

**Noted:**

1. The Teaching Centre was leading on the creation of a framework for continuous professional development that had HEA fellowship at its core.
2. There would be two routes by which academic staff could achieve HEA fellowship at the appropriate level.

### 13/93 Proposed changes to the Research-informed Teaching Awards process for 2013/14

**Received:** LTC13-P70

**Agreed:**

1. The Committee approved changes to the Research-informed Teaching Award criteria for 2013/14.

## 13/94 Lecture Capture

**Received:** LTC13-P71

**Noted:**

1. Lecture capture at Loughborough was currently an opt-in service. Following discussion at a Working Group, the Committee received a recommendation for the introduction of a staged, strategic expansion of the use of lecture capture over the next 3-5 years.
2. Following consultation with their Schools, some members of the Committee felt that an evidence-based rationale for the use of the system should be provided before the Committee should be asked to endorse the strategic expansion of the use of lecture capture. The rationale should draw on internal and external expertise and identify the impact of lecture capture on standards and on the quality of the teaching and learning experience.
3. It was noted that if the systemic use of lecture capture was implemented, there should be an option to opt-out, for example to preserve research confidentiality.
4. The AD(T) for Loughborough in London confirmed an intention to adopt lecture capture across all provision in London.

**Action:**

5. The proposal would be revisited by the Quality and Standards Sub-Committee in the light of feedback from the Committee, with a view to further consultation with Schools and a future recommendation to the Committee.

## 13/95 University Strategy for Online Open Learning Provision

**Received:** LTC13-P72

**Noted:**

1. Members were asked to forward to the Chair the names of individuals interested in developing MOOCs.

**Agreed:**

2. The Committee approved a University Strategy for Online Open Learning, which had been developed following consultation with Schools.

## 13/96 Programme Feedback by Part

**Received:** LTC13-P73

**Noted:**

1. Following a meeting of AD(T)s and the Teaching Centre, there had been agreement to adopt a common approach for conducting Programme Feedback by Part, using a single Learn module in each School with a common questionnaire based on the NSS questions. AD(T)s would be responsible to engaging with the outcomes of the questionnaires.

**Agreed:**

2. The Committee would receive a review of the process at the end of 2013/14. **Action:** Charles Shields.

## 13/97 e-learning implementation plan 2011-13

**Received:** LTC13-P74, LTC13-P74.A, LTC13-P74.B

**Noted:**

1. The Committee noted significant progress against a range of actions outlined in the Implementation Plan.

**Agreed:**

2. E-Learning would be embedded in the learning and teaching component of the new University Plan, rather than existing as a stand-alone plan. As well as addressing areas of the current e-learning Implementation Plan that were still relevant, such as the minimum online presence policy, the new strategy would need to address emerging areas such as MOOCs and BYOD (Bring Your Own Device).
3. Outstanding School-level e-learning strategies would be submitted to the e-learning team as soon as possible. **Action:** Relevant AD(T)s.

## 13/98 The Scaling of Marks as part of the Moderation Process

**Received:** LTC13-P75

**Noted:**

1. It would be clarified that any adjustment for Impaired Performance claims should be made *after* any scaling of marks.
2. Scaling would only be employed on an exceptional basis, and if applied the relevant Programme Board would be responsible for addressing the underlying reasons so that the situation was not repeated in subsequent years.

**Agreed:**

3. The Committee approved the adoption of a University policy for the scaling of marks, which would be implemented with immediate effect.
4. Clarification would be provided to confirm under whose authority a scaling decision would be made.

**Secretary's note:** Authority to scale lies with the relevant Programme Exam Board, under the delegated authority of Senate.

## 13/99 QAA Revisit

**Noted:**

1. The University submission for the QAA revisit would be made on 13 December 2014, in advance of a revisit by a small QAA Review Team on 24 January 2014. The submission was a joint submission between the University and the Students' Union.

## 13/100 Reports on validated provision

**Received:** LTC13-P76

**Agreed:**

1. The Committee received the report of the revalidation of the Loughborough College International Foundation programmes and approved the recommendations therein.

**Received:** LTC13-P77

**Agreed:**

1. The Committee received the report of the revalidation of the provision at Nanyang Academy of Fine Arts, Singapore, and approved the recommendations therein.

## 13/101 Curriculum Sub-Committee Terms of Reference

**Received:** LTC13-P78

**Agreed:**

1. The Committee approved an amendment to the Terms of Reference of Curriculum Sub-Committee.

## 13/102 Any Other Business

1. It was noted that this was the last meeting of the committee for Prof. John Feather. The Chair thanked him for his contribution to the work of the committee and wished him well for the future.

---

Author – Rob Pearson

Date – December 2013