# CONFIRMED

## LIVERPOOL HOPE UNIVERSITY

## LEARNING & TEACHING COMMITTEE

### Minutes of the Meeting held on 21st February 2018

**Present**:     Dr P Haughan (in the Chair), Dr J Bennett, Dr L Bourke, Dr R Cousins, Mr F Doolin, Ms S Murray, Dr L McLoughlin, Dr A Owen, Dr C Penketh, Dr C Walsh

**By Invitation:**     Mrs S Anton, Mrs G Mair, Dr L Hilditch

**Secretariat**:     Mr D Dykins

## 1.     Minutes of the Previous Meeting

Members had received the minutes of the meeting of the Learning & Teaching Committee held on 22nd November 2017. These were approved as a correct record subject to minor rewording.

## 2.     Matters arising

(i)     Review of LSPs (actum 4)

Mr Ryan gave a short presentation on the current review of how LSPs are recorded and disseminated. In particular, his team were reviewing and streamlining the disability section within all current LSPs to include only information regarding the student's disability and its impact on their learning.  He noted that there are 830 LSPs to review with 610 updated so far and a target completion date of 31st March 2018 to update all.

Mr Ryan advised that all new LSPs written for the 2018/19 academic year would adopt an improved format.  Also noted was that new LSPs will also contain information about student strengths as well as barriers to learning in an attempt to move away from the current 'medical/deficit' style.

The Chair thanked Mr Ryan and his team for making the process more efficient and effective. Dr Cousins queried whether other support systems, such as academic writing and study skills mentors within the University would be included in the new LSP. Mrs Murray said that the Learning Skills Coordinator had already met with colleagues in SDW to discuss this. Mr Ryan said the recent survey of disabled students noted some improvements, but there were still support issues not being addressed, such as not uploading slides to Moodle 24 hours prior to a session. She asked that LTC members from Faculties take the issue of general support for disabled students back to their Faculty.

Mr Ryan noted that assistive technology was available, but would benefit from additional training for students. The Chair asked Mr Ryan to work with the Director of IT on possible training solutions.

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Action: Faculty Members to highlight support for disabled students at appropriate Faculty forums.

Action: Mr Ryan to speak to the Director of IT about training on assistive technologies

Dr McLoughlin asked whether there was any support for dyslexic students; Mr Ryan confirmed that any dyslexic student without an LSP should be signposted to SDW. Dr McLoughlin welcomed the introduction of 121 sessions to discuss LSPs with students.

(ii)    <u>Restructuring of SSCA: ToR for Registrar's Advisory Group (RAG) and Registrar's Operational Group (ROG) (actum 4)</u>

Members had received the ToR for the two proposed groups. Dr Walsh said that it had become apparent that there was a natural divide with the current ToR for SSCA which could create two separate groups: one with a focus on operational matters; and the other focusing on wider strategic matters. Creating two groups to take account of this divide would make discussion of the two different areas more efficient and effective. Membership will include a Senior Assessment Advisor (SSA) from each Faculty on both Groups to allow opportunities for managing issues and communicating more effectively.

Members **<u>RECOMMENDED</u>** the ToR for RAG and ROG for approval to Senate for implementation in the next academic year.

(iii)    <u>NSS 2017: Feedback on Review of Student Comments (18th October, actum 7i)</u>

Members were given two documents produced by FoE student representatives by Dr Owen. One of the concerns highlighted were comments that the importance of Level H lectures was not understood by the students and therefore lectures became optional in the students' opinion. Dr Cousins and Dr McLoughlin had both received feedback which suggested lectures were relatively unpopular compared with seminars and tutorials. Mr Doolin said the Students' Union had received similar comments.

Action: Dr Bennett to produce guidance notes for students and staff on how to get the most out of lectures and to include the lecture as a topic for discussion at Learning & Teaching day.

### 3.    Mobile Devices Proposal

Members had received Ms Murray's proposal, which had arisen from a recommendation from the DSA Working Group to explore the potential to provide mobile devices for students to be able to borrow. To research this further, Mrs Murray had conducted a review of current provision and access. She noted that existing provision of laptops with specialist software had not been as effective as had been initially anticipated. There was also an issue with the availability of specialist software in private spaces. The recommendations of the review included creating bookable private study spaces and considering options to provide training and support on specialist software.

It was suggested accessible software training should be included in the criteria when measuring success in the IT Services annual report. Mrs Anton queried whether a training manual might be developed, and Dr Penketh said that an audio lecture might also be considered. It was agreed that Ms Murray would work with Mr Ryan and Mr Beecroft to look at training options. Dr Bennett noted that there were already guidelines on inclusive practice and universal design.

Action: Ms Murray and Mr Ryan to meet with Mr Beecroft to discuss training and support; Dr Walsh to include guidelines on inclusive practice and university design in the tutor pack

### 4.      Review of Indicative Assessment Descriptors

Members had received revised assessment criteria which Dr Walsh advised had been developed using FHEQ descriptors. Acknowledging the difficulty of providing meaningful descriptors, the Chair thanked Dr Walsh who in turn thanked Dr Owen for providing her departmental descriptors. The Chair asked that members provide any further feedback direct to Dr Walsh.

Dr Bourke queried whether the descriptors were generic; Dr Walsh said that these would form the basis for departments to recalibrate and develop their own subject-specific assessment guides.

Action: Members to provide feedback to Dr Walsh on the revised criteria for the next LTC meeting

### 5.      Learning Spaces

Dr Bennett reported that he would be leading the group, which includes FQLT chairs, Director of Library and Learning Spaces, the Student's Union VP (Education) and Dr Hilditch. Dr Penketh would also be involved with a specific remit of considering the issues of disabled students in relation to learning spaces.

### 6.      Dual/Cross-Faculty Dissertations

Members had received feedback from the FQLT Chairs' and Dr Bourke's report on Major Students and the Dissertation Process, and the results of a BPS accreditation survey giving feedback on combined dissertations. Dr Walsh noted that there appeared to be an issue around ownership by the primary supervisor. It was agreed that guidelines would be reviewed to ensure comparable "independent" research requirements as well as clear directions, and that this would be uploaded to Learning and Teaching web pages prior to the summer vacation.

Action: Dr Walsh to review and make the guidelines available online prior to the summer vacation; to review conventions on dissertations for the next LTC meeting.

Dr Bourke advised that in Psychology, integrated dissertations are not an option; she agreed to discuss this further with Dr Walsh to find a way forward. Dr Bourke noted that Psychology undergraduate courses had been promoted with the option of an integrated dissertation.

Action: Dr Walsh & Dr Bourke to discuss issues relating to dissertations in Psychology.

### 7.      Student Success: Retention and Engagement

The Chair updated members on the retention and engagement project, noting that in the December 2017 census, attendance was significantly higher than in previous years. She thanked Faculties for their engagement and retention in the strategy. Three outstanding issues were discussed.:-

i. How to address PG attendance and record keeping; A modified version of the UG plan would need to be introduced in September 2018 giving broad guidance on the University's approach and attendance requirements for UKVI for PG.

ii. How to manage students who had interrupted their studies or were repeating Level C. The Chair advised that she was putting together a plan for a new approach.

iii. The strategy for Level I: members to contact The Chair directly with any suggestions on this phase of the strategy.

Action: Dr Haughan to review engagement strategy and to make plans for PG and Level C repeater engagement and retention.

Action: members to email the Chair with suggestions for Level I engagement strategy

## 8. Student Voice

(i) <u>NSS 2018: Update</u>

Members had received the briefing document, which gave an overview of eligibility, additional questions for LHU and action being taken with Departments. It also gave details on schemes to encourage participation, and the Chair advised that the completion rate was already 49.7% and £2,600 had been raised for the Demi Nicholson fund. She asked that Faculties continued to encourage all final year students to participate.

(ii) <u>Outcome of Level H Survey</u>

Members had received the Level H evaluations data. The Committee discussed certain areas where scores were less high than in others, including *I am confident with the progress I am making in my research project/dissertation*. Dr Bennett and Dr Walsh said they were using the data to consider interventions to support Departments, and had given feedback to students with the proposed course of action to remedy issues.

## 9. TEF

The Chair confirmed that the University would not be submitting for Year 3 of the TEF, but that current indicators suggested that if it were to do so, it would receive an initial Gold rating. She advised that the two pilots on the Subject-level TEF were ongoing. Once the chosen methodology available, the University will look at what this would mean for its subject-level submission in Year 5. The Chair said she would present the model data at the next LTC meeting, adding that the subject-level TEF would be required every three years and that all subjects would be reviewed in each submission. The committee expressed interest in seeing the provisional Hope subject level TEF data.

The Chair advised that she would be attending the Education Faculty Forum to discuss Subject-level TEF further, and that she would be happy to attend forums in other Faculties.

Action: Dr Haughan to present subject-level data at the next LTC

## 10. Student Data Group

### (i) Update on Recent Activities

Members had received Dr Walsh's update, which gave an overview of current projects and reports. She noted the work done on register submission and attendance, advising that IT were currently building analysis software which could be used to highlight and profile the characteristics of successful students. Dr Cousins queried whether attendance monitoring should be extended to all sessions. Dr Bennett noted that feedback from some Departments suggested that the act of taking a register encouraged attendance, though not all Departments agreed. The bar chart which correlated attendance with degree classification should be presented to students.

### (ii) Retaking Students

Members had received Dr Walsh's paper, which gave some background to discussions around re-presentation opportunities that had started at both SSCA and HoDs meetings in November 2015. There had also been discussion shortly after the initial meetings as to whether, for reassessment by examination in the August period, it would be possible for students to sit a single examination, regardless of which component had led to the failure. The examination would cover all required learning outcomes and be designed to incorporate relevant features of all the components concerned. The aim of the discussions was to consider an approach that would give retaking or resubmitting students the best possible chance of success to pass the year.

Dr Walsh made two recommendations which were detailed in her paper. The first was for the current academic year, to allow coursework re/assessments to be submitted no later than the final week of summer graduations, to give students greater access to academic support. The second recommendation was that for the next academic year, an overarching single examination be introduced. Dr Cousins noted that learning outcomes which are Qualifying Components would need to be carefully considered as it would be unethical to progress a student to the next level, knowing that they are likely to fail again in this scenario. Dr Walsh asked that any comments on the paper be fed back directly to her.

Members **RECOMMENDED FOR APPROVAL** to Academic Committee, the two recommendations for retaking students.

Action: members to contact Dr Walsh with any comments on the re/assessment proposals

## 11. Director of Learning and Teaching: Update

Dr Bennett gave an update of recent developments that have an impact on teaching and learning at the University. He noted issues such as the new remit for the Office for Students (OfS), Learning Gain and Value for Money.

## 12. Implementation of the Learning, Teaching and Assessment Strategy.

### (i) Communities of Practice: Update

Members had received the update and recommendations from Dr Bennett. He noted that there had been 41 events so far this year, the most popular being: Learning outside the Classroom (using Plas Caerdeon for Student Engagement); Teaching for Social Justice; and eAssessment. It was felt that attendance at CoPs could be improved. Dr Bennett also noted

the development of the first student-led CoP to look at enhancing research skills for undergraduate humanities' dissertation students.

The recommendations and queries that had come out of each CoP were summarised in a separate document, with a named person/group to consider the recommendation or query. This was being collated by Dr Hilditch. The Chair requested that Dr Bennett extract relevant elements of the document for consideration by FQLT Committees.

Action: Dr Bennett to send relevant extracts to FQLT Chairs; FQLT Chairs to include on their agendas

(ii)     Institutional Memory Bank Project: Update

Members had received the update on the Memory Bank. Technical staff were currently working on the beta stage of the project, and would be using the last 2.5 years of data to populate it. The Chair requested a demonstration on where the project was up to for the next meeting.

Action: Dr Bennett to present a demonstration at the next LTC meeting

### 13.     Staff Development

(i)      Update on the PGCert LTHE and HEA

Members had received the update of current HEA Fellowship, broken down by Faculty and Department. Mrs Anton noted that membership had gone up by 6% and advised that the Learning and Teaching Team had organised a series of CoP sessions to support course participants. Writing retreats were also planned. The Chair congratulated the Science Faculty on having achieved 71% participation in membership.

(ii)     Identification of Staff Training and Development Needs

Members had received the schedule of events produced by Dr Hilditch that have taken place since the start of the academic year, and events scheduled to take place over the rest of the academic year. Dr McLoughlin queried why HEA retreats were not offsite as she felt that time away from the university to reflect on teaching would be beneficial. Mrs Anton said that there was a 0.5-day session on guidance for HEA applicants.

Dr Penketh advised that applications for the National Teaching Fellow would be submitted from the Education Faculty.

(iii)    Plans for Learning and Teaching Day

The Chair said that this was in hand and further details would be available in due course.

### 14.    Faculty Quality Learning & Teaching Committee

Members had received and considered minutes of Faculty Quality Learning & Teaching Committees:

(i)      Arts & Humanities

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Minutes were received for 1st November 2017. Dr McLoughlin highlighted concerns staff had around working alone with students, including on field trips. The Chair said that she would ask the Head of Student Development and Welfare for guidance for the next meeting.

Action: Mr Ryan to provide guidance on staff working alone with lone students

(ii)     Education

Minutes were received for 30th October 2017, 4th December 2017 and 29th January 2018   Dr Owen said that she would keep the Committee updated re the Key Practitioner initiative.

(iii)    Science

Minutes were received for 15th November 2017.


**15.     Faculty Boards and Network of Hope**

Members had received and considered minutes of Faculty Boards and Network of Hope:

(i)      Arts & Humanities

Minutes were received for 6th December 2017.

(ii)     Education

Minutes were received for 11th October 2017 and 6th December 2017.

(iii)    Science

Minutes were received for 6th December 2017.

(iv)    Network of Hope

Minutes were received for meetings on 8th November 2017 and 31st January 2018. Ms Murray said she was working on a report on practical approaches to the development at Carmel College with Mr Glover. She noted that consistency of content and guidance given to students on online tasks was raised. There had also been positive feedback on the inclusion of Network teaching on the University timetable.

Action: Ms Murray to provide report to the next LTC meeting; and to disseminate GDPR guidance once available


**16.     Student Services Group**

Members had received and considered minutes of the meeting held on 1st February 2018.
Members had received and considered the Core Principles of Timetabling and this can be uploaded onto the website.

**17.     Library Steering Group**

Members had received and considered the minutes of the Library Steering Group meeting on 1st February 2018. Ms Murray advised that at the next meeting she would present developments with the new library management system and discovery tool, and on plans to develop the Library provision at Creative Campus.

Members also received a report on the Study Skills Mentors. The report gave background to the service, explaining how it is promoted. Resources were made available via the website and through interactive workshops. Ms Murray said that take up of the service during the Advent Term had been low. Plans were in place to deliver workshops to subject groups. The committee considered whether there was a better title for this service.

Action: Ms Murray to re-consider the promotion and name of the service.

**18.     AOB**

(i)     Learning and Teaching Development Fund Process

Dr Bennett said he was currently working on a four-stage process and would send this to FQLT Chairs when ready.

Action: Dr Bennett to send L&T Development Fund process to FQLT Chairs

(ii)     Lecture Capture

Dr Cousins asked about the development of the lecture capture project. It was agreed that Dr Barden and Dr Penketh would discuss whether everything was recorded and how to edit recordings. The Chair said that the Committee needed reassurance from the Director of IT that any issues will be overcome so the plan is ready for implementation for the next academic year. It was suggested that the system be discussed more widely at the upcoming Learning and Teaching Day.

Action: Mr Dykins to contact Mr Beecroft for an update on progress with the implementation plan

(iii)     DLHE

The Chair reported that although the current rate of participation was very good, there was 1.5 weeks left before the survey closed and requested that members ensure that all teams are fully engaged in the survey.

Action: Members to remind all Departments of the importance of participation in the survey

Dates of Next Meeting:

- Wednesday 23rd May 2018 at 2.15 pm