

Learning and Teaching Committee (LTC)

Minutes from the meeting held on

Thursday 30 July 2020

Present

Professor Simone Buitendijk – Vice Provost (Education) – Chair

David Ashton – Academic Registrar

Dr Malcolm Edwards – Director of Strategic Planning

Michaela Flegrova - Deputy President (Education), Students' Union

Professor Martyn Kingsbury – Director of Educational Development

Professor Omar Matar – Vice Dean (Education), Faculty of Engineering

Professor Emma McCoy – Interim Vice Provost (Education) from 1 August 2020

Hailey Smith – Interim Head of Strategic Projects

Professor Alan Spivey – Assistant Provost (Learning & Teaching)

Judith Webster – Director of Academic Quality and Standards

Professor Yun Xu – Director of the Graduate School

Scott Tucker – Deputy Director (Academic Quality and Standards) – Secretary

In attendance

Llewelyn Bound, Strategic Planning – Item 5

Bojan Cvijan, Strategic Planning - Item 4

Andy Stevenson, Strategic Planning – Item 4

Apologies

Leila Guerra - Vice Dean (Education), Business School

Martin Lupton – Vice Dean (Education), Faculty of Medicine

Professor Richard Thompson – Interim Vice Dean (Education), Faculty of Natural Sciences,
from 1 August 2020

1. Welcome and Apologies

1.1 The Chair welcomed attendees and noted the following new members:

- Michaela Flegrova - new Deputy President (Education), Students' Union
- Professor Richard Thompson - new Interim Vice-Dean (Education), Faculty of Natural Sciences from 1 August 2020
- Hailey Smith - new Interim Head of Strategic Projects

On behalf of the Committee the Chair congratulated Professor Emma McCoy on her new role as Interim Vice Provost (Education) from 1 August 2020. Professor McCoy will Chair the Committee in 2020-21.

2. Minutes

LTC.2019.33

- 2.1** The Committee confirmed the minutes from the previous meeting held on Thursday 4 June 2020 as an accurate record.

3. Matters Arising

- 3.1** The Committee noted that the Learning and Teaching Strategy Success Criteria paper [LTC.2019.31] discussed at the previous meeting was considered at Senate on 24 June 2020. Senate noted that the aspirations of the Learning and Teaching Strategy would help to move the College forward in its response to the pandemic and that none of the six pillars of the Learning and Teaching Strategy had diminished in importance as a result of the Covid-19 pandemic.

4. Graduate Outcomes

- 4.1** To Committee received a presentation on the results from the first iteration of the Graduate Outcomes Survey (GOS).
- 4.2** GOS captures the perspectives and current status of graduates 15 months after they have completed their studies and is published by HESA. GOS replaces the Destination of Leavers from Higher Education (DLHE) survey carried out since 1994 following a full review of DLHE carried out in 2016. The new survey allows for a larger amount of time between graduation and the survey taking place, with the intention to provide greater detail and insight into graduates' circumstances.

4.3 The Committee noted the following key findings:

- While the College has a smaller proportion of graduates in employment than the Russell Group (RG) and the sector, it has a significantly larger proportion of graduates in further study.
- Though the College has a smaller proportion of graduates in employment overall than the RG and the sector, it has a greater proportion of graduates in full-time employment, offset by a smaller proportion of graduates in part-time employment.
- The College has a smaller proportion of graduates in unemployment or other activities such as travelling or caring for someone, compared to the Russell Group and the overall sector.
- Compared to the RG and the sector averages, the College has the largest proportion of graduates employed in highly skilled occupations with 97% of its graduates employed in this skill tier.
- The College has a significantly smaller proportion of its graduates employed in medium and low-skilled occupations compared to the RG and the sector.
- The College has a smaller proportion of graduates employed on permanent contracts than the sector and a significantly greater proportion of graduates employed on fixed-term contracts.
- For graduates employed in high skilled occupations, College graduates have a higher median salary in each subject area than the sector. Due to the small number of graduates in medium skilled and low skilled occupations in the College survey results, the salary data has been suppressed according to HESA's data protection policy.
- The majority of the College's first degree graduates in full-time employment have a salary of at least £30,000 fifteen months after graduation. A large proportion (28%) have salaries over £39,000. The Russell Group and the sector have larger proportions of graduates in the lower salary bands than the College and far smaller proportions of graduates in the >£39,000 band.

5. National Student Survey

LTC.2019.34

5.1 The Committee considered an overview of the College's performance in the National Student Survey (NSS) 2020 at Institutional and Departmental level.

5.2 The Committee noted the following key findings at Institutional level:

- The response rate was 75% with 1,645 total respondents. This compared with a response rate of 74% for 2019 and a sector wide response rate of 69%.
- Overall Satisfaction in the College fell to 81% compared to 82% in 2019.
- For 2020 the College ranks 95th in the sector for Overall Satisfaction (81%), out of the 151 Higher Education Institutions (excluding Further Education Colleges and Alternative/Private Providers) with overall results. This is a rise of 12 places from

107th in 2019. The College remains in the third quartile for Overall Satisfaction in 2020.

- The College is in the top quartile in the Learning Resources category, ranking 17th. This represents a rise of 22 places from 39th in 2019.
- The College is in the bottom quartile in the Learning Opportunities and Assessment & Feedback categories.

5.3 The Committee noted the following key findings at Departmental level:

- Overall Satisfaction increased in seven Departments in 2020, the largest increases being in Chemistry (+13 percentage points to 74%), The Dyson School of Design Engineering (+12 percentage points to 97%) and Chemical Engineering (+8 percentage points to 90%). Design Engineering has the highest level of Overall Satisfaction (97%).
- Overall Satisfaction decreased in nine Departments in 2020, the largest decreases being in Medicine (-11 percentage points to 82%); Civil and Environmental Engineering (-10 percentage points to 78%); Mathematics (-8 percentage points to 80%); and Bioengineering (-7 percentage points to 82%).

5.4 It was confirmed that the Students' Union will produce a response to the NSS. In addition to providing institutional recommendations, the Deputy President (Education), Students' Union, is working with Departmental student representatives to address Department-specific issues. Recommendations will also be positioned at a local level, which the Committee welcomed.

5.5 It was noted that individual Department NSS action plans are no longer produced and NSS data will inform Department annual monitoring report action plans (as agreed by QAEC).

6. PGT Curriculum Review

LTC.2019.35

6.1 In November 2019, the Committee agreed that departments would plan and carry out curriculum review of their PGT programmes on a locally driven timescale, with a final deadline for submission to Programmes Committee in March 2022. Since this approach was agreed, departments have been thinking differently about the delivery of their programmes in response to the challenges presented by COVID-19. A significant amount of pressure has been placed on programme teams, many of whom are now reviewing their teaching approaches and programme structures in order to deliver their programmes using a multi-modal approach in Academic Year 2020-21, and to ensure sustainability going forward.

In light of these changing circumstances, the Committee considered a revised process and support structures, which will enable a programme team to efficiently

carry out their PGT curriculum review, and to tailor the review process to suit the individual objectives of their programmes.

6.2 The Committee agreed that the proposed three-stage process for curriculum review is adopted as follows:

- Planning Stage
- Development Stage
- Review Stage
- (Followed by FEC, Programmes Committee, QAEC)

6.3 The Committee agreed that programme teams should be strongly encouraged to meet the deadlines set out in the proposal:

- For programmes which share modules with the third year of an UG programme the deadline for submission to Programmes Committee is March 2021.
- For all other programmes the deadline for submission to Programmes Committee is March 2022.

The paper set out a number of factors which informed the recommended deadlines, notably that having some programmes on retired sets of Academic Regulations will impact on the parity of experience of the students and is complex to manage.

7. Programme Plan and Risk Log LTC.2019.36

7.1 The Committee noted minor updates to the Programme Plan and Risk Log.

8. Widening Participation LTC.2019.37

8.1 An interim report on the WP Admissions pilot was considered by LTC on 14 May 2020 [LTC.2019.29]. However, an inconsistency in the data regarding offer numbers was identified, with the number of offers made for 2019-20 significantly under-estimated. The paper 'Widening Participation Pilot 2020-21: Review' was submitted as a correction and noted by the Committee.

8.2 It was noted that there was an increase in the number of applications and offers made to WP applicants in 2020-21 compared with 2019-20. WP applicants were more likely to receive an offer than the total population, suggesting that the flagging system is helping support applications from WP students.

8.3 Most of the progress in increasing WP offers has been supported by increasing the overall number of offers in the Faculty of Engineering and the Faculty of Natural Sciences. The Director of Strategic Planning concluded that the interventions made in this year's cycle have been successful in generating more offers to WP students, and propose that further evaluation is undertaken early 2021.

8.4 Overall, it was noted that a modest set of proposals have led to significant uplift. Committee members reiterated their support that the same approach to WP admissions should be adopted for the next cycle (Minute 7.7, LTC 14 May 2020, refers).

9. Education Evaluation

9.1 The Committee received a verbal update from the Director of Strategic Planning.

10. Educational Research

10.1 The Committee received a verbal update from the Director of CHERS. It was noted that educational research across the College is increasing.

11. Online Learning Innovation Group (OLIG)

11.1 The Committee received a verbal update from the Chair. Committee members were reminded that the work of OLIG is now being conducted by the new Ed Tech Guild.

12. I-Explore Module Innovation Group (IMIG)

12.1 The Committee received a verbal update from the Interim Head of Strategic Projects. It was confirmed that only two STEMM modules will not be delivered in 2020-21 as a result of COVID-19.

13. Quality Assurance and Enhancement Committee

13.1 No meeting of QAEC to report on.

14. Any Other Business

14.1 Committee members gave their sincere thanks to the outgoing Chair, who will leave the College on 31 July 2020. The Committee praised the Chair on her outstanding work across the College and wished her all the best for the future.

15. Meeting dates for 2020/21

- 15.1** Meeting dates for 2020-21 will be confirmed in due course and circulated to members post-meeting.