

LEARNING ENHANCEMENT AND DEVELOPMENT ADVISORY SUB COMMITTEE
Meeting held on Tuesday, December 8th 2015
MINUTES – for approval

Name of Member	15 th September 2015	8 th December 2015	23 rd February 2016	14 th June 2016
Professor Susannah Quinsee (SQ)	---	---		
Dr Pam Parker (PP) (Chair)	√	√		
Professor David Bolton (DB)	A	A		
Anise Bullimore (AB) /Annemarie Cancienne (AC)	√ / A	√ √		
Neal Sumner	√	A		
Hester Wellings McGeorge (HWM) (Secretary)	√	√		
Andrea Kenneally (AK) / Richard Knott (RK) as deputy	A / √	A / A		
Charlotte Halvorsen (CHa)	A	A		
Maria Dingle (MD)	√	√		
Dr Rachael-Anne Knight (RAK)	√	√		
Susan Blake (SB)	A	√		
Dr Lorenzo Trapani (LT)	A	A		
Professor Laurence Solkin (LS)	A	√		
Dr Cristina Gacek (CG)	A	A		
Professor Clive Holtham (CHo)	√	√		
Professor Jason Dykes (JD)	√	A		
Emily Allbon (EA)	A	√		
Professor Steve Stanton (SS)	A	---		
Professor Nigel Duncan (ND)	A	√		
Maggie Cunningham (MC)	A	√		

√ indicates attendance;

--- indicates a period when the member is on extended leave/when the person was not a member;

A indicates apologies have been provided

1. Welcome and apologies

Members were welcomed to the meeting and apologies were noted as above.

2. Minutes and matters arising

The Minutes from the last meeting on 15th September were accepted as a true representation of proceedings.

Actions from the previous meeting were updated as follows:

[Action 1: 16|9|2015] AB to raise the issue of timetabling and room allocations with the Learning Environment committee and to report back.

Anise had circulated a response from PaF pertaining to the issue of timetabling and room allocations. (Paper B)

[Action 2: 16|9|2015] PP to organise a LEaD fellow's event prior to Christmas.

PP explained that due to lack of time and availability for staff this event is being postponed until the New Year. She is planning to hold an event in January for all current LEaD Fellows.

[Action 3: 16|9|2015] PP to continue scoping UoL colleges and feedback at the next meeting. This is still ongoing and PP and AB will report back to the next committee.

Action1: [on-going] PP and AB to continue scoping UoL with regard to coaching / teaching excellence and to report back to next meeting in February

[Action 4: 16|9|2015] Committee members to investigate if any evaluation of staff coaching has been done in their schools and to report back to the board with feedback and costings.

AB has done some scoping around this and educational development improvements. She explained that it would be more beneficial to think of this in terms of mentoring for staff. There have been some case studies done by the Leadership Foundation which were a useful tool, but she felt that involving the Leadership foundation with work at City would prove prohibitively expensive.

From her research she had found that a series of six sessions for each staff member with a mentor was sufficient.

The aim at City would be to create a pool of coaches with different areas of expertise. Anise has put together some pointers and areas to be looked at.

[Action 5: 16|9|2015] All ADE's to respond to PP with suggestions of programmes to nominate prior to the 5th October meeting.

PP had received suggestions from all schools on Programmes to be nominated for the VC's strategic Excellence project and PP had met with most of the programme leaders but most project activity would be completed in the new year due to Autumn term being so busy for students and staff.

[Action 6: 16|9|2015] HW to circulate dates for upcoming meetings. This has been completed.

[Action 7: 16|9|2015] PP to review the call for LEaD fellows to give more examples of how the funding could be spent, to make coaching the default option and to and information about NTFS requirements.

This has been done and applications for the funding have been submitted and are to be reviewed during this this meeting.

[Action 8: 16|9|2015] LEaD Advisory sub-committee to write a paper for PRC raising concerns about the length of time the DALI project is taking to get started and supporting the need for funding.

AB and AC explained that a paper had not been submitted but that they would update on the DALI project later in the meeting.

[Action 9: 16|9|2015] RAK to report back from National Teaching Fellowship event in Southampton to the next board.

RAK explained that she had attended the NFTS event and had done some useful scoping of other institutions. Some institutions have a longer process (of up to a year) but she felt that there was not a high level of interest in the scheme at the moment. One suggestion she found useful was to have a strapline that feeds through the whole claim and to bring it all back to the student experience. People at the event indicated that they felt having an NT fellowship opens doors to other career opportunities which RAK found interesting.

PP explained that the call for fellows for 2016 had not yet gone out due to uncertainty in the HEA over funding. The plan for next year was to reduce the number of fellowships awarded and to introduce the opportunity to apply as a group. The HEA are being very vague about the call and deadlines at the moment.

SB felt that the drop in interest may be partly due to other pressures on staff time making it difficult to find the time to write a submission. CH felt that this was also due to the lack of resources from the University to encourage staff to apply. LS thought it would be interesting to discover when was the last time City had appointed a member of staff with an NTFS.

PP reminded the committee that there was a 10K fund in the LEaD awards budget that could be used as a resource for staff to apply. She felt that perhaps this was not widely known and needed to be promoted more.

Action 2: PP to look at ways to raise awareness of the LEaD funding for NTFS applications and how to promote and advertise this.

[Action 10: 16|9|2015] PP to investigate ways to produce statistics and data on HEA fellows by school and to send this to committee members for distribution in their schools.

PP is working with HR to map the number of HEA fellows amongst staff at City University. At present SHS is the school with the most HEA fellows amongst its academic staff. PP had highlighted to senior management that this would be useful data to have in light of the government green paper on the Teaching Excellence Framework. Although she felt that the fact that the green paper does not explicitly mention HEA fellowship as a way of measuring teaching excellence was not helpful.

[Action 11: 16|9|2015] PP to send SEDA/HEDG workshop summary to committee members for information. Complete.

3 3.1 Review of Educational Enhancement Grant applications

PP had circulated all the grant applications prior to the meeting and asked the committee members to review a number of the submissions each.

Notes from the panel are appended to these minutes. (Appendix 1)

The committee decided that some of the submissions could be approved once certain parts of the application had been clarified. Others were approved and some were rejected.

It was suggested that it should be made clearer in the call next year that the funding is towards resources for the project and not for additional staff time.

The panel felt that the time scales for submissions and for spending the funds was quite restricted due to the university financial year and it was suggested that the committee investigate whether the funds budget could have the ability built in to forward plan and carry over budgets year on year.

3.2 Review of LEaD Fellowship grants

PP had circulated all the grant applications prior to the meeting and had asked committee members to review.

Notes from the panel are appended to these minutes (Appendix 2)

There were five submissions and they were all approved although one was asked for further clarity.

Action 3: PP to write to all EE grant and LEaD fellowship grant applicants with details of the outcome of their submission

4 Review of survey questions and discussion around how the survey results could be used to measure the performance of the Research and Practice informed hub of The Education and Student strategy

MC had circulated papers concerning the raw data of all student surveys conducted in 2014/15. These included the National Student Survey (NSS), Your voice 1 and 2, Post graduate taught experience survey (PTES) and the postgraduate research experience survey (PRES)

Committee members were asked for their responses to the following questions:

- Are there any questions the Advisory Board believe should be used to measure performance for the Research & Practice Informed Education hub (either to ensure sustained success or where we can see the need for improvement)
- Do we want to allocate a future meeting to consider strategy in relation to the new student engagement questions (noting we will know the exact wording for them in the Spring)
- Are there gaps where we might want to add an additional question either as a one off (such as we did for personal tutoring to gather feedback) or as a permanent question during the lifetime of the E&S Strategy to measure the performance of the hub

MC explained that the surveys were to be used as Institutional performance indicators and that all sub-committees of ESS had been sent the raw data for comment. She will send out a summary following the meeting and has asked the committee members to feedback with their comments and recommendations.

5 Learning Environment Committee –update on DALI (Designing Active Learning Initiative)

AC and AB circulated a draft of the business case they are taking to the Strategic Planning Committee and asked the advisory sub-committee for their support in asking the institution to invest in this critical project. They requested that the members champion the project in their schools and raise awareness of its importance, especially amongst the Deans and directors.

They explained that the project would be governed by the Learning Environment Committee and by the LEaD Advisory subcommittee, so members would be taking a key role in the progression of DALI.

The purpose DALI is to provide stability in learning spaces (including lecture capture) and to ensure that the support for the spaces is formalised and will create a system that works and has capability for innovation and flexibility (eg distance learning)

Following a meeting with IS the following needed considering:

1. Whether more piloting of the project was needed until 2017?
(Installation needs to be during summer (phased) so another pilot would put the project back by another year)
2. How resources from IS will be budgeted for as there is no resource in current staffing.

AC asked whether the business case put forward the urgency of the project.

The members felt that it needed to highlight the impact of not running the project. And to measure where City University were in terms of learning spaces in relation to the rest of the sector.

The committee members expressed their discontent at the current technology and agreed that staff in their schools had all experienced frustration at the lack of support and maintenance of the current pod and lecture capture system. They felt that providing personal testimonies from staff to support this would be more meaningful than statistics from AV.

Some members of the committee felt that it would be beneficial to highlight the effect on student satisfaction and retention of not running the project – students expect better resources and viable technology when they are at university.

It was felt that the report needed a more confident tone and a greater emphasis on student and staff satisfaction. Also to highlight that technology was the single most visible comparator for students who are a technologically literate generation.

It was suggested that a section of testimony from staff and students be included and on the first page of the report they should emphasise the projects link to the University strategy and to student expectations and satisfaction.

MC offered to be involved in the next drafting of the business case in order to link it more closely to the Education and Student strategy.

Ac will then send round revised version to committee and ask members to take it to Deans of Schools.

Action 4: To write new draft of the DALI business case and to send to all committee members to take to Deans of Schools

Action 5: All members to collate and provide testimonies from staff and students in support of the DALI project.

6 TEF discussion papers – For information

PP circulated the summary of the Teaching Excellence framework workshop she ran for SEDA jointly with HEDG.

The government green paper - **Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice** was also circulated for discussion and committee members are asked to feedback ahead of the University response to the paper in the new year.

7 Any Other Business

7.1 Learning at City Journal

PP advised the meeting that she would be closing the current Learning at City Journal due to a lack of submissions for the last couple of issues. PP discussed the possibility of launching a new publication focused around themes and that perhaps twice a year there could be a call for staff to submit papers to the publication. PP will take this forward in the new year.

Action 6: PP to look at the new publication of the journal in the New Year.

7.2 School ethics approval for educational projects

Pam is going to write to chairs of ethics committees to ask if she can be sent a list of all projects approved with an education focus so we have a list of all educational research

being undertaken across the institution and can link people who might be doing similar research.

Action 7: PP to write to all Chairs of School Ethics Committees

7.3 Review of LEaD projects under the Research and practice informed hub of ESS.

PP discussed the fact that LEaD had, over a one year period, had three projects for the Research and practice informed hub approved and that PP could see there was some overlap and so she will review these for the next Education and Student Committee but will circulate the revised projects to members of the subcommittee. The current projects are:

- Research and practice informed teaching approved 13/11/14
- Enhancing Educational Practice approved 13/11/14
- Curriculum 2026 approved 12/03/15

Action 8: PP to revise projects and circulate to members prior to submitting for the Education and Student Committee

7.4 Update on the Personal Tutoring Project.

PP updated the committee on the personal tutoring project which was now in the implementation and evaluation phase. All schools were implementing the revised policy and will be asked for feedback via the Board of Studies in the Spring term. The Stakeholder group had met recently and had discussed issues of record keeping which were causing the most concern particularly due to there being no university system for this, This was however included in the plans for the transformation project. As can be seen from the two education enhancement grant applications some schools have started to think about evaluation and PP will update on further developments at the next meeting.

Action 9: PP to update on the Personal Tutoring project at the next meeting.

7.5 NHS funding cuts

RAK had been asked by Julie Attenborough to make the committee aware that funding in SHS will change in 2017 due to a cut in NHS funding.

7.6 Educational technology and Learning spaces survey

AB reminded the group that the survey was still available to take part in and encouraged staff to do so.

7.7 Moodle issue

AB explained that there had been an issue with Moodle over the weekend which had now been resolved. The problem did highlight ongoing issues with technology and the lack of a contingency plan within the University business continuity plan.

AC explained that the ERES team in IS spent many hours finding and fixing the problem and the educational technology team spent a large part of the following week doing all the manual work to restore the system. She explained that it was a stressful week for both teams and that they deserve appreciation for all their hard work.

Action 10: PP will write to Paul Haley on behalf of the Advisory sub-committee to raise the moodle issue and to ask for feedback on how the business continuity plan can be improved.

Action 11 PP to email the Educational Technology team to thank them for all their help during the moodle problem

8 Date of next meeting

Tuesday 23rd February 2016

Venue: TBC

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Email: hester.wellings.1@city.ac.uk
Telephone: 020 7040 0177

List of actions:

Action1: [on-going]	To continue scoping UoL colleges with regard to coaching / teaching excellence and to report back to next meeting in February	PP and AB
Action 2:	PP to look at ways to raise awareness of the LEaD funding for NTFS applications and how to promote and advertise this.	PP
Action 3:	PP to write to all EE grant and LEaD fellowship grant applicants with details of the outcome of their submission	PP
Action 4:	To write new draft of the DALI business case and to send to all committee members to take to Deans of Schools	AC, AB & MC
Action 5:	All members to collate and provide testimonies from staff and students in support of the DALI project.	All
Action 6:	PP to look at the new publication of the journal in the New Year.	PP
Action 7:	PP to write to all Chairs of School Ethics Committees	PP
Action 8:	PP to revise projects and circulate to members prior to submitting for the Education and Student Committee	PP
Action 9:	PP to update on the Personal Tutoring project at the next meeting.	PP
Action 10:	PP will write to Paul Haley on behalf of the Advisory sub-committee to raise the moodle issue and to ask for feedback on how the business continuity plan can be improved via committees.	PP
Action 11:	PP to email the Educational Technology team to thank them for all their help during the moodle problem	PP