1. Key Purpose of the paper

To report to Senate on the 01 May 2019 meeting of UEC. The minutes of these meetings are attached as Annex 1 (papers available at https://www.ncl.ac.uk/ltds/governance/committees/UEC/docs/).

2. Key issues addressed in the minutes:

Members of Senate are asked to note UEC’s:

a. Consideration of reports from our branch campuses (Annex 1 Minute 1-6).

b. Consideration of an update regarding the online academic induction project which was on track to launch in August 2019 (Annex 1 Minute 7-9).

c. Approval of a proposal to pause Learning and Teaching Reviews in 2019/20 (apart from three identified subjects) and to revise the six-year schedule which would follow in 2020/21-2026/27 (Annex 1 Minute 10-12).

d. Consideration of the Mobility Strategic Plan draft (Annex 1 Minute 13-15).

e. Approval of a paper presenting revised options (after broad consultation) regarding Student Evaluation of Teaching now to be implemented in 2019/20 (Annex 1 Minute 16-18).

f. Approval of a paper requesting that the submission for a Quality Assurance Agency Transnational Education Review of Malaysia could (due to timescales) be approved by UEC Chair’s action (Annex 1 Minute 19-21).

g. Consideration of Access and Participation Plan draft targets which related to success and progression (Annex 1 Minute 22-23).

h. Approval of recommendations submitted by the Taught Programme Sub-Committee in response to its consideration of the overview of external examiner and annual monitoring reports. These related to resourcing of teaching and the authorisation process for removal of inappropriate student comments from student feedback (Annex 1 Minute 30).

i. Consideration of, and report to Senate regarding the Taught Programme Sub-Committee’s confirmation that the nominations of External Examiners of Taught Programmes for 2018-19 had been made in line with University Policy (Annex 1 Minute 30a).

j. Approval to rename the Learning and Teaching Spaces Sub-Committee as the Education Spaces Sub-Committee (Annex 1 Minute 33a).

k. Approval of a proposal submitted by the Technology Enhanced Learning Sub-Committee relating to the data migration approach for the new VLE when implemented (Annex 1 Minute 36).

l. Report to members regarding changes to Stage Evaluation questions to be used in 2018/19 (Annex 1 Minute 41).

Senate is also asked to note the reports of chair’s action taken on behalf of UEC, attached as Annex 2.

3. Recommendations:

None
NEWCASTLE UNIVERSITY
UNIVERSITY EDUCATION COMMITTEE
01 May 2019
Minutes

Present: Professor S Cholerton (Chair), Mr L Arnaboldi, Dr P Ansell, Professor C Baldwin, Mrs L Braiden, Dr S Edwards, Dr M Ferrar, Dr R Graham, Mr J Hall, Dr R Harrison, Mrs S Levison (Secretary), Ms M Roe, Dr S Marsham, Mrs J Taylor-Roe.

Apologies: Miss L Backhurst, Professor M Bentley, Professor P Bradley, Professor R Davies, Mr I Garfield, Mrs J Geary, Professor J Kirby, Mr M Lintern, Dr P Lord, Dr R Valentine, Mr G Watkins.

In Attendance Mrs D Boutsioukis (item 4), Ms S Hardy (item 2) and Mr A Metcalfe (item 4).

Part 1: Strategic and Policy Issues
I Reports from Branch Campuses


NUMed Malaysia

2. Noted:
   a. That the revised approach to the report from branch campuses was felt to be an improvement; this being a focus on achievements, developments and challenges within the scope of UEC Terms of Reference.
   b. That there were a number of achievements such as the approval of the MBBS programme by the Ministry of Education in Malaysia for a further seven years; NUMed Malaysia had received full re-accreditation as a Private University in Malaysia from the Ministry of Education for five years; the Primary Care Centre had passed a number of inspections and had been issued with a registration licence to operate in Malaysia.
   c. That the Malaysian Qualifications Agency and the Malaysian Medical Council visit would be taking place early May 2019. NUMed Malaysia felt well prepared for the visit and hope to achieve a five year re-accreditation.
   d. That the Quality Assurance Agency (QAA) would be carrying out a Transnational Education review (TNE) in Malaysia this year and NUMed Malaysia had been selected to be part of the review. Staff in Malaysia and Newcastle were working together to prepare documentation and a self-evaluation document which needed to be submitted by 24 May 2019. This would be followed by an in country visit in October 2019 by a review panel, which did include individuals with experience of delivery in Malaysia.
   e. That the General Medical Council Housemanship re-accreditation would take place in April-June 2020.
   f. That NUMed Malaysia had withdrawn the application to the Malaysian Qualifications Agency for accreditation of the Certificate and Diploma in Medical Education.
   g. That NUMed Malaysia 10 year celebration would be taking place in September 2019
   h. That the Ministry of Health in Singapore had cut the number of medical schools approved for practice in Singapore and this included Newcastle University alongside 56 other institutions.
i. That recruitment had been challenging with a drop in application numbers and whilst some had bounced back from earlier figures in March, work was still being undertaken to understand and mitigate any reasons for this including new web information about employability for the BMS programme and investment in employer links.

j. That NUMed Malaysia costs had increased in relation to staffing and a plan was in place to address this which the team were confident would not affect the quality of teaching.

k. That NUMed Malaysia and NUIS were routinely asked by a wide range of local organisations in Malaysia, Singapore and the greater ASEAN region, to sign a Memorandum of Understanding (MoU) before working with NUMed Malaysia or NUIS. Currently a MoU could only be signed between Newcastle UK and the respective organisation, which takes time, resource and may not be strictly relevant to Newcastle UK or meet the criteria set up on the home campus for a MoU to be considered. Both the CEO of NUMed and NUIS would like to explore the possibility of being given the authority to sign their own, non-legally binding, MoU with local organisations. As a MoU did not make specific commitment, this reduced risks.

3. Resolved: That colleagues in NUMed Malaysia and NUIS would open discussions with our Legal Service team to explore the possibility of increased autonomy regarding MoUs.

Newcastle University International Singapore

4. Noted:
   a. That there was a new Academic Governance structure which included four roles relevant to UEC; Directors of postgraduate and undergraduate studies, Director of Excellence in Learning and Teaching and Senior Manager for Quality, Learning and Teaching.
   b. That the Joint Degree Programme Handbook revisions were almost complete. UEC noted that there had been some challenges in continual and consistent application of agreed joint degree processes and that these revisions and the new governance structure would be helpful in ensuring activities were carried out appropriately going forward. The importance of this was reinforced through noting the likelihood of a QAA TNE in Singapore in the not too distant future and the links that QAA had with authorities in Singapore.
   c. That the Newcastle Research & Innovation Institute in Singapore (NewRIIS) had commenced delivery of three MSc programmes in September 2018. A Quality Committee had been created to lead the EduTrust submission to the Committee for Private Education. If Newcastle University through NewRIIS offered postgraduate programmes only, EduTrust approval would be for one year. Should the intention to run undergraduate programmes be stated, this would then be granted for four years. However it would be important that SIT were kept in the loop so that this intention was not perceived as competition.

5. Resolved:
   a. That it was important to continue to reassert the processes within the Joint Degree Handbook and this was something those staff who work to support Singapore delivery need to be aware of. The new governance structure did present a challenge in terms of senior staff presence at joint programme meetings which would be followed up (Action: SC).

   NU London

6. Noted:
   a. That there had been a number of business engagement and employability events since the beginning of October 2018 to support a core aim to enhance career opportunities for students.
   b. That January saw the launch of Newcastle University London’s Higher Education Scholarships for 2019/20 with the aim of attracting high achieving students early in the cycle.
c. That NU London was still struggling with reporting on student applications because the Universities and Colleges Admissions Service (UCAS) was not integrated with the SaleForce, the IUP data warehouse application. This was not a new issue but did continue to cause delays in data for NU London colleagues and was something that was being progressed through further development meetings with IUP.

d. That a recommendation from the NUL Review Group regarding the direction of travel for NU London was being taken forward and negotiated with partners.

II Online Induction update

7. Considered: an update on the online induction project (Document B).

8. Noted:

   a. That the online academic induction had been a topic at the UEC away day in September 2019 and UEC had received a previous update in December 2019.

   b. That the two to three hour online academic induction was on track to be delivered for new students (first year undergraduates) starting at the Newcastle campus in September 2019. It would be run with mentors for eight weeks from Confirmation in August 2019, and would remain open for the first term. It would be run this year on the FutureLearn platform as a private invitation course. The course was in addition to existing induction materials with the intention to complement rather than replace these.

   c. That the project was being led by the Writing Development Centre (WDC) with support from Learning and Teaching Development Service (LTDS). Much work had been done to engage broadly with stakeholders regarding content; a map of stakeholders was included with the paper. Where content already existed this was being used rather than recreating it, minimising the need for new content where possible. NUSU had been a full partner in the project with representation at all workshops to date and had worked with WDC and LTDS to involve students in content creation. Other contributors included the Library and Careers Service. Prior to launch stakeholders would be invited to review the course.

   d. That UEC members were asked to input on the best way to promote the academic induction resource. There were a number of suggestions with a preference for a short webinar that could be circulated given the time of year and the short timescales to ‘go-live’. The suggestions were:

      i. To use multiple methods of promotion.

      ii. To aim for key roles such as admissions tutors / officers, Degree Programme Directors (DPDs), Senior Tutors and Personal Tutors

      iii. That a resource pack for DPDs regarding the different elements of induction would be valuable but that this was within the remit of Student Progress Service as the service which led on existing induction.

      iv. Utilise Peer Mentors to support promotion.

      v. To offer some drop in sessions or a short webinar that could be viewed at any time

   e. That the scope of this initial project was appropriately limited to ensure that we were able to deliver something of value to support bridging the gap for new students and was noted as an important solution to have in our armoury. However this project as it stood was due to end in summer (2019) with no further resource allocated at this time. Therefore the next phase of this development would need to be considered and resource allocated appropriately to meet a broader scope. Use of resource from the TEL Roadmap was noted as a possible solution. It was noted that we should ensure that we do not implement anything this year that would in future exclude branch campus students.

   f. That there may be a broader review of induction proposed in the Access and Participation Plan action plan and that these should be aligned. When considering this area for postgraduate
research students, work would need to be aligned with the existing training offer. Much consideration was being given to the cultural acclimatisation of international students and how we support students and how we support staff to support students. Throughout these areas of development, digital solutions and equality should be important themes.

9. Resolved: That further updates be provided to UEC members in due course on this project including a focus on the dissemination of the new resource (Action HW/SH).

III Learning and Teaching Review 2019/20 and six year schedule

10. Approved: a proposal regarding the schedule of Learning and Teaching Reviews (LTRs) for 2019/20 and beyond (Document C).

11. Noted:

a. That in 2019/20 all academic units with undergraduate provision would be preparing subject submissions for the Teaching Excellence Framework (TEF). Work to date highlighted the similarity between aspects of the TEF and LTR as reflective processes and the additional demands that would be placed on academic and professional service staff as a result of TEF preparations in 2019/20. Alongside TEF preparations would be accompanied by a number of other developments in 2019/20.

b. To mitigate the additional demands on staff and academic units resulting from the TEF and other developments it was proposed that LTRs were paused for a single academic year. There was a precedent noted for this in that for one year the institution had previously paused the similar process for research degrees to enable a review of that review process. There were three LTRs which it was felt should still take place for specific reasons.

c. Alongside mitigating the impact of additional pressures this proposal included the opportunity to review the six-year schedule to better align the demands on academic units, faculty education teams and LTDS. It was acknowledged that this meant that some subjects may have more of less than six years between a LTR.

d. That additional benefits were noted for some of the subjects that would be postponed such as that the engineering subjects would be launching a flexible stage 1 and undergoing an external review and therefore not engaging with the LTR process in 2019/20 would be very helpful to enable focus on these objectives.

12. Resolved:

a. To approve the proposal which resulted in the following;

i. The LTRs scheduled in 2019/20 would not take place apart from three scheduled subjects;

   (1) Pharmacy, due to the fairly recent move of this subject to the institution.

   (2) Newcastle University Singapore, due to the partnership element of this delivery.

   (3) PG Certificate in Research Training (HaSS), as this review had already been postponed once and was entirely postgraduate so would not be drawn into TEF considerations.

ii. A revised schedule would be drawn up by Deans and LTDS for the following six years (from 2020/21) (Action: SL and Deans).

IV Mobility Strategic Plan draft

13. Considered: a draft of the Mobility Strategic Plan (Document D).

14. Noted:
a. That mobility had been a topic of well attended Town Hall events where colleagues were engaged with the topic. Colleagues from the International Office (IO) were encouraged that there was a context for this topic within our core strategies; making it clear that this was not a response to Brexit but a core part of our institutional strategy.

b. That the Strategic Plan contained a broader definition of Mobility which previously was, a year or a semester abroad for a student. The scope or definition now included students and staff (academic and professional services), any period of time spent overseas whether this be for academic study, work etc. and incoming and outgoing mobility (see paper for full scope). This broader approach recognised the many benefits to our students of time spent abroad, and the richness of experience on campus resulting from incoming mobility. It was clarified that the broader definition was in line with how HESA and Universities UK International defined and measured this area. Engagement with UK and international institutions had also shown that others were taking this broader approach.

c. The target was to double the number of undergraduate students going abroad alongside enabling postgraduate students and staff to experience international mobility. These targets were currently under review as there was a need to first ensure that all existing activity was captured. That as an approach to counting occurrences of mobility, it would be useful to conduct a count now within the existing definition so that comparison could be drawn in the future. In addition, counting methods in relation to the new elements of the broader definition would be needed.

d. That members noted the importance of incoming mobility and what this added to the global experience on campus. Our Education Strategy philosophy noted that ‘we will also develop the global outlook and intercultural competences that will enrich our students’ lives and support them to succeed once they have graduated’. However this was not without challenge as members noted the need for support for students, incoming and outgoing, in terms of wellbeing and integration and cultural acclimatisation, to be able to reap these benefits. Noting activities already taking place to address these challenges may enhance the Mobility Strategy. Part of the solution could relate to expectation and effective promotion that Newcastle University offered a global experience although it was suggested that the term ‘mobility’ was not as explicit as perhaps ‘international mobility’.

e. That there was a focus on funding in the paper as a key barrier, a priority which came from feedback as events such as the Town Hall events. The IO were beginning to look at the benefits of engaging with Alumni both for funding and opportunities. There were other barriers such as visa restrictions and disability, which the IO had started working on with Student Health and Wellbeing Services and Student Progress Service.

f. That the strategic approach to partners noted in the strategy was welcomed by members. That the IO would welcome engagement with Faculties regarding what their priorities would be regarding both enhancing elements of mobility within the broader definition and who strategic partners would be. It was suggested that there needed to be a strategic approach that looked at what we were trying to achieve and why accompanied by a tactical approach of how we took this forward and when.

g. That virtual mobility was noted in the Strategic Plan as being out of scope but members commented that they felt it should be included for a number of reasons, but did acknowledge that it may be a separate piece of work. That a number of students and staff with disabilities who would otherwise not be able to take part in physical international mobility would benefit from virtual solutions. That this was aligned with the Education Strategy and with the TEL Roadmap objective regarding blended approaches. That there were environmental factors such as the institution’s carbon neutral agenda which need to be considered in respect of mobility options.

15. Resolved:

   a. That the topic of ‘internationalisation at home’ would be considered for the UEC away day in September 2019 (Action: SC).
b. That Deans as Chairs of Faculty Education Committees would arrange for IO colleagues to attend FECs to present the (updated) Mobility Strategic Plan for feedback, ensuring that key colleagues from their respective faculties were invited to take part (Action: SE, RG, RV).

V Student Evaluation of Teaching Proposal

16. Considered: summary of feedback from consultation on a previous proposal and more defined next steps (Document E).

17. Noted:
   a. That UEC received a paper in December 2018 regarding Student Evaluation of Teaching (SET). That paper had been taken through significant consultation over the last three months at Senate, University Executive Board, Faculty Education Committees, Faculty Executive Boards, UEC and the Joint Negotiating Committee. The feedback was presented in the appendices attached to Document E. Overall feedback received suggested broad support for the proposal but also highlighted some key issues which had been worked into the options now presented.
   b. That four options were presented for consideration, with option C noted as the preferred option as this offered a balance with addressing current problems with continuing a consistent approach to gathering evaluative data at a module level in a proportionate way.
   c. That NUSU colleagues had been supportive of this proposal with the concern that students wanted opportunity to comment on modules, which option C enabled. Members noted that there were still reservations regarding collecting module feedback as regards feedback on staff but were in agreement given that this would not be used in any HR processes. The proposal gave a balanced weight to module and stage feedback and provided the holistic stage level.

18. Resolved:
   a. That UEC approved Option C which was to implement the original proposal with the modification to include one free text question per module, and to run stage evaluation at the end of each semester.
   b. That the wording of the module level question would need careful consideration to identify what we would be asking students to comment on.
   c. That to avoid returning to the situation prior to the introduction of module evaluation, where there were a number of different practices being carried out to gather module feedback, guidance would be written to offer a set of tools to carry out mid-module evaluation. This would include example templates and the guidance to utilise sessions to gather feedback.
   d. That the direction given regarding the changes to SET would be that none of the data gathered could be used in HR processes.
   e. That there would be two possible reasons for exemptions from this process. Firstly that module feedback could be gathered for new modules after first occurrence of delivery. Secondly that where there was a requirement as part of a Professional, Statutory and Regulatory Body accreditation, module evaluation could be used.
   f. That part of the implementation plan included a proposal to centralise the running of Stage surveys however Directors and Deputy Directors of Faculty Operations should be consulted on this given possible resource implications.
   g. That in line with national surveys, a slide pack should be provided as part of the guidance to students for the Stage evaluations.
   h. That LTDS would move forward with the implementation of this approved proposal however the short timescale was noted as was the level of system change required, as such there may be a need to revisit the timescales (Action RDH/SL).
VI Quality Assurance Agency: Transnational Education Review Malaysia

19. Approved: an update on the QAA TNE review of delivery in Malaysia and proposal regarding approval of the institution’s submission (Document F).

20. Noted:
   a. That (as noted above in the update from NUMed Malaysia) QAA would be carrying out a TNE review in Malaysia during 2019. This was an in-country review rather than a subject review and so there would be no summative outcome.
   b. The timescale for the review submission was very tight, with a deadline of 24 May. As such there would not be opportunity to bring the submission to UEC or to circulate electronically for comment.

21. Resolved: To approve the request that the submission be considered for approval on behalf of UEC by Chair’s action.

VII Access and Participation Plan (APP), Targets and Investment Plan

22. Considered: a paper presenting draft targets and created to date for the APP submission to the Office for Students (OfS) (Document P).

23. Noted:
   a. That UEC was responsible for the success and progression elements of the APP and those were the targets listed within the paper, however it would be helpful for members to see the full set of targets as they were interlinked.
   b. That the targets were appropriately challenging and were largely already underpinned by initiatives that related to the Education Strategy. They were also in line with the guidance from OfS which was that targets should be;
      i. Stretching and closely aligned to those areas where we had identified significant gaps through assessment of performance in section A of our access and participation plan, or that contribute to the national priorities OfS had identified for access and participation.
      ii. Outcomes-based.
      iii. Proportionate to the gaps we had identified with regard to access, success and progression.
      iv. Measurable on a consistent basis, with baseline data where possible.
      v. Set over five years and include annual or interim milestones to help us monitor whether we were making progress.
   c. That it would be helpful to see some worked examples of what the targets meant in real terms. This would offer a sense of the scale of the challenge (Action LB).

Part 2: Routine Business

VIII Minutes of the Previous Meeting, Action Log and action update

24. Confirmed: the minutes of the last meeting held 13 March 2019 (Document G), the action log (Document H) and received an action update (Document I).

25. Noted;
   a. That Dr R Valentine had been missed from the list of attendees (Action: SL).
   b. That work was underway regarding the action relating to videoconferencing facilities and that it was clear that some initial guidance on how to use what we had could be provided. That NUIT
were looking into the capabilities within Microsoft Teams and comparing this to Zoom. It was confirmed that Teams was a secure system as regards GDPR requirements.

c. That NUIG had guidance regarding the secure distribution of assessment documentation and needed to work to make this clear to users.

d. That the update in Doc I regarding the results of the Cohort A Graduate Outcome Survey indicated challenges, as response rates were low at an overall of 35%. This was well below the results from the Destination of Leavers of Higher Education Survey, but was aligned nationally for this new survey. Concerns were noted as to how this would relate to Teaching Excellence Framework data.

26. Resolved; that at a future UEC the committee would take time to consider the Graduate Outcome Survey and possible methods to collect internal information regarding graduate destinations (Action: ML).

IX Statements from the Chair

27. Noted:

a. That there had been a change in approach to the branch campus reports for this meeting which was appreciated. Reports had previously included an update regarding student recruitment as there was not an appropriate forum elsewhere; however they would not include this going forward as this would be reported into new student recruitment structures.

b. That the pathway provision offered by NU London was likely to be reviewed by the QAA. A short timescale was expected.

c. That the School of Psychology had been successful in two education awards nominations, the Education North Award for Professional Placements in Psychology and a Guardian University award for Student Experience which was for the support for students with anxiety and depression.

d. That Newcastle Student’s Union had been named ‘Student’s Union of the year’ by the Education North Awards.

X Report from Taught Programme Sub-Committee

28. Considered: a report from the Taught Programme Sub-Committee (TPSC) meetings from 22 March 2019 and 5 April 2019 (Document J).

29. Noted:

a. That TPSC had considered the university level overview of external examiner reports which related to the 2017-18 academic year.

b. That TPSC had received LTR reports relating to Classics, Archaeology and the Careers Service delivery and had revalidated programmes and delivery for a further six years. In addition had reviewed the year one report from Psychology and was satisfied with the academic unit’s progress.

c. That TPSC had received an update regarding both the current process for the approval of exchange partnerships (which completed a UEC action) and how this would be improved by actions which were part of the Mobility Strategic Plan.

30. Resolved;

a. That UEC would report to Senate that the nominations and approval of external examiners for taught programmes for 2018/19 had been carried out in line with university policy.

b. That UEC endorsed the actions taken by TPSC in response to Annual Monitoring and Review and External Examiner reports from faculties, specifically;
i. Update the Board of Studies (BoS) Terms of Reference and Schedule of Business to ask BoS to ensure that where a module review or new module would require additional resource (e.g. staffing, facilities etc.) to deliver, that the BoS would ensure link up with executive boards in academic units to approve that resource, before the module was approved and added to programme regulations (Action: SM/SL).

ii. To request that UEC recommend that executive boards in academic units have standing items in November and January each year to consider resource requests.

c. That UEC approved a change to the process for the removal of inappropriate student comments from free text submitted as part of module and stage surveys. The existing policy required that comments be referred to the PVC Education. UEC approved two changes:

i. That there would be additional guidance provided by LTDS for students to help them understand what was and was not appropriate to submit regarding staff members. A set of guidance created within the HaSS faculty was approved for broader use.

ii. That the Director of Excellence for Learning and Teaching (DELT or HELT role) within an academic unit would be the role responsible for establishing whether a comment was inappropriate and for providing the decision on whether or not it should be removed. However should the individual (to which the feedback pertained) wish to approach a different person, the Head of School or Faculty Dean would also be able to make this decision. Any comments to be removed would still be notified to LTDS. LTDS would action this and retain a log for the purpose of oversight.

iii. LTDS would update process documentation and communicate the changes to the process (Action: SL).

XI Report from Learning and Teaching Spaces Sub-Committee

31. Considered: a report from the Learning and Teaching Spaces Sub-Committee (LTSSC) from its meetings on 4 December 2018 and 28 February 2019 (Document K).

32. Noted:

a. That the activity of LTSSC had been considered by members and had agreed that it would enhance a strategic, future thinking approach alongside the established operational approach of the Sub-Committee’s work. This was linked to clarity that a number of decisions had been made before topics came to the group.

b. That a decision had been made regarding the addition of smart card scanners to music practice rooms containing instruments, to offer increased security.

33. Resolved:

a. That UEC approved the renaming of the Sub-Committee to the ‘Education Spaces Sub-Committee’ and noted that this would need reflecting in UEC structure information (Action: SL).

b. That there were concerns regarding the refurbishment of the Herschel lecture facilities and the planned works to refurbish all four rooms at once with a deadline in September. UEC asked that a less risky approach of refurbishing three rooms and the final rom after that, was proposed (Action: PA).

XII Report from the Technology Enhanced Learning Sub-Committee

34. Considered: a partial report from the Technology Enhanced Learning Sub-Committee (TELSC) from its meeting on the 10 April 2019 (Document L).

35. Noted: that the tender deadline for the replacement of the Virtual Learning Environment (VLE) deadline had closed on 1 April 2019 and that a number of entries had been received. The team were
taking forward the user testing phase of the project for four of the systems and that there had been positive engagement with the user testing phase which would benefit the project. The tender award would be made in July 2019.

36. Resolved: That UEC approved option two of three recommended by TELSC regarding data migration. This option would mean that;
   a. Previous years courses would be migrated into the system with five year’s historical data meeting the requirement that students had access to historical information.
   b. In 2020/21 courses would be created based on a template which had been created through collaboration.
   c. Staff would have the option to create course content from scratch or bring through materials from 2019/20.

XIII Report from Student Experience Sub-Committee

37. Considered: A report from the Student Experience Sub-Committee (SESC) from its meeting 18 March 2019 (Document M).

38. Noted:
   a. That the May 2019 meeting of SESC would focus on the Student Development Strand of the Education Strategy and on the Graduate Framework.
   b. That for 2019/20 the Sub-Committee would be slightly reducing the number of meetings but would utilise a Chair’s update in place of these.

XIV Reports from Members

39. Noted;
   a. That the topic of the experience of those who teach, who were not academic staff, had come up through Faculty Education Committees and SESC. It had also been noted in the Careers Service Learning and Teaching Review and so to unify a consideration of this area a discussion between key individuals should take place (Action: RDH / RG / LB).
   b. That the new international year one in Engineering was progressing.
   c. That the National Student Survey closed on 30 April 2019 and final response rates would be circulated when available.
   d. That through discussions between the Library and NUSU, the Library would be piloting an extension of opening hours for a five week period in August, specifically but not exclusively aimed at PGT students.
   e. That there had been an outage of some systems on the Good Friday bank holiday and a second occurrence the following week which had affected students. Staff had worked to fix the issues and NUIT had a better understating of the reasons for it. It was noted that the timing was unfortunate given the NSS closing date.
   f. That NUSU were consulting on a potential proposal to redistribute printer credits across stages of programmes.
   g. That a number of staff had visited Teesside University at the end of April to discuss their Future Facing project (https://blogs.tees.ac.uk/lteonline/future-facing-learning/) and met with their Academic Registrar and Digital Learning Manager. The programme provided all students and teaching staff with an iPad. Every member of teaching staff attended six hours of training which was focused on a device-agnostic app toolkit linked to Microsoft 365 and concentrated on how staff could adapt their teaching; they had achieved a 100% take-up of this training. iPad investment
had been paralleled with purpose built Digital Classroom training space, that created a safe space for staff to fail. Elements of this were now feeding in to standard classrooms.

Part 3: Matters of Report

XV Report of Chair’s Action

40. Noted: action taken by the Chair on behalf of the Committee since its last meeting (Document N).

XVI Stage Evaluation Questions 2018/19

41. Noted: an updated list of stage evaluation questions to be used in 2018/19 (Document O).

XVII Any Other Business

42. Noted: that there was not additional business.

XVIII Future Meetings

43. Noted:
   a. That further meetings of the Committee would take place as follows:
      • 12 June 2019 (13:00-17:00)
      • 8 July 2019 (13:00-17:00)

And to remind staff of the date change in July from 3 July to 8 July.
1. **Purpose of the paper**

To report to UEC on approvals by chair’s action that have taken place since the last meeting of the Committee.

2. **Key issues addressed in the paper:**

To note;
Annex 1 sets out Chair’s action taken in relation to recommendations concerning degree programmes.

3. **Recommendations:**

There are no recommendations.

4. **Consultation to date (including any previous committee consideration and its outcome):**

Not applicable.

5. **Further committee consideration/approvals required:**

None.

6. **Resourcing implications:**

None.

7. **Is the paper to be closed? (If yes, please state the reason below):**

No

Not applicable.
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24 April 2019
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