1. **APOLOGIES**

   Apologies were received from Dr L Kirstein (GeoSciences) and Prof M Gallagher (Biological Sciences)

2. **MINUTES OF PREVIOUS MEETING**

   The minutes of the meeting held on 17th January 2017 were approved as a correct record.

3. **MATTERS ARISING NOT COVERED ELSEWHERE IN THE AGENDA (17.01.17)**

   Calculators for use in examinations
   Schools were reminded that this matter was to be considered at this semester’s Board of Studies. The BoS approved lists would be submitted to the College Office AA section, who would collate the lists.

   **Action:** College Office to distribute the College list of calculators

4. **CONVENER’S COMMUNICATIONS**

   4.1 Committee remit
   The remit for committee operation for 2017 – 2020 was approved.
   It was noted that the majority of college level committees were experiencing difficulties in ensuring regular student representation attendance and engagement. The Dean of QA confirmed that various mechanism had been tried to encourage student engagement but none had proven to be successful. The College had been working with EUSA to establish the new role of a Student Representative for each college and
it was disappointing to note that EUSA had now delayed the introduction of this new role. The committee noted that the College Deans for QA had not been consulted about this delay before it was announced. (Paper D)

4.2 Coursework extensions policy – initial feedback
The Schools did not report any fundamental problems with the operation of the regulations. Some Schools operated the consideration of extensions through the School’s Student Support Team/SSC procedures, while others devolved the operation to Course Organisers.

5 DISCUSSION

5.1 University Learning and Teaching Strategy
The Learning and Teaching strategy was now published and Schools were required to articulate their Learning and teaching plans with this Strategy. It was noted that committee members had been able to use the University Strategy document to have constructive discussion in their Schools.

One of the policy matters that needed timely consideration at Senate Learning and Teaching was the development of framework for the use of Lecture recording. There was a risk that if development of policy was not co-ordinated effectively that there would be different approaches taken in different schools. It was felt that at the very least there should be an agreed approach for the College as a whole as students experience cross-School teaching. It would be preferable to have a University led approach in line with the findings of the student administration Service Excellence consultation.

5.2 Consultation on Grade Descriptors/common marking scheme(s)

The Committee considered a paper created by the Dean of Undergraduate Studies CAHSS. The paper summarised the position reached by the University's Extended Common Marking Scheme Working Group.

It was noted that CSE already used the CMS1 marking scheme and that the extended grade descriptors were applicable to subject areas in CSE. It was agreed in principle that the A-grade descriptors should be expanded, however it was important that any extended descriptors clearly articulated the ascending level of achievement within the A-grade.

5.3 Proposal for an amendment to the Assessment Regulations for the Award of Postgraduate Merit and Postgraduate Distinction

The committee considered a paper presented by the School of Physics and Astronomy. Currently the regulations require that students must pass all courses to be considered for the award of Merit or Distinction. This had been raised by the School’s External Examiners as potentially disadvantaging a small number of students who had maybe narrowly failed one or a small number of courses but had otherwise performed very well. The Committee supported the principle that the award should reflect the achievement of the student rather than an isolated incident of poorer performance. It was also agreed that the regulations should reflect the UG regulations for degree classification.

The Committee agreed that a proposal should be submitted to CSPC to request an amendment to the relevant TAR to permit a student to ‘fail’ a maximum of 40 credits (or a minimum of 20 credits) but still be eligible to be considered for the award of Merit or Distinction.

Action: Ms Laidlaw to draft proposal to CSPC
6. **PRESENTATION**

6.1 **Presentation on overview and progress of Lecture Recording project**

Melissa Highton and Euan Murray provided an overview of the project and aims. The University wanted to adopt a system that was flexible and able to interact with multiple systems that would permit and encourage creative and interesting teaching using the technology.

The project had nearly completed the procurement stage and would soon be progressing to the implementation stage. This would involve three strands – roll out of equipment, policy development followed by an extensive training programme. The aim was to have all large teaching lecture theatres and some specialist teaching space ready and updated for the academic year 2017/18. The rooms targeted were spread over the University's entire estate. A new positon of Communications Officer was to be appointed to work with Schools to assist with forward lecture planning etc. The projects team would be working closely with the restates team to ensure that lecture recording upgrades of teaching space was aligned with the major refurbishment of KB campus.

It was recognised that some specific issues had been raised in CSE due to the nature of some of the teaching and the need for in situ ‘board work’ during lectures and tutorials. At present this was not easily supported by current technology and kit currently commercially available, however, as the quality and the specification of cameras for lecture capture was developing quickly it was believed that this would be possible by the end of the 3 year current project.

Two User Groups were to be set up; one to look at academic and pedagogical matters and uses of lecture capture and the other to look at the technical requirements.

A Policy Officer in Academic Services would be working on developing regulatory and policy framework. There were three different policy areas to be considered: a) plans for opt in/opt out, b) copyright and Archive Policy including 'decay times, Performance rights) and finally c) sustainability and pedagogical and teaching methods development.

The Committee members raised issues of managing student expectations and experiences. This would be one of the aims of the Communications Officer and it would be important to ensure that the students understood that this would be a Pilot scheme initially. It was also important that students understood that Lecture Capture was a tool not only to assist teaching but also to assist them with their study practice and learning. It was not going to serve as a substitute to attending and participating in academic activities. The new system would be able to provide Schools with operational data and learning analytics around student use.

7. **STANDING ITEMS**

**Senate Learning and Teaching**
The University has approved a Mental Health Strategy and an implementation plan is being developed.

**Senate Curriculum and Student Progression Committee**
The Committee had approved mainstreaming SLICCS

**Report from Senate and College Quality Assurance Committee**
The Dean of QA tabled an update (Paper D).

Update on QA processes
The QA reporting mechanism has been revised. Course level monitoring takes place at a School level and this informs Programme level monitoring and reporting. The annual School QA report now concentrates on Programme level monitoring and reporting. These reports will be reviewed at Senate level. College level peer review of Schools reports will continue and this will inform the annual ‘thematic’ College QA report.

The CQAC carried out a ‘dry run’ this academic year using the new forms to the existing timetable. The system appeared to work reasonably well and was still effective at identifying problems and good practice. There was a net gain at the College level however it will still take time to get the balance right between brevity, qualitative and quantitative analysis.

Report from Dean of Students

Student Support Plan 2017-2019 (Paper E)

This plan has been developed in response to ongoing developments in the University’s support services, particularly the Student Disability Service (SDS) and to assist in enhancing the Personal Tutor system. The Plan will be (mainly) carried via the Schools’ Senior Tutors and Student Support Teams. The first two actions are now under development and a new ‘Train the Trainer’ session for Senior Tutors will be in place for late August. The Schools will now be responsible for training new and existing Personal Tutors.

SDS Review

The Director of SDS will attend the April CL&TC meeting to discuss how to enhance the synchronisation of adjustments and Learning Profiles and the pedagogical in CSE teaching, assessment and learning.

8. **ANY OTHER BUSINESS**

9. **DATE OF NEXT MEETING**
   21st March 2017 for a Programme Approval Meeting at 2.00pm only