UNIVERSITY OF WARWICK
LEARNING AND TEACHING SUBCOMMITTEE
MINUTES OF THE MEETING HELD ON MONDAY 23 February 2026

Present	Professor Georgia Kremmyda	Deputy Pro-Vice Chancellor (Learning and Teaching) (Chair)
	Ananya Sreekumar	Students' Union Vice-President (Education)) (Student Co-Chair)
	Professor Letizia Gramaglia	Head of Academic Development Centre (Deputy Chair)
	Maanya Raju	Vice-President, Postgraduate, Warwick SU
	Dr Thomas Crowther	Director of Education, Philosophy
	Dan Derricott	Director of Education Policy and Quality
	Roberta Wooldridge-Smith	Director of Student Opportunity
	Professor Rebecca Freeman	Deputy Pro-Vice-Chancellor (Education)
	Professor Jonathan Hickman-Heron	Chair of PGRS
	Dr Heidi Ashton	Director of Education, SCAPVC
	Dr Sam Hardy	Director of Flexible and Online Learning
	Dr Jess Humphreys	Director, Warwick International Higher Education Academy
	Marius Jugariu	Lead, Learning Systems, IDG
	Jackie Whitehouse	Head of Work-based and Professional Learning, FOLD
	Alfie Giffen	UG non-sabbatical student representative
	Cheryl Cane	DSEP and Senior Tutor, Education Studies
	Dr Amanda Kowalczyk	Faculty Senior Tutor (Arts), Dean of Students Office
	Dr Gemma Gray	Associate Professor, Dept. of Psychology
	Laura Yetton	Programmes Manager, FOLD
	Dr Massimiliano Tamborrino	Associate Professor & Reader, Dept of Statistics
	Dr Catherine Bennett	Associate Professor & Reader, Warwick Medical School
Attending	Ger Purcell	Academic Partnerships Officer, Education Policy and Quality (Assistant Secretary)
	Abi Taylor	PA to Director of EPQ & Operations Administrator, Education Policy and Quality (supporting secretariat)
	Karen Jackson	Research and Academic Support Manager (Teaching and Learning), Library

Ref	Item
016	**Welcome and apologies for absence** The Chair welcomed members and attendees. Apologies were noted from: - Professor Elena Riva, Head of Department, Institute for Advanced Teaching and Learning - Professor Jane Bryan (School of Law) - Dr Martyn Parker, Faculty Deputy Chair Education (SEM) - Dr Marta Guerriero, Faculty Deputy Chair Education (Arts) - Roberta Wooldridge-Smith, Director of Student Opportunity - Lizzie Vinton (EPQ, LTS Secretary) - Anna O'Neill, University Librarian - Anna Chapman, Head of Learning Development, Human Resources - Professor Gill Cooke, Pro-Dean Education, WMG - Dehuti Agarwal, PG non-sabbatical student representative - Dr Laura Gelhaus, PAIS The Chair welcomed Karen Jackson as a representative from the Library in Anna O'Neill's absence.
017	**Declarations of Interest** No conflicts of interest were declared.

018	**Equality, diversity and inclusion** All members were encouraged to actively engage in the subcommittee's discussion and activity. Members were invited to contact the secretariat to discuss any changing needs to support access and participation in meetings where required.
019	**Minutes of previous meeting** **DECISION**: The minutes of the meeting held on 4th November 2025 [ref 019-LTS230226] were **approved.**
020	**Matters arising from meeting held on 4th November 2025** a. **The Co-Chairs to review ways to ensure the PGT voice is strongly represented at LTS. (007-LTS041125).** The Chair confirmed regular meetings to discuss PGT issues are ongoing with the Academic Director for PGT, Lee Griffin. Additionally, the Chair encouraged LTS members to bring perspectives from their own areas relevant to PGT (as well as other types of provision such as UG, PGRT, etc) to the subcommittee. b. **LTS Members to review the Learning and Teaching Action Framework and provide comment, with a final version to be circulated by the Chairs/secretariat (008-LTS041125).** This action had been completed in November. The finalised Framework was shared again for reference under the line (Item 026). **c. Secretariat to invite relevant leads from Faculty Education Committees and ADC/IATL/WIHEA to provide short written updates via email. (011/012-LTS041125).** The Chair confirmed these updates will be provided at each meeting going forwards. Updates for the 23rd February meeting were presented below the line (Items 027 & 028), however the Faculty Deputy Chair for Education (Arts) has sent apologies, their update is delayed due to conflicting priorities. **ACTION**: LTS Secretariat to share the Faculty of Arts update once received.
021	**Chair's Business and Actions** The Chair provided updates on: 1) <u>The strategic oversight of Artificial Intelligence (AI) in Education at the University</u> - The current governance structure, which covers AI more broadly (i.e. not just education), is led by a Steering Committee based within the AI Centre of Excellence in IDG. - Following a review, it is proposed to replace the current Steering Group with a smaller, more agile governance team, comprised of Cerys Hutton, Head of the Digital Academy (IDG), Tom Montenegro-Johnson, DPVC for Research, and Georgia Kremmyda, DPVC for Learning and Teaching, with a remit covering AI in both education and research, but also operations. - The proposal has the support of the Education Strategy Team and will be presented to UEB shortly. - If the proposal is approved by UEB, a new structure under the education portfolio will be developed to put forward relevant initiatives and to ensure we have a more coordinated voice on AI across the institution. Further consultation will be conducted to determine how the revised governance structure should best interface with faculties and departments. - Priority actions will include 1) reforming the University's guidance document on AI and 2) securing internal funding to create a digital environment where students and staff can upskill and experiment with AI in relation to emerging initiatives in areas such as curriculum and assessment, etc.). - 2) <u>QS Responsible AI Consortium</u>

	- The University has joined the QS Responsible AI Consortium, a global collaborative forum for universities and business schools to integrate and advance ethical AI in higher education.
	- There are several member benefits:
	  o QS have established an AI-focussed experiential learning initiative. Currently there is an opportunity for up to 100 UoW students (from any discipline – not tech-specific) to collaborate on projects with other globally-based students on real-life applications of AI.
	  o The student projects are expected to commence in May and the University needs to identify and nominate the students by the end of April. The Chair will be working with the Director of Student Opportunity (Roberta), the Deputy Pro-Vice-Chancellor (Education) (Beccy) and other key stakeholders to oversee the nomination process.
	  o Members of the Consortium can also develop 'Working and Discovery Groups' to lead on international collaboration in relation to specific thematic AI areas. These Groups are well-promoted via QS communication channels, enabling UoW colleagues to benefit from the increased visibility but also related opportunities to present work at conferences, etc.
	  o A proposal to launch a new Working and Discovery Group is in the early stages of being developed, led by Georgia Kremmyda, Letizia Gramaglia and Jennie Mills. More details on this will be shared in due course.

022	**Terms of Reference and Membership 2025-26**
	The Chair noted the purpose of this agenda item was to report recent changes/updates to the LTS membership since the November meeting. It was confirmed the Terms of Reference of the subcommittee were unchanged.
	
	The Chair requested members note the changes below and recommend the updated membership to ESEC:
	
	Deputy Chair
	- Professor **Letizia Gramaglia** was confirmed as the new Deputy Chair for LTS.
	
	Academic Freedom Champion
	- **Jackie Whitehouse** was confirmed as the Academic Freedom Champion for LTS. This is a new role on committees this academic year.
	
	New LTS members
	The Chair confirmed and welcomed the following new members:
	- **Cheryl Cane** from Education Studies [nominee of the Faculty of Social Sciences Deputy Chair for Education]
	- **Marius Jugariu** from IDG [nominee of the IDG Head of Portfolio, Teaching and Learning]
	- **Alfie Giffen**, [UG] and **Dehuti Agarwal**, [PG], the two non-sabbatical student representatives.
	- Five new WIHEA Fellows:
	  o **Dr Gemma Gray,** Psychology
	  o **Dr Laura Gelhaus,** PAIS
	  o **Dr Massimiliano Tamborrino,** Statistics
	  o **Dr Catherine Bennett,** WMS
	  o **Laura Yetton**, FOLD
	
	Outstanding gaps
	- The Chair noted a vacancy currently remained for a WIHEA Fellow from the Faculty of Arts but it was expected this would be filled imminently.
	- It was noted LTS is usually also attended by the SU Voice Manager, but that this position remains vacant following the previous post-holder Letitia Jones leaving the University. The Deputy Pro-Vice-Chancellor (Education) (Beccy Freeman) agreed to check in with Louise Marjoram (SU) to understand timelines for

	recruitment to this role and/or to explore alternative options to cover this role's representation on LTS on an interim basis. **ACTION**: The Deputy Pro-Vice-Chancellor (Education) to explore options to cover the SU Voice Manager's attendance at LTS while the position remains vacant. **DECISION:** The Subcommittee recommended the updated Membership to the Education and Student Experience Committee for approval.
023	**Assessment Strategy and Intent** The Chair introduced paper 023-LTS230226, noting LTS members were asked to consider and provide feedback on two linked documents: 1) An Intent Document, which outlines the context and rationale for seeking a new approach to assessment at UoW. (*Note: this is an internal-only document not intended for wider distribution. Its primary purpose is to help frame internal conversations*). 2) A Draft Assessment Strategy, which aims to establish a unified institutional direction governing assessment practice across Warwick's programmes. The Chair outlined the context within which this work was being presented: - Assessment is central to everything the University does – e.g. it shapes how students learn, apply knowledge and develop confidence, agency and talent. It is not just about measuring performance, it is integral to learning itself. - The assessment landscape is changing rapidly (e.g. growing student numbers create scalability challenges and impact on staff workloads; AI has created academic integrity challenges but also is changing the nature of work, skills and graduate routes to employment.) - Assessment will also be a core dimension in the next TEF. - Multiple evidence sources indicate 'assessment and feedback' is an area of persistent challenge across the University. It is consistently the lowest scoring theme in the NSS and, based on 2025 data, places UoW 105th out of 160 HEIs in the sector. - Typical student concerns include inconsistent/opaque criteria, perceived unfairness, generic/delayed/contradictory feedback, over-reliance on essays, deadline clustering, limited formative opportunities and a persistent failure to engage with negative student feedback on assessment. - Warwick Transformation also identified developing an institution-level assessment strategy as a key priority. A discussion took place, with the following headline points noted: - There was broad consensus that addressing this issue was essential. - In addition to the strong case for action presented, it was recommended the Intent Document should also make the *urgency* of action more explicit, including emphasising the risks of inaction. - The issues reported here were also prevalent within Degree Apprenticeships provision. - Given significant work in this space is already taking place within faculties and departments, having a cross-university strategy was welcomed to avoid duplication of effort. - It was suggested students would support a complete review of the approach to assessment, including critically questioning the contemporary value of traditional assessment formats such as essays.

	- The strategy should foreground assessment *for* learning (not just *of* learning) and adopt modernised terminology to signal a contemporary approach (given AfL itself is not a new concept). - Assessment literacy should be reframed to cover the whole assessment process (shared language, understanding 'what good looks like' at the outset), i.e. not just feedback. - Members advocated for more practical/real-world assessments (e.g., case studies, policy briefs, portfolios/etc.), as well as greater optionality and potentially dynamic/bespoke criteria. - Some members noted that while student choice in assessment was desirable, it required careful design and consideration of comparability at programme level. - There is a need to be able to clearly articulate to students why we think a specific type of assessment is important. - It was suggested many students are being over-assessed. Assessment should be meaningful but too much time is spent on micro-assessments at the module level that don't really impact the overall classification. - Links between assessment and employability should be made more visible in the strategy. The graduate outcomes survey asks how well students feel their course prepared them for work and this measure might be incorporated into the next TEF. - There was strong support for the Strategy's focus on programme-level assessment design, taking into consideration the holistic student journey, workload across modules, and scheduling that enables students to act on feedback for subsequent assignments. A potential drawback of programme-level design however is that it could make it more difficult for students to 'dip out' of their course to pursue option modules in different subject areas. - A question was raised about how to ensure the strategy once approved leads to tangible action at course level. Suggestions included possibly making the language in the document more prescriptive in some places or potentially leveraging the roles of Directors of Student Experience (DSEPs) to encourage and oversee compliance. - It was noted some consideration should be given to understanding how the strategy aligns with provision delivered at validated partners. - It was suggested that while External Examiners (EEs) often highlight areas of good practice in assessment, the EE system was less effective in identifying where/how assessments might be improved. Colleagues suggested it may be worth reviewing the recruitment criteria for EEs to look outside the Russell Group and to bring in perspectives from sector-leading institutions. The Director of EPQ noted a post-Easter review will look fundamentally at the EE role, including consistency of EE use across departments. LTS members will be invited to feed into that conversation, in particular to consider how we make greater use of EEs as critical friends supporting quality enhancement. The Chair confirmed the two documents had already been reviewed and considered by each of the Faculty Education and Student Experience Committees. Next steps were outlined as follows: - Revisions will be incorporated as necessary following this meeting of LTS, then the draft strategy will go to ESEC on 18th March for approval. - An Assessment Framework designed to clarify programme-level principles and to provide design guidance, training and practical standards will be developed by the LTS Action Group on Assessment for Learning (see 024-LTS230226 for details of the Group's TOR and membership). This work is expected to take place between now and August 2026.

	- The University's Assessment Steering Group will also be involved in reviewing and supporting development of the Framework before it is presented to LTS for review, and subsequently to ESEC for approval in September/October. - From October 2026, reform of assessment will begin to be implemented in a phased approach as part of a Leaning and Evaluation Accelerator Programme (LEAP) which will run over two academic years to May 2028. Some departments will be involved in the first year, the remainder in the second year. - The LEAP programme will begin with a pilot stage, where a cross-disciplinary group will pilot and evaluate approaches to implementing LEAP, sharing evidence and recommendations with the wider University. - The Education HQ LEAP team will then engage with Departmental Education teams to guide and support them through the process e.g. mapping of assessment across entire programmes of study, updating modules and LOs and revising or establishing localised assessment strategies to reflect the programme-level approach. **ACTION:** The Deputy Pro-Vice Chancellor (Learning and Teaching) and Director of EPQ to present the finalised draft Assessment Strategy to ESEC for approval in March. **ACTION:** The Secretary to ensure the draft Assessment Framework once developed is presented to LTS for review in September/October 2026.
024	**Learning and Teaching Action Groups** The Chair confirmed that, as part of the implementation of the Learning and Teaching Action Framework 2025–28, five Action Groups had been established to lead targeted work across the following key areas: o Staff Experience and Teaching Excellence o One Voice for Learning and Teaching o Assessment for Learning o Curriculum Futures o Leading Learning and Teaching Members were invited to review and approve the Terms of Reference (TOR) and membership of each Action Group, as presented in paper 024-LTS230226. The Chair provided a brief update first as follows: - Heads of Schools, professional services divisions and relevant other leads were asked to nominate colleagues to join the Action Groups. - There are now 135 staff members involved across the five Groups: 106 academic and 29 from professional services. - Some initial meetings have already taken place. Members should have received invites for meetings covering the period between now and July in the first instance. After July, progress will be reviewed and any recalibration needed effected. - Collaborative working spaces in Teams have been established and nominations for a Chair and Co-Chair for each Group have been sought to support delegated and distributed leadership. - While the membership of each Group is wholly internal to Warwick currently, it is expected some form of external critical engagement will be sought at the appropriate time. - The Chair also advised a sixth Action Group focussed on AI is likely to be formed, with a remit that will intersect with all five existing groups.

	A brief discussion then took place with the following points noted: - Groups will determine the optimal method of engaging with departments/the wider university in respect to their area of focus but the breadth of representation of each Group is designed to support this also. - Noting Action Group 5 (Leading Learning and Teaching) had no professional services (PS) staff representation, it was suggested recruiting one or two PS members involved in leadership of the delivery of learning and teaching might add valuable perspective not already covered. - For Action Group 4, Curriculum Futures, it was suggested a School of Departmental employability lead (or colleagues engaged with industry) might be a valuable addition. - The Chair requested that LTS members who have any further suggestions re possible omissions or inclusions in the memberships, to write directly to her (g.kremmyda@warwick.ac.uk) - The initial Terms of Reference and Membership of the five Action Groups presented in paper 024-LTS230226 were approved, while noting an expectation of some additions to the memberships to follow. Any changes or updates to the membership would be reported at the next meeting. **DECISION**: The initial Terms of Reference and Membership of the five Action Groups presented in paper 024-LTS230226 were approved. **ACTION:** LTS members to write to the Deputy Pro-Vice Chancellor (Learning and Teaching) with any comments or suggestions vis the Action Group memberships. **ACTION:** The Secretary to ensure any changes or updates to the Action Group memberships are reported at the May meeting of LTS.

025	**Digital Learning Environment – Strategic Direction**
	The Director of Flexible and Online Leaning provided a verbal update outlining the current strategic direction of the Digital Learning Environment at Warwick, in particular as it relates to the VLE, Lecture Capture and Assessment platforms:
	
	- Drafting strategy in this area is a complex undertaking which involves working with multiple colleagues to ensure alignment with wider institutional strategies, including:
	    o Education and Student Experience Strategy
	    o IDG's Digital Strategy
	    o The emerging Assessment Strategy
	    o The University's Access and Participation Plan
	- While staff across the University work hard to optimise the digital learning resources we do have, we have not invested sufficiently in this area in recent years, particularly Moodle.
	- Staff and student feedback consistently highlight issues with:
	    o **Inconsistency across modules and platforms**
	    Students report frustration in navigating the considerable variability in how information is structured and presented in Moodle, even within modules of the same degree. Additionally, depending on the module in question, it might be hosted on Moodle, Sitebuilder or, for any WBS module, myWBS. It is particularly complicated for some joint degree students.

- **Accessibility challenges**
  Recent data indicates that 40% of the Office of the Independent Adjudicator's (OIA) caseload relates to complaints from students with disabilities or additional learning needs that their university is not meeting their needs in terms of reasonable adjustments and accessibility of learning materials.
- **Fragmented systems and workflows**
  Current systems (Moodle, WiseFlow, QMP, Tabula, SITS) lack integration in key areas e.g. staff repeatedly report having to download/reformat/reupload CSV files for marks management. Similarly, students are often required to navigate through several different tools to perform specific tasks.

- The key strategic aims are therefore to ensure:
  - The DLE is inclusive by design, foregrounding accessibility and support for diverse learners, including students with disabilities or limited campus access.
  - Technology enables high-quality learning experiences without dictating pedagogic choices.
  - The administrative burden for staff and complexity for students is reduced (e.g. fewer platforms for essential tasks).
  - We develop a modern, future-ready DLE that is aligned with the quality and ambition of a Warwick education.

The Director of Flexible and Online Learning expressed confidence that these strategic aims were realistic and achievable, while acknowledging that substantial work would be required. He noted also that progress would be incremental, with some aspects more complex than others. He outlined key areas where work is either already underway or is planned:

New Moodle hosting partner
The University is currently retendering for a new Moodle hosting partner, which should lead to improved technical support, design capability, accessibility, and overall optimisation of Moodle. The specifics and timeline for realisation of any such benefits will be easier to define once the outcome of the retendering process is known.

Creating new Moodle templates
A near-term priority is to develop a standardised Moodle module template to ensure greater consistency in how core information is presented to students (e.g. standard layout elements such as an introduction from the module leader, links to policy/regulations appearing in consistent locations, etc.). Creating a course-level Moodle 'homepage' template is also being explored – this would provide students with an overview of the structure and composition of their course (beyond simply seeing an unbundled list of modules as is the case when students log-in to Moodle currently).

Quality Framework for Blended and Online Learning
A quality framework will be developed as a guidance document to support staff in creating content and designing for the online environment. This will not be prescriptive in terms of pedagogy, but rather a tool to support staff understand quality standards and student expectations in an online and blended setting. The Framework will be informed by international standards (such as the Quality Matters Rubric for HE) and is expected to support module and course approvals also.

	<u>Better integration of systems</u> This will involve improving how different systems 'speak' to each other and exploring if there are ways to reduce the need for middleware (software that acts as a bridge to connect two systems) – an example here could be to use Moodle directly for tasks currently undertaken in Tabula, and ensuring Moodle and SITS are better connected to enable this. <u>Unified Assessment Architecture</u> We need to ensure you have the right systems and tools to underpin the successful implementation of the Assessment Strategy. Current tools such as WiseFlow or Mahara have limitations when viewed against an institutional aim to increase the range and diversity of assessment. The tools and platforms used to support assessment at Warwick are being reviewed to ensure that choices around the types and quality of assessment we can set for students are driven primarily by pedagogical rationale, rather than being unduly restricted or limited by the tools themselves. Priorities here also include ensuring we have systems in place that: - are scalable - better support formative and low-stakes assessment - enable innovation and address academic integrity concerns. <u>Lecture Capture</u> Currently the University operates an 'opt-in' model when it comes to the recording of lectures. At present this results in only c.30% of lectures being recorded and leads to considerable inconsistency for students who repeatedly argue for a more a comprehensive approach. From 2027, the University will therefore shift to a position where recording is the default expectation, bringing us into line with established practice at the majority of Russell Group institutions. The wider University community will be engaged shortly in consultation to establish the key strategies and processes to support implementation. <u>Increasing Usage of Digital Accessibility Tools</u> Anthology Ally is a tool that sits within Moodle that can be used by students to download documents in more accessible formats. It can also be used by staff to evaluate how accessible their content is on Moodle. Data shows the tool is widely used by students but rarely by staff. A new online training programme to support staff engagement with Anthology Ally (and to increase accessibility of content for students) was launched mid-February. <u>Better Use of Data</u> We will look to increase our capacity to access and generate insights from data in Moodle to feed into the student success dashboard and future iterations of it. A short discussion took place, with the following points noted: - It was suggested the proposed timelines for Lecture Capture, especially given the need for involvement of legal and procurement amongst others, may not be realistic and could create bottlenecks elsewhere. - The Director of Flexible and Online Learning confirmed multiple internal teams, including legal, were already involved in early consultations, but accepted the goal of University Executive Board to have this fully in place by January 2027 was ambitious. - The Co-Chair and SU Vice-President (Education) expressed strong support for the proposals re lecture recording and noted this would be very much welcomed by faculty reps and the Academic Forum where

	this issue has been subject of much discussion previously. She suggested it would be useful to set up a meeting between relevant FOLD colleagues leading this initiative and the Chair of the Academic Forum to contribute student perspectives to the work (see action below). - It was suggested the Learning & Teaching Subcommittee and the Student Success Subcommittee could collaborate to develop institution-wide baseline standards for lecture capture and recording e.g., timely uploading of materials, accessibility requirements, lecture capture guidance. Sector examples (e.g. Sheffield) were cited as models. - It was noted that, while the goal of increasing accessibility was important, known issues with the current lecture capture system such as inconsistent recording quality, potential breaches of confidentiality and manual errors when pausing/restarting recordings had the potential to create new problems. Consideration should be given to whether provision of better types of online support, including higher-quality recorded materials might be a better overall solution (instead of, or in addition to, default LC). - It was noted that any rollout of greater LC needs to understand how and to what ends students want to use it in order to understand if these needs are being met effectively. - There will be a need to support both staff (and students) to ensure optimal use of the technology and to mitigate against known limitations or risks. - The Director of Flexible and Online Learning acknowledged the complexity involved and highlighted the substantial behind-the-scenes work on policy, process, and technology relating to lecture capture, including drawing on outputs from the relevant WIHEA Learning Circle. This work is ongoing, and full institutional consultation will follow as soon as possible once it has been approved to do so. **ACTION:** LTS Co-Chair and SU Vice-President (Education) to connect the Chair of the SU Academic Forum with the Director of Flexible and Online Learning to arrange a meeting to enable student input into the lecture capture project.
026	**Learning and Teaching Action Framework** This paper was previously discussed under 008-LTS041125 and was received below the line for information.
027	**Updates from Faculty Education and Student Experience Committees** This is a standing item, with updates received below the line for information.
028	**Updates from IATL/ADC/WIHEA** This is a standing item, with updates received below the line for information.
029	**WIHEA Annual Report 2024-25** This report was received below the line for information.
030	**Any other business** No other business was raised.
Next meeting: 10:00, 11 May 2026, R2.41, Ramphal	

DECISIONS AND ACTIONS	
ITEM	**DECISION**
019 – Unconfirmed minutes of 4th Nov 2025 meeting	**DECISION:** The Subcommittee approved the minutes.

022 – Membership and Terms of Reference 2025/26	**DECISION:** The Subcommittee recommended the updated Membership to the Education and Student Experience Committee for approval.		
024 – Learning and Teaching Action Groups	**DECISION**: The initial Terms of Reference and Membership of the five Action Groups presented in paper 024-LTS230226 were approved.		
ITEM	**ACTION**	**LEAD AND DUE DATE**	**STATUS**
020 – Matters arising	**ACTION**: LTS Secretariat to share the Faculty of Arts update once received.	Ger Purcell, March 2026	Pending
022 – Membership and Terms of Reference 2025/26	**ACTION**: The Deputy Pro-Vice-Chancellor (Education) to explore options to cover the SU Voice Manager's attendance at LTS while the position remains vacant.	Beccy Freeman	Pending
023 – Assessment Strategy and Intent	**ACTION:** The Deputy Pro-Vice Chancellor (Learning and Teaching) and Director of EPQ to present the finalised draft Assessment Strategy to ESEC for approval in March. **ACTION:** The Secretary to ensure the draft Assessment Framework once developed is presented to LTS for review in September/October 2026.	Georgia Kremmyda/Dan Derricott Ger Purcell	March 2026 September 2026
024 – Learning and Teaching Action Groups	**ACTION:** LTS members to write to the Deputy Pro-Vice Chancellor (Learning and Teaching) with any comments or suggestions vis the Action Group memberships. **ACTION:** The Secretary to ensure any changes or updates to the Action Group memberships are reported at the May meeting of LTS.	ALL members Ger Purcell	March 2026 May 2026
025 – Digital Learning Environment – Strategic Direction	**ACTION:** LTS Co-Chair and SU Vice-President (Education) to connect the Chair of the SU Academic Forum with the Director of Flexible and Online Learning to arrange a meeting to enable student input into the lecture capture project.	Ananya Sreekumar	March 2026