



Academic Board

Learning Teaching and Student Experience Committee

Minutes of the meeting held on 05th February 2020.

Membership:

Present: Jo Midgley (Chair), David Barrett, Sarah Bateman, Jackie Chelin, Elizabeth Cleaver, Rachel Cowie, Jenny Dye, Chris English, Myra Evans, Delia Fairburn, Lisa Harrison, Rob Ingram, Saharla Ismail, Neidi Lemos, Heather Moyes, Jane Ojiako, Jasmine Pow, Gerry Rice, Andrew Rogers, Jackie Rogers, Richard Strange, Luke Rudge, Doris Schedlitzki, Rebecca Smith (Officer), Iain Mossman (Secretary).

Apologies: Suleiman Al-Sa'Di, Evan Botwood, Stanley Egeonu, Nadine Fry, Vicky Nash.

In attendance: Lizzie Johnson (for item LTSEC20.02.10), Simon Phillips (for item LTSEC20.02.12)

MINUTES OF THE MEETING	
LTSEC20.02.1	MINUTES AND MATTERS ARISING
LTSEC20.02.1.1	Members approved the minutes of the meeting held on 13 th November 2019.
LTSEC20.02.2	MATTERS ARISING
LTSEC20.02.2.1	Academic Apprenticeship Framework
LTSEC20.02.2.2	An update on the external statements within the Degree Apprenticeship Framework will be brought to the next meeting. Action: Director of Apprenticeships
	STANDING AGENDA ITEMS
LTSEC20.02.3	Learning 2020 Programme
LTSEC20.02.3.1	The Chair provided the following update:

MINUTES OF THE MEETING	
	<ol style="list-style-type: none"> 1. 2019/20 is a transition year as the University moves into Strategy 2030; 2. Work to review the impact of Learning 2020 has begun and a series of workshops will be held to review: what worked well, what can the University celebrate, where the gaps were, what didn't work, and what do we need to discontinue; 3. The Chair will bring workshop outcomes back to LTSEC for consideration and discussion. <p style="text-align: right;">Action: Chair (Pro-Vice Chancellor Student Experience)</p>
LTSEC20.02.4	Teaching Enhancement Framework (TEF)
LTSEC20.02.4.1	<p>The Director of Student and Academic Services provided the following update:</p> <ol style="list-style-type: none"> 1. The Office for Students (OfS) has confirmed that there will not be an Institutional or subject level TEF submission during 2020. The University will continue its preparations for both to ensure staff are prepared for submissions in 2021, or an earlier deadline should this arise; 2. Each subject area within the University has now submitted an initial draft for subject level TEF; 3. The University has commissioned an external consultant to evaluate two subject areas and work on what needs to be included in those submissions and how the University can effectively evaluate our learning and teaching and identify and celebrate successes. The learning from this will be fed into the development of other subject area submissions; 4. There should be further guidance soon from the OfS identifying what subject level TEF will look like, and the sector is still awaiting the outcomes from the independent review of institutional TEF. 5. The committee was encouraged to spread the message to ensure that evaluation measures are incorporated into all of our learning and teaching initiatives.
LTSEC20.02.4.2	<p>Members agreed that it would be useful to send a message across the University with further information about our approach, so that momentum is not lost. Agreed that once the external consultant is in place, further communications and dialogue within each faculty can happen.</p> <p style="text-align: right;">Action: Director of Student and Academic Services</p>
LTSEC20.02.5	Academic Governance Assurance Reporting
LTSEC20.02.5.1	<p>The Deputy Director of Student and Academic Services (Policy Development and Student Experience) confirmed that a new annual assurance reporting framework had been approved by Academic Board in December. The Committee noted the following:</p> <ol style="list-style-type: none"> 1. Academic Board provides assurance to the Board of Governors (BoG) that all committees throughout the academic governance

MINUTES OF THE MEETING	
	<p>structure are fulfilling their responsibilities as set within their Terms of Reference (TOR);</p> <ol style="list-style-type: none"> 2. A key element of this assurance are committee based reports which set out the business the committee considered through the year, and the regular reporting from sub-committees ; 3. The framework also covers thematic reporting, such as the Annual Quality Report, and Annual Report on Complaints and appeals, and sets out how the thematic and committee based reports work together to provide overall assurance; 4. LTSEC will continue to provide an annual report to Academic Board. However, the format of the report will change to follow a new template which is less descriptive of the business and more evaluative, providing assurance as to how the committee has fulfilled its Terms of Reference; 5. Each committee and sub-committee will also be asked to complete an annual health check, covering questions such as whether the right business is being covered, are papers in on time, are cover sheets written effectively. All members will have the opportunity to contribute to this. This will help committees make the most of the meeting and time available; 6. The framework will be implemented within 2019/20, with training for officers and secretaries to support the production of the report and the self-evaluation being rolled out. The self-evaluation will be completed at the end of the academic year.
LTSEC20.02.5.2	<p>Members discussed the Framework and agreed that this was a positive development which would encourage the committee to be more evaluative in its focus. The Secretary noted that there had been challenges in creating the board pack for this meeting arising from the volume of late papers and papers without coversheets, and that on reflection future meetings would need an earlier paper deadline, and this could be reflected in the health check.</p>
LTSEC20.02.6	<p>Student Voice and Engagement</p>
LTSEC20.02.6.1	<p>The VP Education from the Students' Union provided the following update:</p> <ol style="list-style-type: none"> 1. Over 1200 students attended the successful refreshers fair, with more students being recruited to student societies; 2. A new evening minibus service between Bower Ashton and the Colston Hall is to be trialled to help students engage with extra curricula activities; 3. A new initiative to capture student feedback and ideas for developments to their learning is being trialled in OneZone called 'Student Ideas'; 4. The VP Education has been developing a proposal for having a reading week across all faculties, which is an idea which arose from a recent workshop held with students. This will be brought to the next meeting of LTSEC for discussion; <p style="text-align: right;">Action: VP Education</p>

MINUTES OF THE MEETING	
	<p>5. The Glenside Campus Officer has been working with the Faculty of Health and Applied Sciences on a proposal to develop the wellbeing services available to students at Glenside Campus;</p> <p>6. Event capture is being increased across the University year on year, and students are asking for more teaching spaces to be equipped with these facilities.</p>
LTSEC20.02.6.2	<p>During extensive discussions members noted:</p> <p>1. Event capture roll out plans are in place across all suitable locations, but it was noted that not all teaching spaces are suitable for Event Capture, particularly at City Campus. To help student understanding further communications will be planned showing progress with Event Capture, and the reasons why some spaces are not suitable; Action: Associate Dean T+L - ACE</p> <p>2. The Academic Practice Directorate noted that they would be keen to work with student representatives to consider different ways of capturing learning to support students outside of the traditional lecture/seminar approach; Action: Director of Teaching and Learning and VP Education</p> <p>3. An academic calendar working group is currently developing proposals for the calendar in future academic years, and the reading week proposals would be useful to inform this work. Members supported the idea that additional space in teaching to undertake different types of learning activity could be valuable for the mental health of students and staff, but that the terminology of 'reading week' could be reviewed. Action: Director of Student and Academic Services and VP Education</p> <p>4. The Associate Dean HAS, noted that he had met with the Glenside Campus Officer about the wellbeing report, and had already picked this up with the Head of Student Support and Wellbeing and would continue to engage in constructive discussions about the proposals.</p> <p>5. The University's aim is to move away from the terminology of a 'wellbeing service'; as not every student is funnelled through this. A similar service to that provided at Frenchay Campus will soon be rolled out at Glenside and City Campuses. This will include a daily drop-in service during term time with safeguarding officers who can provide initial support to students, and signpost to relevant services, or escalate for wellbeing support where appropriate.</p>
	ITEMS FOR APPROVAL OR ENDORSEMENT
LTSEC20.02.7	Self-Assessment Report for OfSted

MINUTES OF THE MEETING	
LTSEC20.02.7.1	<p>The Director of Apprenticeships provided the following introduction to paper LTSEC20.02.3:</p> <ol style="list-style-type: none"> 1. UWE has one level 5 apprenticeship programme which OfSted regulates: Nursing Associate. This programme has 219 students. OfSted expect a regular self-assessment of the programme, which was due to be submitted on a regular schedule in February. However, OfSted visited the University from 27-31st January 2020, where a draft of the report was provided to the inspectors. 2. The report was written after consultation with colleagues who had been through an OfSted submission, and shows a narrative of how the programme has been established, is taught, and the support arrangements available for students; 3. The outcome of the OfSted visit has not yet been published, however questions were asked during the visit around governance processes, both operationally and strategically, and of the split of students between Glenside and Bridgewater; 4. Informal feedback from Inspectors also highlighted that the report will need to be more evidence based for future submissions, looking at the apprenticeship journey and the development of their learning; 5. LTSEC are being asked to endorse the report to take to the Chair of Academic Board for approval prior to submission to OfSted, recognising that the report will be re-worked over the next 6 months;
LTSEC20.02.7.2	<p>During discussions, members noted the following:</p> <ol style="list-style-type: none"> 1. Colleagues from Student and Academic Services will be able to support the apprenticeship team in completing the self-evaluation work and the re-write of the report to be more evaluation based; 2. Although the report can not be re-written prior to submission, members asked that amendments be made within each section reflecting a rationale for how the self-assessment grading had been reached and what the University plans to do in each area.
LTSEC20.02.7.3	<p>Based on the amendments to be made as stated above and the further work to be done to re-write the report over the next 6 months, LTSEC agreed that the report can be ENDORSED to the Chair of Academic Board for Chair's approval.</p>
LTSEC20.02.8	<p>Transforming Futures Learning Strategy</p>
LTSEC20.02.8.1	<p>The committee welcomed paper LTSEC20.02.4, and the Chair provided the following overview:</p> <ol style="list-style-type: none"> 1. Previous feedback from LTSEC and Academic Board has been included in changes to the strategy, including LTSECs comment regarding alignment to the sustainability strategy; 2. The strategy reflects a clear focus on practice led, digitalised and graduate enabled learning at UWE, Bristol. Included within

MINUTES OF THE MEETING	
	<p>the Strategy are: the employability and enterprise plan, the graduate attribute outcomes and additional work which will help underpin student performance, ongoing work on the attainment gap and developing the personalisation model</p> <p>3. Members were asked for any final comments before the strategy is presented to Academic Board for approval.</p>
LTSEC20.02.8.2	<p>LTSEC members noted that there were some instances where the terminology of 'programme' and 'course' had been used interchangeably, the Chair noted that the strategy terminology will be looked at to ensure there is consistency. Members agreed that the strategy could be ENDORSED to Academic Board for approval.</p>
LTSEC20.02.9	<p>Terms of Reference (TOR) for the Inclusive Curriculum, Pedagogies and Assessment Special Interest Group</p>
LTSEC20.02.9.1	<p>The Director of Teaching and Learning provided the following introduction to paper LTSEC20.02.5:</p> <ol style="list-style-type: none"> 1. The paper sets out proposals for a new special interest group that would report into LTSEC, providing a link between this committee and the work of the Equality, Diversity and Inclusivity (EDI) Team; 2. Setting the group up as a special interest group would allow any member of the University to be a members based on their interests rather than their position in the University, however the group would have no formal powers and responsibilities as members will be engaging as a volunteer; 3. The TOR have come to LTSEC for initial discussion and comment;
LTSEC20.02.9.2	<p>During discussions members noted:</p> <ol style="list-style-type: none"> 1. The TOR sits more like a community of practice, and although anyone can be a member it will be important to ensure there were a few experts who could link into formal structures and ensure actions can be driven forward. Suggestions were given for potential members; 2. The general view expressed was that a Task and Finish Group, with specific responsibilities linking to the EDI action plans and targeted membership from all faculties, would be a useful group for driving change. This could be supported by a community of practice where interested parties can feed into this key area of work; 3. Members were asked to feed further comments back to the Director of Teaching and Learning for further development.
LTSEC20.02.9.3	<p>The revised TOR for a Task and Finish Group and Community of Practice will be brought back to LTSEC.</p> <p style="text-align: right;">Action: Director of Teaching and Learning</p>
	<p>ITEMS FOR DISCUSSION</p>

MINUTES OF THE MEETING	
LTSEC20.02.10	Equality, Diversity and Inclusivity (EDI) Action Plans
LTSEC20.02.10.1	<p>LTSEC welcomed the action plans within paper LTSEC20.02.6. The Strategy and Operations Lead provided the following introduction:</p> <ol style="list-style-type: none"> 1. The EDI Team have supported the development of Action Plans, focused on access and participation targets, attainment and progression based on different characteristics. A taskforce approach has been used to look at the gaps identified, with actions plans in place for each Faculty and one overall University level plan which focuses on priority areas; 2. The main themes from the University level plan relate to inclusive curriculum and inclusive support. Actions include developments to the Enhancement Framework, and developing a toolkit/programme leader training which will be rolled out through each faculty; 3. The EDI webpages will be reviewed, including HR recruitment webpages and developing the tools and guides available on the intranet; 4. Events are in place to focus on attainment gaps, which will also be a focus within the Festival of Learning. These include: a 'Decolonising the curriculum' workshop in ACE and LTSEC's enhancement session will focus on the Black, Asian and Ethnic Minority (BAME) attainment gaps; 5. Work is also ongoing to further enhance the provision of inclusive reasonable adjustments, including providing learning materials in advance. 'Ally' is now available within BlackBoard and is a valuable tool for staff to review the accessibility of learning and teaching materials before making them available to students. Training and mentoring activities are being developed to encourage and support teaching staff to use these tools; 6. Under the 'Thrive Bristol' project UWE has been working with FE colleges on a collaborative project to support young people in the transition from school to college.
LTSEC20.02.10.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. The work with Thrive Bristol transitioning from school to college could also add value in supporting all students to be successful and helping non-continuation. The buddying model has been successfully used within accommodation; 2. That it may be worth considering further work with Colleges that deliver BTEC qualifications, as the methods of assessment are very different from HE and it would be useful to further understand the challenges this poses to BTEC entrants; 3. Work is beginning in Student and Academic Services (SAS) to review the University's approach to Access West of England in the context of changes to Disabled Students Allowance (DSA), and it would be important to link this work into the thinking arising from the Action Plans.

MINUTES OF THE MEETING	
LTSEC20.02.11	Faculty Survey Action Plans
LTSEC20.02.11.1	<p>Each Associate Dean for Teaching and Learning acted as a critical reader for a Faculty Survey Action Plan within paper LTSEC20.02.7. Each were asked to identify one area of good practice to share and one challenge. The following feedback was provided:</p> <ol style="list-style-type: none"> 1. FET – the ‘pause week’ work within the Faculty gives students a chance to stop and reflect. The session study plans for staff and students are also an area of good practice, unpicking further how work can be made available. The challenge will be delivering this; 2. ACE – The focus on employability and enterprising opportunities and the collaboration with textile employers were areas of good practice. The main challenge reflected some difficulties in relying too heavily on Associate Lecturers (AL) and providing appropriate training and quality assurance. There are many benefits in appointing a practice expert as an AL, however there can be challenges in getting appropriate time and level of engagement in training required. This is a common theme, and a group will be put together to look at the issues; Action: Chair to identify a lead 3. HAS – A Programme Enhancement Review (PER) and Professional Statutory and Regulatory Body (PSRB) visit with the Institute of Biomedical Sciences (IBS) had been used in an effective way to review structural barriers and provide a holistic look at what works well and what requires more work moving forward, especially around professional practice. The Faculty had looked at the requirements of the PSRB visit, identifying a whole new way of considering the student experience. The main challenge in HAS is developing a sense of community within different learning groups, and understanding what is meant by a sense of community. This is a key theme coming forward in strategy 2030 moving forward; 4. FBL – the faculty took an effective approach to continuous improvement, sharing ownership of all Key Performance Indicators (KPIs) and reviewing these throughout the year. The Continuous Improvement (CI) tool has also been used effectively; it would be useful to share how FBL use this more widely. It would also be interesting to share information on the active pedagogy work; Action: Associate Dean T+L - FBL 5. The main challenge noted across the faculties was around the quality of assessment feedback and consistency of the student experience. PERs are being used to review this further, however it was felt that there was need for a cultural change in addition to driving change through this process.
LTSEC20.02.11.2	As part of the wider review of survey taskforce and action plans, the contribution of professional services to the plans will be considered.
LTSEC20.02.12	Campus Services Report

MINUTES OF THE MEETING	
LTSEC20.02.12.1	<p>The Deputy Director of Student and Academic Services (Student Support and Wellbeing) provided the following overview to paper LTSEC20.02.8:</p> <ol style="list-style-type: none"> 1. The aim of the campus services project is to create a value led community, and reflect these values onto students when coming onto campus; 2. UWE has an ambition to increase campus residency by 50% in coming academic years, which will further engender campus environment of predominantly young people. The University will need to show and help students understand how to live in a healthy way; 3. With the increase in campus residency, this could see a rise of antisocial behaviour and high-risk life choices. The University wants to challenge this and have a value led campus community, leading students to build their own culture; 4. There are 5 work streams set up under the project, and 15 outputs from the campus services group. A communication strategy is already in place, but further work around pre-entry and wellbeing will be considered, reflecting more focussed and positive messages at key times. This will tip into accommodation and academic induction; 5. Understanding peaks and troughs in student motivation, and making others aware of these cycles, will help identify gaps; 6. There will be further co-ordination of ongoing work under residential life and halls life programmes, bringing these together to set boundaries and act in a fair and quick way to ensure student safety; 7. This will be part of the health and wellbeing strategy, and will be overseen by the Health and Wellbeing Strategy Group. There are 10 performance indicators to test how effective this has been.
LTSEC20.02.12.2	<p>During discussions, members noted the following:</p> <ol style="list-style-type: none"> 1. General agreement that this was an important piece of work, and it would be important to have regular updates to LTSEC on progress and its links into the academic and student journey; 2. Students will be included in the membership of the Campus Services Group; 3. Activities for students in evenings and weekends is being fed into the SAP 3 accommodation project.
LTSEC20.02.13	External Examiner Summary Reports
LTSEC20.02.13.1	<p>Associate Deans for Teaching and Learning acted as a critical reader for an external faculty External Examiner Summary Report in paper LTSEC20.02.9, reporting back one area of good practice and an area of challenge:</p> <ol style="list-style-type: none"> 1. FET – Standardised templates for feedback were an area of good practice. The main issues were common across all

MINUTES OF THE MEETING	
	<p>faculties regarding consistency of transcripts of assessment and feedback;</p> <p>2. HAS – Several external examiners commended innovative assessments, it was noted that it would be good to share what these are as one of the main outcomes of the academic integrity project is to have more assessments that excite students and engage them in new ways; Action: Associate Dean T+L HAS HAS - The main challenge noted related to practices around virtual boards. The University is currently considering how technology can support virtual boards and associated processes to get the right output without having people in a room at the same time. The Exam Board Code of Practice will also be updated and will go back to the Regulatory Review Steering Group. The outcome of this will be reported back to LTSEC at the next meeting; Action: Chair and Officer</p> <p>3. The committee noted that every FET external examiner had positive praise for professional services staff for their professionalism and responsiveness, which was supported by all committee members;</p> <p>4. The FBL report will be brought to the next meeting of LTSEC, alongside further discussion of the ACE report.</p>
LTSEC20.02.14	Principles of Effective Group Work
LTSEC20.02.14.1	<p>The committee received paper LTSEC20.02.10 and the Director of Teaching and Learning provided the following introduction:</p> <ol style="list-style-type: none"> 1. Following the National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES) taskforce and the identification of both good practice and areas of challenge in student feedback, the Academic Practice Directorate (APD) were asked to develop some guidance on what good group work should look like at the University; 2. 8 principles have been presented in the paper and a checklist of things that should be considered when designing group work.
LTSEC20.02.14.2	<p>During discussions, members discussed:</p> <ol style="list-style-type: none"> 1. The checklist includes a principles relating the experience of group work to teams in the workplace, members thought this might be usefully incorporated into the checklist point about design of group work; 2. The existing channels across the University will be the right places to disseminate the guidance; 3. The guidance could be strengthened to show the benefits of integrating international students within groups to create diversity; 4. It would also be useful to have further information about how students from different backgrounds can bring different strengths and weaknesses to the group, how this can be

MINUTES OF THE MEETING	
	<p>recognised and what this means e.g. some students will be good leaders;</p> <p>5. It was agreed it was useful to bring the guidance documents to LTSEC for comment, but LTSEC did not need to approve it.</p> <p>6. LTSEC members will provide comments to the APD to develop the guidance further and disseminate.</p> <p style="text-align: right;">Action: LTSEC members</p>
LTSEC20.02.15	Hartpury University Annual Report from the Academic Quality and Enhancement Committee
LTSEC20.02.15.1	<p>Members discussed paper LTSEC20.02.11. The committee noted that the report does not provide assurance on the quality and standards of the provision. While it was recognised that a small number of students remain on UWE Bristol programmes at Hartpury, the committee agreed that it could not approve the report in its current format. The Director of Student and Academic Services will ask Hartpury University to provide an updated report.</p> <p style="text-align: right;">Action: Director of Student and Academic Services</p>
	ITEMS FOR INFORMATION
LTSEC20.02.16	External Examiner's Conference Annual Report
LTSEC20.02.16.1	The committee noted the report from the recent conference.
LTSEC20.02.17	Grade Descriptors
LTSEC20.02.17.1	<p>The Director of Teaching and Learning updated the committee on the development of University-level grade descriptors. A working group has been drawn together from colleagues across the University, and the initial draft has been shared with the Regulatory Review steering group and the OfS steering group. The descriptors cover levels 3 to level 7, will be practice led and based on strategic priorities of the University. The final draft will be considered by Faculty Academic Standards and Quality Committees in February/March 2020, and will come to LTSEC in April. These descriptors will be part of the degree outcomes statement, and will be considered for approval at Academic Board in May and at Board of Governors in July.</p>
LTSEC20.02.18	Academic Integrity Project
LTSEC20.02.18.1	<p>The Associate Dean of T+L in ACE provided an update on the project, confirming that the revisions to the Assessment Offences Policy have been disseminated through the Student Administration Team, and tighter guidance has now been issued. The extended pilot for Turnitin is still in progress, and from the start of 2019/20 an opt out process for Safe Assign has been in place which will be monitored in terms of how reports are being used and whether this has an impact on assessment offence advisers. A project on academic integrity with the</p>

MINUTES OF THE MEETING	
	Library and APD will continue, focussing on integrity as a broad concept and encouraging this as the norm.
LTSEC20.02.19	LTSEC TOR
LTSEC20.02.19.1	Members noted that the TOR have now been approved by Academic Board.
	ANY OTHER BUSINESS
LTSEC20.02.20	Late papers at LTSEC
LTSEC20.02.20.1	The Director of Student and Academic Services noted that two separate board packs had been produced for this meeting due to the lateness of some of the papers. As was discussed in minute 20.02.5.2, it was noted that this can make it difficult for the Chair and the members to follow the flow of business. In the future, the committee will consider longer lead in dates for papers, and that papers will not be included in the agenda without a coversheet. It was noted that a Policy Development Framework is to be developed which will set out expectations on what is a policy, communications and expectations and when they need to be reviewed.
LTSEC20.02.21	DATE OF NEXT MEETING 19 th February 2019 (LTSEC Enhancement Session)