



Academic Board

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 1 February 2023.

Present: Amanda Coffey (Chair), Manar Amasha, Jacqueline Butler, Suzanne Carrie (items 1–2 and 6 only), Jackie Chelin, Peter Clegg, Rachel Cowie, Lily Diymowei, Bethel Ekaette, Antony Hill, Natalie Leung, Hannah Mathias, Jo Midgley, Cathy Minett-Smith, Heather Moyes, Kezia Paul, Gerry Rice, Jackie Rogers, Jeanette Sakel, Ian Stratton (Secretary), Neil Willey

Apologies: David Barrett, Tim Brailsford, Lindsey Ellis, Nadine Fry, Miltos Hadjosif, Laura Harrison, Selen Kars

In attendance: Callum Reilly (Officer)

LTSEC.23.02.1 WELCOME AND APOLOGIES

LTSEC.23.02.1.1 The Chair welcomed members to the meeting and apologies were noted.

LTSEC.23.02.1.2 No declarations of interest were raised.

LTSEC.23.02.2 TRANSFORMING FUTURES LEARNING STRATEGY 2030

LTSEC.23.02.2.1 **UWE Bristol Digital Learning Service and OfS response to Blended Learning Review**
Paper LTSEC.23.02.01 was received.

LTSEC.23.02.2.1.1 The Head of Digital Learning Service provided an overview of the paper, highlighting that:

1. The OfS Blended Learning Review provides an opportunity to embed UWE Bristol's existing work on blended learning more closely.

2. The Digital Learning Service (DLS) and College Deans for Learning and Teaching have had joint input into University actions in response.
3. The DLS is actively working on learning design (mapping onto the three Ps), alongside ongoing college- and school-level processes to embed blended learning.

LTSEC.23.02.2.1.2

In discussion, members commented that:

1. A collaborative conversation and clarity are needed on terminology, especially what blended learning means for the University.
2. The University will need to agree on minimum expectations for blended learning across programmes and to identify market opportunities for blended learning.

LTSEC.23.02.2.1.3

The Head of Digital Learning Service gave a presentation outlining the development of the University's DLS team and strategy, highlighting:

1. Key definitions of terms such as digital learning, blended learning and hybrid learning and the need for clear terminology
2. DLS's work towards embedding digital learning in learning and teaching strategies
3. The need to reframe digital learning; emergency remote delivery adopted during the pandemic is not necessarily a good model to follow
4. The structure of the DLS team and the college-level support it provides
5. The DLS's current work focused on themes such as:
 - a. Personalised learning, including the development of a learning design framework
 - b. Digital assessment, including Cloud Assessment and digital badges
 - c. Digital capability and skills; the JISC Discovery Tool is now embedded in staff PDR, with other work to develop a proof of concept for Microsoft Teams in learning and teaching.

LTSEC.23.02.2.1.4

Members also heard that:

1. The DLS intends to use data from surveys (e.g. NSS) to identify areas for which the team can provide targeted support to enhance delivery.

2. Plans are in place to support students in digital technology through peer-assisted learning by student digital leads; digital training is already included in Starting Block.

LTSEC.23.02.2.1.5

In discussion, members noted that:

1. The expectation is to establish blended learning as a part of normal learning and teaching practice, through cross-University and cross-college support; governance will also be critical.
2. As the transition to embedded blended learning progresses, it will be essential to consult on and capture specific user requirements.
3. As a campus-based university, it will be essential to make sure that the UWE Bristol campus learning experience remains meaningful.
4. Some limiting factors affecting the delivery of blended learning are to be expected: for example, contact hours per module or disparity in student expectations of learning experiences.
5. There is a risk of selective staff engagement with blended learning: for example, having only those who are already proponents of digital learning technologies engaged.
6. Maximising internal engagement can be achieved through school teams and the DLS (including college-level leads) working in partnership and sharing existing knowledge (e.g. through roadshows).
7. There is a need to set realistic expectations for implementing blended learning while acknowledging that some schools or programmes may be suited to more rapid progress.

LTSEC.23.02.3

MINUTES AND MATTERS ARISING

LTSEC.23.02.3.1

Previous minutes

Paper LTSEC.23.02.02 was received.

LTSEC.23.02.3.1.1

Members approved the minutes of the meeting held on 17 November 2022.

LTSEC.23.02.3.2

Matters arising and action sheet

Paper LTSEC.23.02.03 was received.

LTSEC.23.02.3.2.1

Members noted the action sheet with no further matters raised. Members were assured that actions were logged appropriately.

LTSEC.23.02.3.3

Chair's Actions

Paper LTSEC.23.02.04 was received.

LTSEC.23.02.3.3.1

Approval of revised Academic Appeals Policy

Members noted the approval of the revised Academic Appeals Policy, which was subject to minor changes required ahead of the Autumn assessment period.

LTSEC.23.02.4

STANDING AGENDA ITEMS

LTSEC.23.02.4.1

Chair's report and policy update

Paper LTSEC.23.02.05 was received.

LTSEC.23.02.4.1.1

Members noted the Chair's report for information.

LTSEC.23.02.4.2

The Students' Union report

Paper LTSEC.23.02.06 was received.

LTSEC.23.02.4.2.1

The VP Societies and Communication and VP Education provided a summary of the paper, including:

1. The inclusion of the SU's student submission in the TEF (now submitted), incorporating feedback from Speak Week and student representatives.
2. The recent election of sustainability and EDI School Reps, with a small number of vacancies remaining.
3. The SU's continuing work to provide cost-of-living support to students, including free meals, and mental health and wellbeing support, including exam stress relief packages.
4. The forthcoming SU leadership race, with elections taking place on 6–10 March.
5. The Student Futures Manifesto, with each of six themes to be co-led by a VP of the SU alongside University staff.

LTSEC.23.02.4.2.2

Members were asked to endorse the work of the SU in campaigning for pronouns to be included on student and staff ID cards. It was noted that this would not be a straightforward process but that the Deputy Director of Library, Careers and Inclusivity (EDI) was willing to liaise with SU representatives on the matter.

Action: The SU to follow up with the Deputy Director of LCI (EDI) on the possible introduction of pronouns on ID cards (**VP Education/VP Societies and Communication**).

LTSEC.23.02.4.2.3

Members were also asked to support the SU in researching the impact of the cost-of-living crisis on students.

It was suggested that PGR students could be identified to support this research.

Action: To follow up with the Graduate School to call for research students who are willing to lend research support with the SU's cost-of-living crisis work (**VP Education/VP Societies and Communication**).

LTSEC.23.02.4.2.4

In general discussion, members noted that:

1. There is a lack of connection between some School Reps and the SU, with the former unclear on who they report to. This is a known issue resulting from School Reps not attending the relevant training sessions; the SU is considering solutions.
2. Interesting initiatives were emerging from the SU's effort to integrate sports societies more closely with academic programmes, as well as embedding climate change conversations in courses.

LTSEC.23.02.5

QUALITY, STANDARDS AND THE STUDENT EXPERIENCE

LTSEC.23.02.5.1

Children on campus policy proposal

Paper LTSEC.23.02.07 was received.

LTSEC.23.02.5.1.1

The Head of Student and Academic Policy Enhancement introduced the paper, noting that:

1. The University has in place a range of policies and guidance relating to children on campus in some situations; these include the Safeguarding Policy, a health and safety guidance note and a policy relating to students who are under the age of eighteen.
2. However, these are not comprehensive and do not account for the full range of situations in which children might be present on University premises. There is therefore an identifiable policy gap to be addressed.
3. Examples include young children of students who may occasionally be brought into lectures due to childcare issues, as well as children using University facilities such as the Centre for Sport.
4. The paper includes an example of policy from another university.

LTSEC.23.02.5.1.2

Members were asked to endorse the necessary work to develop a proportionate and appropriate Children on University Premises

policy or guidance document and the proposal that ownership sits with LTSEC. Members agreed to endorse the proposal; a draft policy will be presented to the committee at the June 2023 meeting.

Action: To coordinate with Safeguarding Manager to draft the policy for June 2023 (**Head of Student and Academic Policy Enhancement**).

LTSEC.23.02.5.1.3

In discussion, members commented that:

1. The delivery of Children’s University is a further example of why more comprehensive policy or guidance is needed.
2. The tone of the guidance will be critical to ensure that the University retains an inclusive, family-friendly and compassionate approach, with recognition of the diverse needs of the student body.

LTSEC.23.02.5.2

LTSEC policy update tracker

Paper LTSEC.23.02.08 was received.

LTSEC.23.02.5.2.1

The Head of Student and Academic Policy Enhancement provided an overview of the tracker, noting that most policies for renewal are due by the June meeting of LTSEC.

LTSEC.23.02.5.2.2

Members were reminded that critical readers from within the committee’s membership would be assigned to each policy; this will help to provide assurance that each policy revision is given thorough consideration.

LTSEC.23.02.5.2.3

The review work would be shared equitably among members. Critical readers will ideally not be subject experts on their assigned policy to maintain a critical view, but members are invited to nominate themselves for any of the policies they are interested in reviewing.

LTSEC.23.02.5.3

Degree Awarding Algorithm review progress update

Paper LTSEC.23.02.09 was received.

LTSEC.23.02.5.3.1

The Head of Student and Academic Policy Enhancement gave a progress update on the equality impact assessment being undertaken as part of the academic regulations implementation work and Degree Awarding Algorithm review.

LTSEC.23.02.5.3.2

Members heard that:

1. The Student Voice and Academic Policy Team is working to update the equality impact assessment of the academic regulations implementation in 2018/19, including reviewing any unintended consequences.
2. Because of the phased implementation, it is necessary to ensure that the impact of the regulation changes on different groups remains equitable.
3. The aim is to provide a further update to LTSEC in June and, assuming there are no unintended consequences or unexplained gaps identified, to provide assurance accordingly.
4. Further work on the Degree Awarding Algorithm review will also be shared with the committee. This is listed as in progress on the action sheet (LTSEC22.04.4.3).

LTSEC.23.02.5.4 **Student Voice Partnership Project actions update**
Paper LTSEC.23.02.10 was received.

LTSEC.23.02.5.4.1 Members noted the update for information.

LTSEC.23.02.6 EQUALITY, DIVERSITY AND INCLUSIVITY

LTSEC.23.02.6.1 **Access and Participation Plan update**
Paper LTSEC.23.02.11 was received.

LTSEC.23.02.6.1.1 The Deputy Director of Library Careers and Inclusivity (EDI) provided an update on the University's Access and Participation Plan, highlighting that:

1. The APP variation submitted in June 2022 has now been approved by the OfS.
2. The OfS response to the sector consultation on APPs is expected by March 2023; this consultation relates to proposed changes to OfS requirements for APPs.
3. As part of implementing the proposed changes, it is expected that not all providers will be required to submit their renewed APP within the first phase; selected providers may be required, but it is expected that a cohort of pioneer providers will volunteer to submit under the new requirements.
4. The paper recommends that UWE Bristol volunteers to be among the first providers to submit under the new APP requirements.
5. Under the new APP, the OfS expect providers to outline a high-level theory of change. Work within the University to

develop appropriate intervention strategies is already underway and the EDI team expects to submit the renewed plan by July 2023.

LTSEC.23.02.6.1.2 Members agreed to endorse the recommendation that UWE Bristol be among the first wave of submissions.

LTSEC.23.02.6.1.3 In discussion, members commented that:

1. More work is needed across the University to evaluate interventions within the scope of Access and Participation work and demonstrate impact.
2. It will be important to involve the wider university community in the framework, including students and staff beyond LTSEC.

LTSEC.23.02.6.1.4 Members noted that, due to the timeline for submission, approval under Chair's action may be needed, but that regular updates and assurances would be brought back to the committee.

Action: EDI Team to proceed with preparing a July 2023 APP submission in line with the new requirements and update LTSEC on progress (**Deputy Director LCI, EDI**).

LTSEC.23.02.7 EXTERNAL QUALITY ASSURANCE/ASSESSMENT

LTSEC.23.02.7.1 **Teaching Excellence Framework 2023: UWE Bristol**
Paper LTSEC.23.02.12 was received.

LTSEC.23.02.7.1.1 The Deputy Director (Policy Development and Student Experience) SAS provided an update on TEF, highlighting that:

1. UWE Bristol's TEF 2023 submission was submitted ahead of the 24 January deadline.
2. The submission involved significant cross-University work, with thanks to those who contributed to the exercise.
3. The 2023 TEF specification had a greater emphasis on evidencing the impact of changes and performance above the baseline set by the OfS B conditions.
4. The submission is now under consideration by the TEF panel, with a provisional outcome expected in July; there will be an opportunity to make representations in response before the final outcome is published (expected in September 2023). The award will apply for four years.
5. A debrief session is timetabled for next week for colleagues involved to review lessons learnt; these are likely to include

the need to invest in evaluation and embedding this in learning and teaching practices.

LTSEC.23.02.7.1.2 Members welcomed the report and thanked the Deputy Director (Policy Development and Student Experience) SAS for the work delivered and the strength of the University's submission.

LTSEC.23.02.7.1.3 In discussion, members noted that:

1. The submission was positive reading based on robust reporting and it is worth considering how to use its narrative elsewhere.
2. Closer oversight of progression, continuation and completion rates will be key to enhancement work; the coaching model is expected to support interventions in these areas.

LTSEC.23.02.8 ASSURANCE REPORTING

LTSEC.23.02.8.1 **Academic regulation changes: implementation update**
Paper LTSEC.23.02.13 was received.

LTSEC.23.02.8.1.1 The Head of Student and Academic Policy Enhancement provided an overview of the paper, noting that work is underway to integrate the new regulations in systems and procedures; much of this is behind the scenes, with IT Services closely involved in ensuring systems will support the changes.

LTSEC.23.02.9 SUB-COMMITTEE REPORTING

LTSEC.23.02.9.1 **University Quality and Standards Sub-Committee**
Paper LTSEC.23.02.14 was received.

LTSEC.23.02.9.1.1 The Chair of UQSSC (College Dean of Learning and Teaching, CBL) highlighted the following updates from the UQSSC meeting on 16 January 2023:

1. A risk-based approach to quality enhancement was in development, with a formal proposal due to be presented to UQSSC in March 2023; any recommendations or outcomes arising from this discussion will be shared with LTSEC.
2. Based on a recommendation from the Collaborative Provision Task and Finish Group, UQSSC has requested to escalate to LTSEC the issue of the University's international

strategy. Clarity is sought on the strategy and its alignment with current approaches to international partnerships.

LTSEC.23.02.9.1.2 It was noted that the University's international strategy was under review. The outcomes of this will be shared with UQSSC and other relevant groups.
Action: To share progress of international strategy review with the UQSSC Chair (**Registrar and Pro Vice-Chancellor Student Experience**).

LTSEC.23.02.10 ANY OTHER BUSINESS

LTSEC.23.02.10.1 **Ofsted inspection of apprenticeship provision**
Paper LTSEC.23.02.15 was received.

LTSEC.23.02.10.1.1 The Deputy Director (Policy Development and Student Experience) SAS provided an update on the Ofsted inspection outcome, highlighting that:

1. UWE Bristol received a "Good" rating across each of Ofsted's judgement areas; the official Ofsted report is now due to be published.
2. The report confirms Ofsted's confidence in the University as a good provider of apprenticeships, noting the strong alignment with the University's overall ambitions.
3. Ofsted's feedback also highlighted that internal strengths and weaknesses are understood, with appropriate actions in place to address issues, as identified in the Self-Assessment Report and Quality Improvement Plan (QIP).
4. A workshop to identify lessons learned has taken place, the outcomes of which will feed into an action plan to be incorporated in the next QIP; LTSEC will have ultimate oversight of this.
5. UQSSC will continue to hold the Apprenticeship Board to account over the transition from the Ofsted Readiness Task and Finish Group work into business as usual.

LTSEC.23.02.10.1.2 Members welcomed the outcome and thanked the Deputy Director (Policy Development and Student Experience) SAS for her involvement in the Ofsted readiness work and during the inspection, along with Apprenticeship Hub colleagues.

LTSEC.23.02.10.1.3 In discussion, members noted that:

1. Because of the University's significant role as a provider of apprenticeships, the outcome puts UWE Bristol as a whole in a strong position.
2. It is critical not to be complacent in light of other monitoring exercises; these include a QAA monitoring visit for End-Point Assessments for two apprenticeship programmes (currently underway) and potential audits from ESFA.
3. The University should also consider how to move from Good to Outstanding; continuous improvement more generally is likely to become increasingly important in the regulatory environment for higher education.

LTSEC.23.02.10.2 **Repository for student work**

LTSEC.23.02.10.2.1 The Deputy Director of Library, Careers and Inclusivity raised the issue of creating a repository of student writing, ideally with marker feedback, to be used as a teaching tool to develop students' academic literacy skills.

LTSEC.23.02.10.2.2 Members heard that:

1. A repository has been established but it has been difficult to encourage academic colleagues to provide examples of student work.
2. Although IP and permission issues are being addressed, they are potentially still a barrier to sharing examples.
3. A more streamlined approach is proposed based on an opt-out policy that students grant permission for their assessed work to be used for this purpose; students would be given the option to opt out at each Blackboard submission point.

LTSEC.23.02.10.2.3 In discussion, members noted that:

1. The default position that students grant permission may not be proportionate to the resulting benefit; it is expected that only a very small proportion of available student work would actually be used in teaching.
2. A default opt-in position could also lead to an unwieldy repository that would require significant effort to maintain.
3. Currently, Programme Leaders have been approached to provide examples, but Heads of Schools may be a more appropriate route.

Action: To seek examples of student work through Heads of Schools (**Deputy Director of Library, Careers and Inclusivity**).

4. If an opt-in/out approach is adopted, it is advisable to consult with the University data team to ensure students who opt in can opt out at a later stage.

LTSEC.23.02.11	DATE(S) OF NEXT MEETING(S)
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| LTSEC.23.02.11.1 | Next meeting dates for academic year 2022/23: <ul style="list-style-type: none">• Wednesday 19 April 2023• Wednesday 7 June 2023 |
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