LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 12 June 2024.

Present: Amanda Coffey (Chair), David Barrett, Sarah Bateman, Georgie Benford, Katie Carson (Item 5.1), Maria Casado-Diaz, Jackie Chelin, Mark Coombs, Fiona Cottrell, Rachel Cowie, Bethel Ekaette, Georgina Gough (Item 2.1), Bernhard Gross, Miltos Hadjiosif, Laura Harrison, James Hazzard, Antony Hill, Sabiha Khan, Natalia Kida, Harry Marcks, Jo Midgley, Cathy Minett-Smith, Heather Moyes, Jackie Rogers, Alison Rudd (Item 5.5), Lucy Scott, Jessica Stainthorp (Item 5.1), Lloyd Williams, Jonathan Winfield, Asia Yekeen.

Apologies: Emily Boland, Maria Casada-Diaz, Jenny Dye, Delia Fairburn, Laura Harrison, Moya Lerigo-Sampson, Hannah Mathias, Gerry Rice, Jonathan Winfield.

In attendance: Theresa Viner (Officer), Ian Stratton (Secretary)

Observers: Tuesday Osbourn (Halpin)

LTSEC.24.06.1	**INTERACTIVE SESSION**

LTSEC.24.06.1.1 **Sustainable Education**
Digital copies of the UWE experience map and UWE student journey maps were received.

Members were reminded that the purpose of this session is to ensure LTSEC is updated of developments across the University and to have the opportunity to offer input. Sustainability Education is an area of strength and touches across the whole of the University

The Professor in Education for Sustainability Development presented the session. During discussion members commented that:

1. We are revisiting the governance of sustainability partly because of restructures, to understand how they fit into sustainability ambitions.
2. There is currently a large-scale curriculum review with UWE Programme principles, and many of the programme specifications have revised benchmarks. It will be helpful to bring ESD in here. The workshops will be helpful for staff with regards to the process.

[ACTION: Deputy Registrar to follow up with the Professor in Education for Sustainable Development on introducing ESD to the UWE Programme principles]

3. There is an opportunity to embed some of these ideas through UWE Programmes. Need to consider how staff on panels have the necessary skills and tools.
4. ESD Leads will take part in the School Boards of Study.
5. There are parallels with the employability perspective, graduate outcomes data could play a part.
6. There are interesting overlaps with apprenticeships, in terms of classroom learning and application in the workplace.

LTSEC.24.06.1.1.2   Members heard that there is that work to do around evaluation and impact to ensure continuous improvement. Members were asked to consider how a dashboard may look in the sustainability education space, and how it would link to other dashboards in a meaningful way, to ensure effectiveness at School and Programme level, as well as institutionally.

We are aiming for a common approach across all aspects of the Learning and Teaching experience, that feeds into TEF narratives.

LTSEC.24.06.2   **WELCOME AND APOLOGIES**

LTSEC.24.06.2.1   Members were welcomed to the meeting and apologies were noted.

LTSEC.24.06.2.2   In relation to declarations of interest, members noted that the Deputy Vice-Chancellor and Registrar is a member of Weston College's Governing Body.

LTSEC.24.06.3   **MINUTES AND MATTERS ARISING**

LTSEC.24.06.3.1   **Previous minutes**
Paper LTSEC.24.04.01 was received.

LTSEC.24.06.3.1.2   Members approved the minutes of the meeting held on 17 April 2024.

LTSEC.24.06.3.2   **Action sheet and matters arising**
A digital copy of the action sheet was received and noted.

LTSEC.24.06.3.2.1   The Chair noted that there will be a review of the Action sheet over the summer.

LTSEC.24.06.3.3   **Chair's actions**
Paper LTSEC.24.06.02 was received.

LTSEC.24.06.3.3.1   Members noted the approval of the officers exercise to roll-out the BSc (Hons) Digital Media [Top-Up] at Gloucestershire College.

The Chair has taken one decision since the last meeting, in line with jurisdictions to make decisions on behalf of the board.

It was noted that an end of year review of all the Chair's actions will be undertaken, to ensure consistency across all decision making.

LTSEC.24.06.4   **STANDING AGENDA ITEMS**

LTSEC.24.06.4.1   **Chair's report**
Paper LTSEC.24.06.03 was received.

LTSEC.24.06.4.1.1   Members were reminded that the Chair's report is for the purpose of highlighting sector developments and/or matters of interest to members.

[ACTION: The closing date for the University Alliance Awards is Friday 14 June]

LTSEC.24.06.4.2   **The Students' Union report**
Paper LTSEC.24.06.04 was received.

LTSEC.24.06.4.2.1   The Vice President Societies and Communities, in attendance at the meeting and with the prior agreement of the Chair, introduced the paper, drawing attention to the work undertaken with the Student Comms team on Voter Registration, and the new Vice Presidents' team due to start at the end of June 2024.

LTSEC.24.06.4.2.2   The Chair welcomed the report; it was noted that focusing discussion on a specific issue was a useful approach to engaging with LTSEC.

Thanks were extended to The Vice President Societies and Communities and the Students' Union for collating the report, and for their contribution to LTSEC and more broadly across the University.

LTSEC.24.06.4.2.3   Members commented that:

1. It was helpful to have list of academic societies. We will continue to work with the Students' Union for academic support on a wider range of subjects, to continue to produce desired outcomes.

2. Work is ongoing for Wednesday afternoon teaching activities and the number of student sessions timetabled on this day.

LTSEC.24.06.4.3   **Policy update tracker**
A digital copy of the policies tracker was received and noted.

LTSEC.24.06.4.3.1   The Secretary provided a verbal update noting that:

1. All current policies are now updated and published, and we are aware of which policies are due for refresh in the coming year.
2. To ensure we have assurance at LTSEC we now have critical readers to review policy and report reflections and commentary to the committee.
3. There has been a call for critical readers. Thanks were extended to those that have volunteered.
4. We will start to see policy refreshers coming through next academic session.

LTSEC.24.06.5   **QUALITY, STANDARDS AND THE STUDENT EXPERIENCE**

LTSEC.24.06.5.1   **Course Survey 2023-24**
Paper LTSEC.24.06.07 was received.

LTSEC.24.06.5.1.1   The Chair introduced the paper noting that:

1. A decision was made last year to refresh and release a survey to all non-final year students, to provide early sight of issues, concerns and reflections prior to the NSS, and as part of our continuous improvement process.
2. A decision has been made to continue with the survey after its pilot year, as trend data will be important.

LTSEC.24.06.5.1.2   The Senior Policy Adviser and Business intelligence Analyst noted that they had hoped for a higher number of survey participants,

however good quality data was obtained. The data are now available on the [Student Survey SharePoint site](#) for Programmes and Schools to review. The survey was also circulated to all members when published on 28 May 2024.

LTSEC.24.06.5.1.3   In discussion, members noted that:

1. This is not a longitudinal study.
2. Tracking will help to establish if actions taken in Year 1 and 2 result in better outcomes for Year 3.
3. We need to ensure the Library Services, the Wellbeing Service and the Student Voice are appropriately promoted due to a high number of students indicating the services are not applicable to them.
4. Further work is to be carried out in the areas returning lower results, whilst some subjects are showing an upward trend.
5. It would be beneficial to consider improved ways to feedback, in addition to the newsletter.

LTSEC.24.06.5.1.4   Members heard that:

1. We need to think holistically and have assurance at LTSEC, with risks, and how they will be addressed, noted.
2. We will need to embed results in School Boards and Programme teams.
3. School road maps are designed to be live documents around action, evaluation and impact, and will highlight where each School needs to focus to make sustained progress.
4. Part of our Student Voice work is to ensure there is communication around the course survey, and how the University is addressing the insights to improve experiences.
5. The impact is at course and institutional level. Institutional themes that maybe need to link into UWE Programmes.

LTSEC.24.06.5.1.5   The Senior Policy Adviser and Business intelligence Analyst highlighted the importance of aiming to improve response rates for next year. Members were invited to consider the timing of the survey.

LTSEC.24.06.5.1.6   Members heard that:

1. There will be a consultation with members to consider if a launch in March is appropriate, or if another month could lead to higher participation (within January to April).
2. An option would be to have a similar approach to the NSS; open the survey early and decide a specific date for an institutional launch.

[ACTION: Members to consider appropriate timing for the Course Survey next year]

LTSEC.24.06.5.2 **Reimagining Student Representation**
Paper LTSEC.24.06.08 was received.

LTSEC.24.06.5.2.1 The Academic Registrar briefly introduced the paper and highlighted the findings of work so fare, with further work to take place over the summer. The University has worked collaboratively with the Students' Union to identify priorities and lead work.

LTSEC.24.06.5.2.2 Members heard that:

1. The importance of the academic societies were identified as improving feelings of belonging.
2. The course survey will guide Student Reps in their role, allowing them to use an evidence-based approach.
3. We will collaborate with the Students' Union to improve the training for Student Reps.
4. We will work over the summer to refresh the principles, and update LTSEC in September 2024.
   [ACTION: Academic Registrar to update LTSEC in September 2024 with regards to the principle refresh]

5. We are investigating appropriate training for Lead School Reps and staff around the practicalities of the representation system. Identify what effective engagement with Student Reps can look like.
6. The project will run until the next academic year.
7. LTSEC will receive regular updates, highlighting changes and recommendations.

The Chair noted that there is no recommendation for decision at this stage.

LTSEC.24.06.5.3 **Update on review of the Assessment Offences Policy and Procedure**
Paper LTSEC.24.06.09 was received.

LTSEC.24.06.5.3.1 The Secretary provided a verbal update noting that changes have been made to how we investigate academic appeals as a result of changes to the management of Academic Misconduct. The casework team will make clear the process and embed management of the changes to the academic appeals process. It was recognised that an

academic offence appeal is managed differently to how appeals in other areas are handled.

LTSEC.24.06.5.3.2   LTSEC members approved the proposal.

LTSEC.24.06.5.3.3   The Senior Policy Adviser introduced the paper and briefly discussed the Assessment Offences Working Group. The paper summarises the development of guidance, communications, process improvements, University wide training courses for staff and students, and the Assessment Offences Student Project developer which focuses on using AI technologies.

LTSEC.24.06.5.3.4   Members commented:

1. The paper mentions meeting with students 'in all cases'. The Working Group may need to consider how this will be achieved. Online meetings could be considered.
2. Coordinated communications to the student from with the Student's Union take place to ensure support options are highlighted.
3. Terminology be reviewed to ensure it is fully supportive.
4. Planning a 'speed awareness' style course, there will be a pilot trial initially.

LTSEC.24.06.5.3.5   Members noted there is more work to be done with reimaging around services and ensuring a consistent approach/message for students, with a customer first approach.

LTSEC.24.06.5.4   UWE Programmes Update
Verbal update

LTSEC.24.06.5.4.1   The Deputy Registrar discussed UWE Programmes, noting that:

1. We now have an agreed timeline with Schools in terms of looking at the ABC Learning Design approach, which is well used across the sector.
2. We have a live dashboard containing all our Programmes; LTSEC members have access.

The link to the dashboard can be found here: UWE Programmes Workstream Scorecard - Power BI

3. Work has commenced around the delivery model, and how this will impact Timetabling. We need to consider other ways of Timetabling to remain student-centred.
4. We are working with colleagues to develop a menu of different activities, and all subject areas will go through an

assessment sprint. We will collaborate with Schools to work towards UWE Programme principles.

5. Most sprints will take place next year.
6. We will be testing the methodology with Architecture, and we will have two or three examples of what we hope to achieve by the beginning of the next academic year.
7. Business School undergraduates have gone to UVP and will have examples.

LTSEC.24.06.5.5   **Examination Boards – Moving to a 'One tier approach'**
Paper LTSEC.24.06.11 was received.

LTSEC.24.06.5.5.1   The Quality Account Manager (in the absence of the Deputy Head of AQPET) discussed the paper and the proposal to move to a 'one tier Examination board'.

Key points highlighted were:

1. The Award board will be largely unchanged.
2. Members were invited to consider the Key Principles on Page 4 of the paper.
3. Changes are being recommending to LTSEC for the 2024/25 Academic year, actions are noted in 'Next Steps' on Page 5.
4. Working group members discussed the proposal at the UWE Learning and Teaching forum; feedback has been largely positive.

LTSEC.24.06.5.5.2   Clarification was sought as to whether the changes were achievable by 2024/25, considering communication and changes to code of practice.

LTSEC.24.06.5.5.3   Members commented:

1. This links to the sector wide piece of work regarding exam boards.
2. CRDC will not be dissolved, and a further conversation is needed.
3. Ensuring the correct and appropriate personnel are present for support will result in improved efficiency.
4. Consideration is needed for the unique PDR decision, and the escalation route for the PGR space.
5. This can be highlighted to School Directors for awareness of transition.
6. It will be important to launch this early, in a timely manner.

LTSEC.24.06.5.5.4   It was heard that this will be the broad direction of travel in terms of academic regulation and the quality cycle. It was noted that it will be appropriate to take an update to the Academic Board.

LTSEC.24.06.5.5.5   There was a separate discussion highlighting that some Academic Board members are directly elected from Academic community, as opposed to a member who is there as a requirement of their role. It may be beneficial to ensure these members are fully supported in their role.

[ACTION: Ensure Academic Board members are fully supported]

LTSEC.24.06.5.6   Update from the Digital Learning Service
Paper LTSEC.24.06.12 was received.

LTSEC.24.06.5.6.1   The Digital Learning Manager (in the absence of the Director of the Digital Learning Service) provided an update on digital learning

LTSEC.24.06.5.6.2   Members heard that:

1. UWE Online are beginning to pilot Blackboard Ultra.
2. We have invested in UWE Online and will take our learning and build into the on-campus experience.
3. We must be mindful of cost, and we have Validation Panel members who will critically evaluate the work of the company 'Skilled' to ensure they are meeting necessary criteria.

LTSEC.24.06.5.7   Escalated items
Paper LTSEC.24.06.13 was received.

LTSEC.24.06.5.7.1   To consider any items escalated via:

1. Apprenticeship SAR and QIP

The College Dean for Learning and Teaching and Chair of UQSSC received an updated apprenticeship provision which has been endorsed by Academic Board. Scrutiny completed by UQSCC on behalf of LTSEC. Noting to provide assurance.

LTSEC.24.06.5.7.2	Members heard that the Action plan is live and is built from the strategic groups that sit in the Colleges and feed into the plan.
LTSEC.24.06.5.7.3	It was highlighted that Page 9 Section 5 of the paper mentions the Studiosity Writing Feedback Service as part of the Library Service. This service will not be available by the end of June 2024, so the paper will need reviewing and updating at this point.

LTSEC.24.06.6   EQUALITY, DIVERSITY AND INCLUSIVITY

LTSEC.24.06.6.1   Access and Participation Plan update
Paper LTSEC.24.06.14 was received.

LTSEC.24.06.6.1.1	The Data and Impact Lead introduced the paper, noting the summary of projects and the recommendations provided by APPMG.
LTSEC.24.06.6.1.2	Members noted that: 1. There will be a financial support consultation looking at change next year regarding how money is distributed. We will need to update OfS and submit a Variation Request. 2. Recommendation came to LTSEC with a deadline of July for Schools to resubmit plans for 2024/25. To be reviewed by VCE on 29th July.
LTSEC.24.06.6.1.3	The Deputy Vice Chancellor and Registrar provided information regarding Future Quest: Future Quest is a National collaborative outreach programme sponsored by OfS and UWE funds. Higher Education providers within Bristol (UoB, UWE, SGS, City of Bristol College), work to increase participation in Higher Education across Bristol working with schools. Due to OfS funding cuts we are no longer able to fund primary activity and earlier years in secondary. APP will take priority in relation to how we refocus and restructure.
LTSEC.24.06.6.1.4	In relation to Future Quest, members commented that: 1. The update is around the revised school template and not school Learning and Teaching plans. 2. Roadmaps are also about continuation, completion, progression and reward gaps. From an APP monitoring perspective specific information is required, but also about connection between Learning and Teaching and School Directives.

3. Potentially an opportunity to look how our connections with partnerships might enhance the Future Quest gap around aspiration raising (academy link, IOT link, FE partnerships links).

[ACTION: Director of Apprenticeships and Data Impact Lead to meet to discuss how connections with partnerships might enhance the Future Quest gap]

LTSEC.24.06.6.1.5   Members have noted risks and LTSEC committee members are assured.

LTSEC.24.06.7   ASSURANCE REPORTING

LTSEC.24.06.7.1   LTSEC Annual Assurance Report to Academic Board
Paper LTSEC.24.06.15 was received.

LTSEC.24.06.7.1.1   The Secretary introduced the paper:

Presented for consideration and approval is the Assurance report for work of this committee over last year. Business has been conducted in an orderly and effective manner, and we should be confident in this report to Academic Board, and that LTSEC acted appropriately and discharged actions accordingly.

LTSEC.24.06.7.1.2   Members commented that:

1. The size of the Boardpacks and Executive Summaries is mentioned in the recommendations; please could we also highlight timely papers.

[ACTION: Members to contact the Secretary directly with any queries/anomalies to ensure consistency]

LTSEC.24.06.7.1.3   Members confirmed they are happy for the Annual Assurance Report to go forward to Academic Board on behalf of LTSEC.

LTSEC.24.06.7.2   OIA Annual Report
Paper LTSEC.24.06.16 was received.

LTSEC.24.06.7.2.1   It was noted that this paper was presented for information.

All members were invited to read paper before the annual statement.

Members commented that:

1. The changes to Freedom of Speech on 1 August 2024 will have an impact next year.
2. We need to reflect on this and gather insight from other institutions if the sector is adopting similar approach.

LTSEC.24.06.7.3   School Boards of Studies
Paper LTSEC.24.06.17 was received.

LTSEC.24.06.7.3.1   The Secretary introduced the paper, highlighting that we have adopted a critical reader approach for assurance that School Boards of Studies are operating appropriately, while noting any risks and discrepancies.

LTSEC.24.06.7.3.2   Critical readers identified:
Deputy Director of Library, Careers and Inclusivity.
Head of Careers and Enterprise.
Director of Learning and Teaching

Critical readers summarised their papers and noted that a common theme was the need to increase the student voice.

LTSEC.24.06.7.3.3   In discussion, members commented that:

1. Clarification was sought on how the School of Arts should escalate themes and issues to LTSEC.
2. CCT emphasised the importance of School Managers at these groups.
3. All groups are aiming for meaningful depth and impact in terms of how they want to see these groups move forward. To be reviewed over the next 12 months
4. Consideration on whether there will be Lead School Student Reps or wider Reps.
5. There could be a mechanism for PGR at the School Board, maybe as a standing invitation.
6. We need to ensure we have the access to right expertise when needed. This is something we're considering as part of LTSEC and the transformation programme.

7. Consideration for first year School Boards of Studies and new School structures and the work needed from an assurance

and enhancement prospective and give permission to other enhancement activities to be happening in different ways.

LTSEC.24.06.7.3.4   It was noted that a review is on the agenda for the July Learning and Teaching Forum.

[ACTION: Members were invited to contribute to the review]

LTSEC.24.06.8   **SUB-COMMITTEE REPORTING**

LTSEC.24.06.8.1   **University Quality and Standards Sub-Committee**
Paper LTSEC.24.06.18 was received.

LTSEC.24.06.8.1.1   The Chair of UQSSC gave a brief update noting that members of the Committee would be working with Partnership Leads to identify barriers to the timely completion of Partnership Lead reports.

To note:

1. Minutes of the meeting on 27 March 2024

2. Summary report of the meeting on 28 May 2024.

It was noted that escalated matters from UQSSC were covered earlier in the agenda. Noted here for information. No items to escalate to LTSEC.

LTSEC.24.06.9   **ANY OTHER BUSINESS**

LTSEC.24.06.9.1   None

LTSEC.24.06.10   **DATE(S) OF NEXT MEETING(S)**

LTSEC.24.06.10.1   Next meeting dates for academic year 2024/25:
- 11 September 2024
- 06 November 2024
- 05 February 2025
- 16 April 2025
- 05 June 2025 (Thursday).