Academic Board

LEARNING TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 25th September 2019.

Membership:

Present: Jane Harrington (Chair until item LTSEC19.09.11.6), Suleiman Al-Sa'Di (student rep), David Barrett, Sara Bird, Evan Botwood, Jackie Chelin, Rachel Cowie, Elizabeth Cleaver, Delia Fairburn, Lisa Harrison, Rob Ingram, Neidi Lemos (student rep), Jo Midgley (Deputy Chair from item LTSEC19.09.11.6), Heather Moyes, Jane Ojiako, Jasmine Pow (student rep), Gerry Rice, Jackie Rogers.

Apologies: Jenny Dye, Saharla Ismail (student rep), Mandy Lee, James Longhurst, Derek Norris, Vicky Nash, Jan Richardson.

In attendance: Iain Mossman (Secretary), Rebecca Smith (Officer), Suzanne Carrie (for item LTSEC19.09.16), Chris Evans (for item LTSEC19.09.12), Nadine Fry, Jennifer Hill (for items LTSEC19.09.11.7 & LTSEC19.09.19).

MINUTES OF THE MEETING	
LTSEC19.09.01	**MINUTES AND MATTERS ARISING**
LTSEC19.09.01.1	Members approved the minutes of the meeting held on 12th June 2019, subject to two minor amendments to item LTSEC19.06.15.1. These reflected the different ways that Blackboard is used at City Campus and to include 'Education' in the Faculty title.
LTSEC19.09.02	**TERMS OF REFERENCE & MEMBERSHIP**
LTSEC19.02.02.1	The Chair welcomed all members to the first meeting of the academic year. In Particular the Chair welcomed the new student representatives. The Deputy Director (Policy Development and Student Experience) introduced the new TOR and membership, including a diagram of how LTSEC fitted into the new Academic Governance structure. LTSEC noted:
	1. Academic Board has approved changes to the academic governance structure. The main changes influencing LTSEC are:
	a. Faculty Boards have been incorporated into the formal academic governance of the University and will report

MINUTES OF THE MEETING	
	to Academic Board on equivalent terms to LTSEC and RKEC. Faculty Academic Standards and Quality Committees will report to Faculty Boards with a reporting line to LTSEC; b. The Widening Participation Committee will be replaced with an Equality, Diversity and Inclusivity Group which will report to the Directorate; this group will have primary responsibility for oversight of the Access and Participation Plan. There will be a reporting line from this group to LTSEC for engagement with curriculum related and student experience developments; 2. A community of practice has been established for committee officers to develop training and resources. This will facilitate a consistent approach across all formal committees, including supporting chairs, members and minute writing; 3. LTSEC will have new elected members from each Faculty and a representative from Technician staff on the membership; 4. The TOR for each committee in the new structure will be discussed at their next meeting and the final versions will be approved at Academic Board in December 2019.
LTSEC19.09.02.2	LTSEC discussed the Terms of Reference, including the roles and expectations for appointment of student members. LTSEC agreed to endorse the new TOR, with one change to the membership reflecting structures within Library, Careers and Inclusivity; to change 'Director of Student Success Services' to 'Director of Library, Careers and Inclusivity (or nominee)'. **Action: Deputy Director (Policy Development and Student Experience) Student and Academic Services**
	MATTERS ARISING
LTSEC19.09.03	**Chair's Actions**
LTSEC19.09.03.1	LTSEC noted that the Access and Participation Plan had been approved and submitted to the Office for Students (OfS). The plan has been approved by the OfS for 5 years, although the University will be subject to enhanced monitoring by the OfS in relation to the attainment gap.
LTSEC19.09.03.2	LTSEC noted that the Chair had approved two new Degree Apprenticeships leading to MArch Architecture and BEng(Hons) Aerospace Engineering.
LTSEC19.08.04	**ANNUAL BUSINESS PLAN**
LTSEC19.09.04.1	LTSEC received paper LTSEC19.09.03 detailing the business of the committee over the 2019/20 academic year. The Committee noted that there will be an additional item relating to the Transforming Futures Learning Strategy, and there will be changes to the

MINUTES OF THE MEETING	
	subcommittee reporting timeline based on changes to the academic governance structure.
LTSEC19.09.04.2	Arising from discussion in item LTSEC19.09.03.1, the Chair proposed that the enhancement session on 06th February 2020 be focused on the attainment gap. The committee approved this theme. The Committee Officer noted that a working group will be established, including appropriate staff and students including and outside LTSEC membership, to make the arrangements and invite external speakers. Attendance at the event will also be open to staff and students beyond the committee membership. **Action: Committee Officer and Secretary**
	STANDING AGENDA ITEMS
LTSEC19.09.05	**Learning 2020**
LTSEC19.09.05.1	LTSEC members noted the updates on the Learning 2020 Programmes within the slides in the boardpack.
LTSEC19.09.06	**Teaching Enhancement Framework (TEF)**
LTSEC19.09.06.1	The Director of Student and Academic Services (SAS) provided an overview of the ongoing progress to prepare for subject-level TEF: 1. Subject leads and subject panel oversight leads have been identified; 2. A sector consultation took place over the summer, with outcomes due later in autumn including details as to how subject-level TEF will be rolled out. The latest updates from OfS indicated that subject-level TEF will be rolled out alongside Institution-level TEF; 3. On the basis of the University's experience in the TEF pilot, staff from SAS and Business Intelligence (BI) have been working with academics from the 25 subject areas to pull together the evidence base to inform expected five-page submissions; 4. Support sessions have also been delivered to a wide-range of academic and professional services staff; 5. The University has started working on an Institutional submission.
LTSEC19.09.06.2	LTSEC noted the considerable level of work taking place to prepare for TEF, and commended the efforts to ensure consistent preparation across all subject areas. The committee highlighted that the work on learning gain and intangible assets, could also provide useful insights to inform preparations for subject-level TEF.
LTSEC19.09.07	**Student Voice and Engagement**

MINUTES OF THE MEETING	
LTSEC19.09.07.1	**Student Surveys -** The Deputy Director (Policy Development and Student Experience) presented paper LTSEC19.09.06. LTSEC noted that: 1. the data reflects the outcomes from each of the 3 major student experience surveys. Overall the University has performed well; 2. UWE achieved 88% in the National Student Survey (NSS), while 1% down from 2018, maintains a strong position as 7th University in England for overall student satisfaction, and is 2% below the target of 90%; 3. UWE has increased its satisfaction score in the Postgraduate Taught Experience survey (PTES) by 2% and is 8th out of 105 HEIs that took part in the survey; 4. Taskforce has been meeting with programmes scoring above 90% and below 80% in the NSS and PTES. The Chair confirmed that taskforce meetings have considered all of the data with the boardpack. The committee noted that taskforce meetings identify good practice or issues for enhancement, developing actions plans which are monitored. There will be a celebration event in October; 5. The Postgraduate Research Experience Survey (PRES) happens every two years, with UWE again performing above the market; 6. Taskforce has not included scrutiny of Graduate Outcomes data, as there is a temporary gap as the survey changes its methodology for collecting data. The University will receive the first round of data from the new survey in spring 2020.
LTSEC19.09.07.2	LTSEC discussed outcomes related to student surveys, noting in particular that responses related to assessment and feedback were lower than in other areas. The committee noted that this was a persistent sector-wide trend, however agreed that this was a priority area for the University to address. Members highlighted work underway across the University to address the assessment and feedback theme, including work from the Academic Practice Directorate on developments to the Enhancement Framework, building good practice in use of group work, and the development of new grade descriptors.
	ITEMS FOR APPROVAL OR ENDORSEMENT
LTSEC19.09.08	**Review of Student Policies related to Student Behaviour and Health**
LTSEC19.09.08.1	The Head of Student and Academic Policy Enhancement provided an overview of paper LTSEC19.09.07: 1. The new Policy Framework and revisions to the existing policies followed an extensive review of the operation of student casework, in particular considering how the policies relate to each other consistently. LTSEC previously considered these developments in its February and June 2019 meetings, and

MINUTES OF THE MEETING	
	asked that these be brought back to be considered alongside revisions to the Student Drugs, including Alcohol, Policy;
	2. The change in name for the Drugs, including Alcohol Policy reflects a city wide approach, including the University of Bristol and Bristol City Council, in matters relating to the use of drugs and alcohol. There are no other substantive changes to that policy since it was last discussed at LTSEC in 2018/19. The policy adopts a harm-reduction model, however where there are instances of antisocial behaviour or impact on others related to a students' use of drugs and alcohol, this will be picked up through the Student Conduct Policy;
	3. The new framework sets out consistent levels of action the university will take in instances of student misconduct and/or poor health. The campus services group (across SAS, Estates and Faculties, and the Students' Union) has facilitated the alignment and consistent approach to misconduct by campus teams out of hours.
	4. Areas of good practice in accommodation and security have been identified and incorporated into the policies, such as use of 'Acceptable Behaviour Contracts' which is having a positive impact in challenging misbehaviour before it becomes a serious incident;
	5. The Student Conduct policy, Professional Suitability Policy and Fitness to Study policy have all been updated to ensure the University can make appropriate use of Level 1 of each policy;
	6. A network of staff involved in using the policies across professional services and Academic Staff will be established to discuss how they can be used appropriately.
LTSEC19.09.08.2	During extensive discussions, members noted:
	1. Arising from cases where there has been uncertainty as to which Policy is most appropriate to use, the Professional Suitability policy has been amended to have a procedure related to misconduct and a procedure related to poor health, to avoid confusion about use of the Fitness to Study policy. This will be kept under review, also being mindful of how this relates to the personal circumstances processes;
	2. Challenges related to how apprenticeship students might be considered through the policies given that these students might also be subject to employer disciplinary procedures. The committee noted that the policies will be clear to the student and employer about what will apply at different stages of their study, whether the case should be handled by the University of employer and what can and can't be shared under GDPR;
	3. The policies will be reviewed for accessibility before being published to students and staff;
	4. The policy documents are long; removing the procedures and having these as separate but linked documents could help engagement;
	5. An explanation will be added within the Drugs, including Alcohol, Policy as to why students on professionally-accredited

MINUTES OF THE MEETING	
	programmes might be held to higher standard of conduct than others;
	6. With regard to level 2 action for student conduct and professional suitability, in terms of possession of illegal drugs and harm to others, both policies will be amended to ensure it is clear that this misconduct relates to the impact this can have on others; **Action: Head of Student and Academic Policy Enhancement**
	7. The ongoing nature of student policy cases can put stress onto students and staff. A project will be set up to consider this further with a proposal coming back to LTSEC on how this can be considered and limited; **Action: Head of Student and Academic Policy Enhancement and Associate Dean Learning and Teaching - HAS**
	8. Clear communications to students when publishing these revised policies will explain what each relate to and the clear routes through them.
	Subject to the changes noted above, members agreed to **ENDORSE** the revised policies to Academic Board for approval.
LTSEC19.09.09	**Assessment Offences Policy**
LTSEC19.09.09.1	The Head of Student and Academic Policy Enhancement provided an overview of the revisions to the policy in paper LTSEC19.09.08: 1. The changes made are in response to feedback arising from the academic integrity project. 2. The policy now includes additional information highlighting the scope of the policy, definitions of what the University considers an assessment offence to be, the principles of taking these forward and an update to the summary of penalties removing two categories of repeated offence. 3. A minor change will also be made to the Appeals Policy to allow students to submit an appeal prior to an examining board taking place on the decision of an assessment offence panel.
LTSEC19.09.09.2	Members agreed to **APPROVE** these changes which will be in place for this academic year.
LTSEC19.09.10	**Learning Materials in Advance Policy**
LTSEC19.09.10.1	The Director of Learning and Teaching introduced the policy in paper LTSEC19.09.09, noting that the categories of learning materials have been moved into the guidance document. There is also a recommendation that Faculties report annually to LTSEC on activity in response to this policy. This will result from the policy becoming a core agenda item in Programme Management Committee meetings.
LTSEC19.09.10.2	Members agreed to **ENDORSE** the policy to Academic Board for approval.

MINUTES OF THE MEETING	
LTSEC19.09.11	**Annual Reports from Faculty Academic Standards and Quality Committees (ASQCs)**
LTSEC19.09.11.1	Members welcomed papers LTSEC19.09.10 – 14. Each of the Associate Deans for Learning and Teaching acted as a critical reader for different Faculty's report, identifying one challenge and one area of good practice to highlight to LTSEC:

1. Faculty of Environment and Technology (FET) –
    a. Assessment is an area of good practice, including the use of alternative forms of assessments, such as wikis and blogs, and the efforts to standardise assessment practices across the Faculty. Student voice was also commended, as well as the work to roll out Resilient U within PAL training;
    b. A common challenge was flagged by External Examiners related to their interactions with collaborative partners and their assessment processes;
2. Faculty of Health and Applied Sciences (HAS) –
    a. The developments in the student experience whilst on placement was considered an area of good practice, including setting minimum expectations for students. The faculty recognised the work of the Professional Practice Office, and the University's investment in ARC. FET were also considering this, and LTSEC agreed this could considered further at a University level;
    b. A challenge was noted around appointment and retention of External Examiners;
3. Faculty of Arts, Creative Industries and Education (ACE) –
    a. The Faculty have undertaken a lot of work to review and change the curriculum, style and pedagogy on many programmes with limited resources, this was considered an area of good practice. It was noted that this was associated with a challenge in monitoring the impact of these changes throughout the year;
    b. The involvement of student representatives on committees and the student focus of each meeting was also commended;
4. Faculty of Business and Law (FBL);
    a. The 'philosophy of teaching and learning' was highlighted as good practice, it was noted that this was developed during the AACSB accreditation, and would feed into subject-level TEF preparations. The learning from this will be shared more widely across the University;
    Action: Associate Dean of Learning and Teaching (FBL)
    b. As in other faculties, a challenge was flagged by External Examiners relating to the outcomes achieved by students studying with collaborative partners. A working group will continue looking into this as it is a recurring theme across the University.

MINUTES OF THE MEETING	
LTSEC19.09.11.2	Members noted that under the new Academic Governance structure ASQCs will now report directly to Faculty Boards, however there will be elements of their work, such as these reports which are relevant to the remit of LTSEC and will continue to be considered in future meetings. There will be ongoing work over the year to consider the academic assurance reporting cycle.
ITEMS FOR DISCUSSION	
LTSEC19.09.12	**Grade Inflation**
LTSEC19.09.12.1	**Subject Level Data –** The Head of Business Intelligence (BI) presented an overview of subject-level data related to Grade Inflation: 1. There are two metrics related to degree outcomes which are likely to feature as part of subject-level TEF: proportion of good honours degrees and first-class degrees; 2. The BI team have considered UWE's position within Internal Data, and compared it with HESA data related to the wider market (although this rounds to the nearest 5 so there is a variance between this and the UWE score); 3. Looking at the University data for good honours, there was notable inflation in the past, however this has remained relatively consistent at 77% in most recent years. There is a similar position with firsts, which is up by 1% compared to a 2% rise in the market; 4. The sector is currently trying to identify what factors and actions may have caused these outcomes; 5. At Faculty level, ACE were showing slightly above the market average for degree outcomes, FBL were slightly below, FET are in line with the market, and HAS are slightly below the market; 6. Members were then shown examples of various subject level data, showing fluctuation across the University.
LTSEC19.09.12.2	**Faculty Feedback –** Each Faculty will be reviewing the data and considering the outliers to the market. The outcomes from this will be brought back to LTSEC at the April 2020 meeting. **Action: Associate Deans Learning and Teaching** Programme data will be published in November 2019 and will feed into this work. Faculties shared their initial investigations and observations: 1. In FET there had been 2 subject areas under review since this data was first published in 2018. It has been useful to share this and reflect on different practices, and in some instances direct action has been taken resulting in improvements in the 2019 data. This will be shared with LTSEC. **Action: Associate Dean Learning and Teaching - FET** 2. ACE have drawn up a checklist of areas to consider, including whether particular modules are skewing the data. A new External Examiner in Drama has also asked the team to embed a more nuanced approach to assessment and marking, including group work, which the Faculty will investigate further;

MINUTES OF THE MEETING	
	3. HAS have begun to map module outcomes to degrees, and will use this to review the influence of module outcomes on degree outcomes. 4. FBL did some initial analysis around methodology, and a task and finish group has been set up to progress this.
LTSEC19.09.12.3	During discussions, members noted: 1. This data is also related to the attainment gap, and it would be useful to consider what impact this has on performance and how this can be justified to the OfS; 2. BI will complete further investigations on the data with the Equality, Diversity and Inclusivity team and will bring this back to LTSEC. **Action: Business Intelligence**
LTSEC19.09.12.4	**The Degree Outcomes Statement –** The Deputy Director (Policy Development and the Student Experience) provided an overview of paper LTSEC19.09.15: 1. Led by the UK Standing Committee for Quality Assessment, the sector undertook a piece of work in 2018/19 to develop a statement of intent to reassure the OfS and general public of the standards and reliability of degree classifications; 2. While the statement of intent covers the whole of the UK, each nation will have different arrangements in line with its approach to quality assurance to enable Universities to demonstrate their adherence to the Statement of Intent ; 3. In England, this will take the form of a 'Degree Outcomes Statement', which should be published by the end of 2019/20. 4. Development of the Degree Outcomes Statement sits alongside existing work considering the trends in subject-level data, along with the development of grade descriptors; 5. Furthermore, the work undertaken with Advance HE (in item LTSEC19.09.12.6), to have a sector-wide approach to training External Examiners will also be relevant; 6. As UWE's degree classification criteria have not changed for a number of years UWE can be assured that any changes in degree outcomes are not related to algorithmic change; 7. The degree outcomes statement will come to LTSEC before sign off at Academic Board and Board of Governors by July2020.
LTSEC19.09.12.5	**Advance HE degree standards project with External Examiners** – The Associate Professor: Geography and Environmental Management, provided the following overview: 1. The degree standards project will be running over five years (2016-2021), exploring sector-owned processes focusing on professional development for External Examiners, including subject-based approaches to the calibration of academic standards;

MINUTES OF THE MEETING	
	2. The Geography department decided to take part in the project, training External Examiners in terms of standards and calibration; 3. This training involves facilitators who run internal courses for UWE staff looking to become an External Examiner at another University. However, there are also benefits for UWE as staff going through the training will also acquire skills in assessment literacy; 4. Three calibration exercises have been delivered over the last academic year, recognising the value of setting those internal standards and having the Advance HE stamp as an External Examiner. Calibration can also help assure standards and moderation. 5. UWE is now a formal partner in the project as is moves beyond a Geography focus, and a train the trainer model will be adopted, to ensure that an academic and a professional services member of staff at UWE is appropriately trained to deliver this training in-house.
LTSEC19.09.13	**Digital Accessibility Regulations**
LTSEC19.09.13.1	The Director of Learning and Teaching provided an introduction to the paper LTSEC19.09.16: 1. UWE has published an accessibility statement, and feedback on this has been positive. This will be shared more widely to LTSEC members; **Action: Committee Officer** 2. The statement includes the areas the University will be taking forward; 3. The accessibility tool 'Ally' will be going live, helping staff to assess their online documents on the VLE against accessibility requirements; 4. There will also be a range of communications and support/training to ensure staff and students can engage with these resources. The priorities will be documents accessed by students i.e. module handbooks and assessment briefs; 5. By September 2021, institutions will be required to caption all video content; work is ongoing within the sector to develop this.
LTSEC19.09.13.2	Members noted that there will be a sandbox in the VLE so that staff can upload documents to check in 'Ally'. If there is a need this tool can be added to other systems. There are also already good accessibility checkers in Microsoft documents. LTSEC welcomed the update.
LTSEC19.09.14	**UWE Enhancement Framework – review of the pedagogic design principles**
LTSEC19.09.14.1	Members welcomed the paper LTSEC19.09.18, and the Director of Teaching and Learning provided the following introduction:

MINUTES OF THE MEETING	
	1. The Academic Practice Directorate have been undertaking a review of the pedagogic design principles to ensure they are still current and align to the new strategy 2030; 2. The principles have been rationalised into 5 from the previous 6, with 'Transformative' being removed as a separate design principle and its key elements included within the 'Discipline and Practice' principle; 3. An 'Education Essentials' website will go live in October 2019, which will host the revised design principles.
LTSEC19.09.14.2	Members were happy with the review and realignment of the design principles.
LTSEC19.09.15	**UWE CPD Framework**

LTSEC19.09.15.1	Members received paper LTSEC19.09.18, and the Director of Teaching and Learning provided the following introduction:
	1. The paper provided an update on progress with providing CPD learning, encompassing a range of activities including:
	    a. the academic programme;
	    b. programme and module leader training;
	    c. Learning and Teaching workshops;
	    d. Professional recognition scheme;
	    e. Calibration and moderation work;
	2. The paper also includes a proposal on the reporting of these activities to LTSEC. The Academic Practice Directorate will report to faculties twice a year, looking at engagement and support for these activities. Then a report will come to LTSEC at the first meeting each year.

LTSEC19.09.15.2	LTSEC welcomed the report and agreed with the recommendations regarding reporting.
	ITEMS FOR INFORMATION
LTSEC19.09.16	**Learning Gain Pilot**
LTSEC19.09.16.1	The Head of Equality, Diversity and Inclusivity provided the following overview of paper LTSEC19.09.19: 1. Learning Gain is something which may in future years be part of the Teaching Excellence Framework (TEF); 2. A national project with different models has been running to develop/learn and quantify data; 3. UWE has been focussing on the cognitive readiness model, looking at student readiness for employability; 4. In 2018/19, three large programmes in FBL were involved, looking at interventions in programme teams. In 2019/20 there will be ten programmes from all four faculties involved; 5. Over the summer period the data has been analysed, and lists of students were identified and shared with programme leaders

MINUTES OF THE MEETING	
	who will be talking to those students further and considering interventions; 6. The pilot will also be looking at students who have done really well to gather good practice; 7. Within a second phase of the pilot, modules that connect together through a programme will be considered, reviewing programme design; 8. The pilot will look at overall students, but will also focus on student who are less likely to attain e.g. BAME and students from low participating neighbourhoods. This will help maximise their chances; 9. During Christmas 2019 the data will be analysed to gain a better understanding of how this can be used by programme teams in the future.
LTSEC19.09.16.2	During discussions, LTSEC noted: 1. Within the career readiness pilot, an online tool is being considered which could include feedback from employers and will allow Academic personal tutors to connect this feedback with other student information; 2. It would be useful to also build in some praise for students who are gaining similar outcomes at each level; this will recognise their progress as work gets harder at each level of their degree.
LTSEC19.09.17	**Academic Apprenticeship Framework**
LTSEC19.09.17.1	LTSEC welcomed paper LTSEC19.09.20, and the Director of Learning and Teaching provided an overview: 1. The framework has been updated over the summer to replace core units of study with core level learning outcomes for degree apprenticeships; 2. It is noted that this will link into work on Institutional-level grade descriptors; 3. The framework will be brought back to LTSEC on an annual basis; 4. The framework is a commercially confidential document; therefore appropriate external statements will be developed. **Action: Director of Apprenticeships**
LTSEC19.09.18	**Academic Integrity Project**
LTSEC19.09.18.1	The Associate Dean for Learning and Teaching in ACE provided the following update: 1. As part of the ongoing project the Assessment Offences Policy has been reviewed and changes have been considered by LTSEC; 2. A community of practice has been established. An annual report is due to come to LTSEC reflecting a University level view of assessment offences and how they have been dealt with;

MINUTES OF THE MEETING	
	3. ITS are developing a new reporting method for students to report unsolicited spam emails from essay writing companies which could help reduce the level of spam they receive; 4. The Library are leading an academic integrity project, increasing awareness with students of the penalties for assessment offences. This will include strategies for students to proof read their work; 5. As the University moves from SafeAssign to Turnitin, this part of the project will move to ITS and will be part of their workflow and budget. Turnitin are also developing a package which will investigate authorship.
LTSEC19.09.19	**Student Conference Report**
LTSEC19.09.19.1	The Associate Professor: Geography and Environmental Management provided the following introduction to paper LTSEC19.09.22: 1. The Student Conference ran for the 3rd time in 2018/19; 2. The paper provided an overview of the success of the conference, with the recommendation that UWE review whether to continue to support the initiative and how this should be managed in the future.
LTSEC19.09.19.2	During discussions, members noted: 1. The conference enhances student experience and skills, and has been very successful based on feedback from students and parents who have attended; 2. One recommendation would be to expand the reach to students across the University. Posters and newsletters are used, however other methods to help raise awareness are welcome; 3. Students receive recognition for their involvement, including certificates for their portfolios showing evidence of working in a professional environment. There are also monetary awards for the best posters; LTSEC agreed that the conference is a useful asset for students, and the committee supported its continuation along a co-curricular model. Agreed that future developments should include colleagues from Libraries, Careers and Inclusivity and the Student Communications team to ensure it is linked to other channels and activities. **Action: Pro Vice-Chancellor (Student Experience)**
LTSEC19.09.20	**DATE OF NEXT MEETING** 13th November 2019, 2pm – 5pm in the Dartington Suite, Wallscourt Farmhouse (Student Centre)