Academic Board

LEARNING TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 23rd September 2020

Membership:

Present: Amanda Coffey (Chair), David Barrett, Suzanne Carrie, Jackie Chelin, Rachel Cowie, Lauren Davis, Jennifer Dye, Sarah Grabham, Lisa Harrison, Anthony Hill, Jamie Hulley-Mills (student), Samuel Ikpe, Bethany Jackson (student), Kaynat Kader (student), Selen Kars, Anil Kashyap, Jo Midgley, Cathy Minett-Smith, Iain Mossman (Secretary), Heather Moyes, Jane Ojiako, Anna Piasecki, Jackie Rogers, Simon Scarle, Richard Strange, Luke Rudge.

Apologies: Rakhee Aggarwal (formally Rankin), Rebecca Smith (officer), Neil Willey.

In attendance: Edd Burrell (for items LTSEC20.09.11&12), Chris Evans (for item LTSEC20.09.08), Amy Morgan, Vicky Nash (for Neil Willey), Jenny Wills (for item LTSEC20.09.13&14), Sue Yilmaz (for item LTSEC20.09.15)

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LTSEC20.09.01	**TERMS OF REFERENCE**
LTSEC20.09.01.1	The Chair introduced paper LTSEC20.09.01 which set out changes to the Terms of Reference (TOR); these changes have been approved under Chair's Action by the Chair of Academic Board: 1. LTSEC will oversee the implementation and monitoring of the Transforming Futures Learning and Teaching 2030 sub-strategy. This will ensure that the University uses its representative structures effectively to monitor progress on the strategy, and enhance the role of LTSEC; 2. The committee will also have a key role in monitoring other University strategies where there are impacts on learning, teaching and the student experience; 3. Monitoring and assurance of the strategy will be a regular item on LTSEC's agenda; members suggestions and challenges will be important in moving the strategy forward; 4. LTSEC membership has been further strengthened to bring in Heads of Department. This reflects the significant role of

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	departments in operationalising the strategy and delivering an outstanding student experience;
	5. LTSEC will oversee the Access and Participation Plan, and members noted that one of the University's top level KPIs is to reduce and remove unexplained attainment, award, retention and graduate outcome gaps. The Head of Equality, Diversity and Inclusivity is therefore now a full member of LTSEC;
	6. The Chair welcomed the following new members to the committee: the Head of Equality, Diversity and Inclusivity, Healthcare Training Resource Manager in the Faculty of Health and Applied Sciences (HAS), A Head of Department from each Faculty, Interim Associate Dean Quality, Equality, Teaching and Learning in HAS, Senior Lecturer Organisation Studies in the Faculty of Business and Law (FBL), Programme Leader MSc Commercial Games Development in the Faculty of Environment and Technology (FET) and the Director of the UWE Graduate School;
	7. The Director of Teaching and Learning role no longer exists and has been removed from LTSEC membership. Academic Practice Directorate (APD) colleagues will continue to be involved in supporting the enhancement framework and in workstreams to support S2030.
LTSEC20.09.02	**MINUTES OF THE LAST MEETING**
LTSEC20.09.02.1	Members approved the minutes of the meeting held on 10th June 2020 as an accurate record.
	MATTERS ARISING
LTSEC20.09.03	**Action Sheet –** Members noted the updates in the Action Sheet.
LTSEC20.09.04	**Free Printing –** Members noted that while the free printing trial has ended, free printing for students will remain in place for this academic year to ensure students have access to printing for physical hand-ins. Further updates will be brought to LTSEC in due course.
	STANDING AGENDA ITEMS
LTSEC20.09.05	**Chair's Introduction**
LTSEC20.09.05.1	The Chair noted the following positive developments since the last meeting of LTSEC and thanked committee members and colleagues across the University for their sustained work in developing outstanding learning and teaching, and supporting the student experience:
	1. The University has received two Times Higher Education Awards nominations (Unconscious Bias Project in HAS nominated for Outstanding Contribution to Equality and Diversity; 'whole-university approach to tackle sexual violence

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	and sexual harassment' nominated for Outstanding Support for Students);
	2. The University has been recognised for its successes in two leagues tables, moving to 21st overall in the Guardian league table and achieving 6th for student satisfaction in the Sunday Times;
	3. The University was recognised as 2nd in England for student satisfaction in National Student Survey (NSS) 2020, and 9th for satisfaction in Postgraduate Taught Experience Survey (PTES). Furthermore the University achieved a top 20 place for graduate employment in the latest Graduate Outcomes Data;
	4. Online degree shows celebrating the work of students on Creative programmes were held in August, and these included a poster campaign across Bristol;
	5. The Inclusive Curriculum and Practice Toolkit was launched in the summer, which has informed developments of curricula for the new academic session.
LTSEC20.09.05.2	**Covid-19 Pandemic**
	The Chair noted the dedicated work across the University to finish the last academic year well and prepare for the start of the new academic year. The Chair noted the following items, recognising that LTSEC members need to be aware of the actions taken to assure the quality of learning and teaching during the Covid-19 Pandemic:
	1. The University continues to monitor and follow Government guidance with regards to starting the new academic year;
	2. Faculties and academic departments, supported by professional-technical colleagues from across the University, have been preparing digital and blended delivery content for all programmes;
	3. There has been a significant body of work to review and make changes to curricula and assessment, and quality assure changes ahead of the start of term;
	4. The Student Consultation Panel was established and has been operating throughout the summer to ensure timely student engagement and feedback on developments for the new academic session;
	5. Field and award boards operated successfully online in order to implement the Force Majeure regulations, assure academic standards, and recognise student achievement;
	6. There has been a University-wide effort to prepare and launch Block Zero to ensure new and returning students can connect with the University communities, enhance their digital capabilities, and build confidence to succeed in the new learning and teaching environment;
	7. The outstanding work of colleagues in Health and Safety and Estates and Facilities to prepare buildings for the return of students and staff and on campus learning;

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	8. That virtual award ceremonies were due to take place on 5th to 9th October to celebrate the successes of our students; Graduation ceremonies would be convened for these students when it was safe to do so.
LTSEC20.09.05.3	Members discussed ways in which LTSEC can be assured of the continued quality of learning and teaching during the Covid-19 pandemic. During discussions, members noted: 1. Initial data shows a high level of engagement with Block Zero, however there have been some issues in faculties with student enrolments. Any issues from staff or students should be forwarded to the Pro-Vice Chancellor for Student Experience; **Action: Committee members** 2. Block Zero will be evaluated with a view to taking the concept forward in future academic years; 3. The University is engaging with local Public Health officials in order to ensure any outbreaks are contained. Students will be in a bubble with their household, rather than at class or programme level; 4. Staff and students will have regular updates about the University's approach to managing positive cases of Covid-19; 5. The University will need to start planning preparations for teaching blocks 2 and 3 with programme teams, ensuring this is based on feedback from students. Members noted the need for clear guidelines around field trips and placements, both in the UK and abroad. A risk matrix for the rest of the year will be developed with Associate Deans Teaching and Learning and will come to LTSEC in due course. **Action: Chair**
LTSEC20.09.06	**Update from the Students' Union (SU)**
LTSEC20.09.06.1	The Vice President for Education provided a verbal update on the Presidents' work over the summer and agenda for the new academic year: 1. The SU has supported the University in preparations for the new academic year over the summer; 2. Partnership projects are being convened between the Students' Union and University to look at assessment and feedback, mental health, and academic communities; 3. The freshers' fair will be held on 09th October; 4. Feedback sessions within the Students' Union will be held throughout the year to obtain feedback from students as quickly as possible.
	TRANSFORMING FUTURES LEARNING STRATEGY 2030
LTSEC20.09.07	**Setting the scene: Transforming Futures Learning and Teaching Strategy 2030**

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LTSEC20.09.07.1	The Chair introduced paper LTSEC20.09.03. The chair noted the important role LTSEC will play in implementing and assessing progress in supporting the strategy:
	1. Strategy 2030 and the sub strategies (including Learning and Teaching) have been approved by the Board of Governors. There are several sub strategies that touch on the student experience;
	2. The strategies have been strengthened following consultation and the challenges faced with the Covid-19 pandemic. Key themes in the Learning and Teaching sub-strategy are:
	   a. Personalised experiences for all learners;
	   b. Practice-led, research informed learning and teaching;
	   c. Digitally enabled, problem-based education;
	   d. Championing teaching excellence.
	3. Short, medium and long term implementation plans will be developed and kept under review.

LTSEC20.09.07.2	During discussions, members noted: 1. Strong support for the new strategy; 2. The corporate scorecards will help aid discussions on how the principles can be applied on the ground and identify good practice.
LTSEC20.09.08	**Overview of Learning and Teaching indicators in Corporate Scorecard**
LTSEC20.09.08.1	The Head of Business Intelligence introduced paper LTSEC20.09.04: 1. LTSEC will be involved in overseeing the supporting scorecards for learning and teaching, which sit underneath the top-level corporate scorecard. These will give assurance and guidance on progress towards 2030 targets; 2. The 2030 scorecards will be shorter with fewer metrics than previously. Metrics are aligned with strategies, easily accessible, and will cover a wide range of data from across the University; 3. Metrics will have accountable owners, and stepping-stone targets working towards the 2030 targets; 4. Faculty scorecards are being developed to align with University scorecards; 5. Performance against different demographic areas will also be included.
LTSEC20.09.08.2	During discussions, members noted: 1. LTSEC will review the scorecards, identifying where we are doing well and challenging what is not going so well; 2. The general view that the scorecards are simple and easy for both staff and students to engage with; 3. Module pass rates may need further consideration in light of the changes to regulations;

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	4. It will be important to review and keep track of the changes to the regulations, considering whether these changes are having the right effect on success and retention; 5. That students, either through the student consultation panel and student representatives at LTSEC, will be key partners in influencing these metrics; 6. A sense check may be needed across the scorecards to ensure that they fit different categories of students (for example students at partners and apprentices); 7. Further consideration into how the scorecards can link to the Continuous Improvement Tool (CIT), so that they can also inform programme enhancement activity. Business Intelligence will be working with key stakeholder to further shape the scorecards. LTSEC members can provide further ideas and feedback to the Head of Business Intelligence. **Action: LTSEC members**
LTSEC20.09.09	**Health and Wellbeing Strategy 2030**
LTSEC20.09.09.1	LTSEC noted the final version of the Health and Wellbeing Strategy for 2030 in paper LTSEC20.09.05.
	QUALITY AND STANDARDS AND THE STUDENT EXPERIENCE
LTSEC20.09.10	**Access and Participation Plan Update**
LTSEC20.09.10.1	The Head of Equality, Diversity and Inclusivity introduced paper LTSEC20.09.06 and provided an update on the Access and Participation Plan, ahead of submission to the Strategic Planning and Performance Committee: 1. The Office for Students has suspended all reporting at present. However, the EDI team is continuing to work on areas identified in the plan and reporting internally as usual, this includes developing reports for impact and enhanced monitoring to ensure the University is progressing and can provide the reports to OfS when required in the future; 2. Part 1 of the report shows that the University is either on track or ahead of the targets in most areas; it may be possible to close some targets earlier than planned; 3. The University is behind in closing the disability attainment gap target; 4. Part 2 of the report reflects progress towards the 6 requirements for enhancement monitoring. Good progress has been made. The team will work with the SU to rearrange the standing panel of students which unfortunately was delayed due to the Covid-19 pandemic; 5. Part 4 is a summary of key areas of work, which aligns to the EDI and People sub-strategies. One of the main outcomes is to further develop and embed the Inclusive Practice Toolkit across the University.

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LTSEC20.09.10.2	During discussions, members noted: 1. There are ongoing discussions with Business Intelligence regarding how to capture differential data and sharing this for each of the metrics; 2. One of the priorities is to create the right balance between ensuring staff have relevant support but can also be held accountable through PDRs to ensure these areas of moving forward; 3. Work is ongoing around digital poverty and engagement, which will help to ensure students from disadvantaged backgrounds get a good experience and the University responds to their needs. The University is currently working with Bristol City Council 'learning city' board to consider city wide solutions. The committee endorsed the report to Strategic Planning and Performance Committee.
LTSEC20.09.11	**Principles of Academic Representation Review**
LTSEC20.09.11.1	The committee welcomed paper LTSEC20.09.07, and the Senior Policy Adviser from the Student Voice and Academic Policy Team and Vice President Education from the SU jointly provided the following introduction: 1. The principles of academic representation first came to LTSEC in 2017, recommending a nuanced approach and allowing more flexibility to engage with students within programme teams outside of the student representation activity; 2. The SU and Student and Academic Services have been collaborating to review the principles and ensure they align with the ambitions set out. Both student and staff consultations have taken place; 3. The 5 main principles have remained the same as they are still relevant, with improvements to the terminology to ensure greater understanding; 4. Feedback had recommended streamlining the principles document; in response a suite of supporting documents were created providing advice to specific groups and will be updated during the year showing best practice and sector thinking.
LTSEC20.09.11.2	During discussions, the committee noted: 1. The principles are more focused; 2. They will be visible on the SU webpage and will be actively used in student survey websites and information and embedded student rep training; 3. The principles could be included within training for Programme Leaders; 4. Views that the principles should also link to the UWE values in the 2030 Strategy as this is a key part of working with students. The 2030 Readiness work can consider how the

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	University engages with the principles, ensuring partnership working to ensure accountability and benchmarking. **Action: Director of Student and Academic Services, Senior Policy Adviser and VP Education** The committee agreed to approve the changes to the principles.
LTSEC20.09.12	**Proposed Changes to Student Representation Arrangements within Academic Governance Structure 2020/2021**
LTSEC20.09.12.1	The Deputy Director (Policy Development and Student Experience) of Student and Academic Services provided an overview of paper LTSEC20.09.08: 1. The paper proposes changes to student representation which have been more challenging to operationalise during the transitional year of the new academic governance structure; 2. Programme Management Committees (PMCs) were established in 2019/20, but it was not clear how they differed from Student Rep Staff Forums (SRSFs); 3. The new structure did not have any forum at departmental level for staff and students; 4. Feedback from students and staff has indicated challenges in closing the feedback loop so that students could see the results and changes in response to their feedback; 5. A new role of Programme Year rep is proposed and will feed into PMCs, alongside revised Terms of Reference; 6. A new Department level student partnership forum is also proposed. This is designed to be focused with just the Head of Department (HoD) or most appropriate departmental staff member, meeting with student's representatives to discuss evidence from PMCs and SRSFs. The forum will resolve operational issues at departmental level and decide what needs to be addressed at a Faculty level; 7. There will be space in Blackboard to collate discussions and respond to the feedback.
LTSEC20.09.12.2	During discussions, members noted: 1. It would be useful to have a timeline showing when meetings will need to be held to feed into each other; 2. The clustering of meetings and creation of departmental forums are a positive move; 3. Communications will be sent out to ensure this is set up in time for the academic cycle. The committee agreed to endorse the changes to Academic Board for approval.
LTSEC20.09.13	**Speak Up: Discrimination and Conduct Policies Review**
LTSEC20.09.13.1	The Head of Equality, Diversity and Inclusivity introduced paper LTSEC20.09.09: 1. As a result of a student incident on social media in July 2020, the Vice Chancellor put together a short action plan to look at

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	discrimination and harassment. This included a project to review policies and practice and focus groups to gather views from students;
	2. The paper provides a context and outlines approaches taken in the short term, with a longer piece of work planned;
	3. Student concerns and feedback reflected a lack of understanding of the different student policies. Frequently Asked Questions (FAQs) and charts are to be made available on the UWE website, and further information embedded into Block zero;
	4. The operational procedures for the policies have changed in response to the feedback from students, and the input from an external consultant. This includes information to help students manage their expectations and provide clear timescales;
	5. Students need to feel supported, not victimized for reporting an incident;
	6. The University will consider the strong recommendation from students that outcomes of an investigation should be communicated clearly.
LTSEC20.09.13.2	During discussions, members noted: 1. This work is linked to the Campus Services Group who are setting student expectations on how they should conduct themselves around Covid-19, and the social media team in their role of community management; 2. Raising the profile of staff who work in these areas would be beneficial; 3. This work has been a model of good practice. The student voice has been valuable in identifying areas the University can better support.
	ASSURANCE REPORTING
LTSEC20.09.14	**Student Casework Annual Assurance Report 2019/20**
LTSEC20.09.14.1	The Student Casework Team Manager provided an overview of paper LTSEC20.09.10: 1. This is the first combined report from the casework team, including student policy casework and complaints and appeals; 2. The new team structure includes a named casework contact for each Faculty; 3. Overall student casework and complaints were lower last year due to the reduction in students on-campus, and in placement settings, following the Covid-19 pandemic; 4. The team are anticipating and preparing for some actions coming out of the wider anti-social behaviours work, which may be heightened due to Covid-19 related incidents; 5. No appeals had been upheld from either behaviour or health policies; it will be important to monitor and understand health related cases going forward;

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	6. Initial enquiries relating to complaints around online teaching and requesting refunds went to the Faculties, and only four formal complaints were recorded following this; 7. Support for disability related complaints will be enhanced; 8. Due to the change in timing of field and award boards, Academic Appeals are still being considered, and that data from these are still at an early stage.
LTSEC20.09.14.2	During discussions, LTSEC noted: 1. That the pool of staff supporting disciplinary panels need to be diversified and increased; **Action: Student Casework Team** 2. An example from a faculty where there was a dedicated member of a department who sat on Behaviour and Health panels was recognised as good practice; 3. A report will be brought back to LTSEC once academic appeals have been completed to reflect learning on the implementation of the Force Majeure regulations. **Action: Student Casework Team** The Committee noted the assurances in the report and endorsed it to Academic Board.
LTSEC20.09.15	**Assurance Report for the development and approval of the taught portfolio**
LTSEC20.09.15.1	The committee welcomed paper LTSEC20.09.11, and the Head of Quality Enhancement provided a brief overview: 1. The report assures the committee that the University has followed its quality assurance policies and procedures in the development and approval of taught programmes; 2. Processes have been more flexible during the pandemic to ensure the volume of work could be managed so that changes to curricula could be presented to students in time for the new academic session; 3. The Quality Enhancement Team has worked well with Faculties, taking a programmatic review to assure appropriate quality of proposals; 4. Finding available staff for panels has been a challenge; 5. Staff and student panel members will go through training with the APD; 6. The new Curriculum Management Tool has been embedded; 7. The whole area is currently under review as part of the wider external review of Learning and Teaching enhancement activity.
LTSEC20.09.15.2	During discussions, members noted some excellent examples of working with UK partners. The committee approved the report noting that it provided appropriate assurances.

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LTSEC20.09.16	**Human Tissue Sub Committee Annual Assurance Report**
LTSEC20.09.16.1	The committee noted the report in paper LTSEC20.09.12.
	ITEMS FOR INFORMATION
LTSEC20.09.17	**Academic Regulations for 2020/21**
LTSEC20.09.17.1	Members noted that the Academic Regulations for 2020/21 have been approved via Academic Board Chair's Action. The University has taken several areas initially approved within the Force Majeure Regulations forward into the 2020/21 Academic Regulations. The Chair noted that members should ensure they are familiar with the changes.
	ANY OTHER BUSINESS
LTSEC20.09.18	**Annual Programme Review –** The Chair agreed that the deadline for the completion of the annual programme review cycle could be extended past 30th September to manage workloads which have been considerable during the pandemic. However, it is important to ensure processes are working effectively and that the new deadline could ensure that appropriate assurances can be brought to Academic Board and the Board of Governors.
LTSEC20.09.19	**LTSEC Enhancement Session –** Ideas for the theme of the 2020/21 enhancement event can be sent to the Officer and Secretary. **Action: LTSEC members**
	DATE OF NEXT MEETING 11th November 2020, 2-5pm on Microsoft Teams