LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting of the Learning, Teaching and Student Experience Committee held on Wednesday 2 February 2022.

Present: Amanda Coffey (Chair), David Barrett, Tim Brailsford, Jacqueline Butler, Suzanne Carrie, Jacqueline Chelin, Sasha Chimbumu, Rachel Cowie, Jennifer Dye, Nadine Fry, Laura Harrison, Antony Hill, Samuel Ikpe, Helen King, Vanique Kruger, Hannah Mathias, Jo Midgley, Heather Moyes, Dami Okeyoyin, Gerry Rice, Jackie Rogers, Jeanette Sakel, Richard Strange, Ian Stratton (Secretary), Jenni Wilkinson, Neil Willey.

In attendance: Matthew Amor (item 4.3), Sally Clark (item 4.3), Nick Button (shadowing), Amy Morgan (Officer).

Apologies: Peter Clegg, Caterina Costa, Nadine Fry, Selen Kars, Cathy Minett-Smith, Simon Scarle, Thomas Wild.

LTSEC.22.02.1	**WELCOME AND APOLOGIES**
LTSEC.22.02.1.1	The Chair welcomed members to the meeting and noted apologies received.
LTSEC.22.02.2.1	The Chair welcomed Jenni Wilkinson (FBL cover), Sally Clark and Matthew Amor (item 4.3) and Nick Button (New Academic Governance Manager).
LTSEC.22.02.2	**MINUTES AND MATTERS ARISING**
LTSEC.22.02.2.1	**Previous Minutes**
	Paper LTSEC22.02.01 was received
LTSEC.22.02.2.1.1	There was a request to add the student representatives onto the list of members present. This was flagged as an error and the officer confirmed this would be corrected.
LTSEC.22.02.2.1.2	The minutes were approved as a true and accurate record of discussions (subject to errors to be corrected).
LTSEC.22.02.2.2	***Action Sheet and Matters Arising**
	Paper LTSEC22.02.02 was received
LTSEC.22.02.2.2.1	Members noted the updated action sheet, and the Chair confirmed all actions were completed or not yet due.
LTSEC.22.02.2.3	* **Chair's Actions**
	Paper LTSEC22.02.03 and LTSEC22.02.04 were received.
LTSEC.22.02.2.3.1	Members noted the approval of the delivery of BSc (Hons) Quantity Surveying and Commercial Management and BEng (Hons) Mechanical Engineering (Manufacturing) at British Institute of Engineering and Technology (BIET), Sri Lanka.

LTSEC.22.02.2.3.2	Members noted the approval of the delivery of FdA Therapeutic Work with Children and Young People at 27 Pear Tree Street, London by staff members at the Mulberry Bush School.

LTSEC.22.02.3	**STANDING AGENDA ITEMS**
LTSEC.22.02.3.1	***Chair's Report**
	Paper LTSEC22.02.05 was received
LTSEC.22.02.3.1.1	Members noted the Chair's report for information.
LTSEC.22.02.3.1.2	The Chair highlighted the importance of the latest consultation from the OfS on student outcomes and the teaching excellence framework (TEF).
LTSEC.22.02.3.2	**Students' Union Report**
	Paper LTSEC22.02.06 was received
LTSEC.22.02.3.2.1	The VP Education presented the paper.

Members heard:

i) That the president's team distributed exam stress packages during Jan 2022 across all campuses.
ii) That a new webpage has been created with useful links and key information to support the start of the student journey.
iii) That VP community and welfare has launched a student led welfare committee.
iv) That the University has recently signed a fossil free declaration.
v) That a competition to promote the zine was held in December and pictures were received from around the world.
vi) That the Celebrating Culture conference is scheduled for 29 April.
vii) That Speak Week is currently running from 31 Jan – 4 Feb as part of the student voice participation project.
viii) That the Refreshers Fairs' taking place on 31 Jan and 1 Feb.

LTSEC.22.02.3.2.2	The Chair thanked VP Education for the SU report and members expressed their interest in the insights gained from Speak Week.
LTSEC.22.02.4	**QUALITY, STANDARDS AND THE STUDENT EXPERIENCE**
LTSEC.22.02.4.1	**Transforming Assessments Update**
	Paper LTSEC22.02.07 was received
LTSEC.22.02.4.1.2	The Director of Student and Academic Services presented the paper.

Members heard:

i) That the Transforming Assessments programme started in November 2021 and continues to be an ongoing conversation.
ii) That monthly events have been held including; Q&A panels, showcasing, workshops and presentations.

<table>
<tr><td></td><td>iii)</td><td>That a key theme emerging is programmatic assessment and there is a workshop scheduled to explore this and any potential barriers.</td></tr>
<tr><td></td><td>iv)</td><td>That there is a focus on assessment feedback. The FEATS model from Surrey university will support this work.</td></tr>
</table>

LTSEC.22.02.4.1.3   The Head of Digital Education Services also noted:

i) That there are various projects and activities in the digital space including the intranet site and Yammer conversations.

ii) That the Turnitin project is set up and the guide is on the staff intranet. More training and comms are due to go out.

iii) That there is a new plug into MS Word checking students' work before submitting to Turnitin.

LTSEC.22.02.4.1.4   The Director of SAS confirmed the challenges continued to be engaging the non-engaged across the staff body and understanding what success in transforming assessments might look like.

LTSEC.22.02.4.1.5   In discussion, members noted:

i) That triangulation with the TA conversation and the NSS outcomes is important.

ii) That Associate Deans and Lead Department reps are encouraging staff and student participation.

iii) That departments should be challenged to have the conversation and engage.

iv) That conversations need to be cascaded down to programme level colleagues, ensuring a community of practice is maintained.

v) That short pilot studies have proved successful in ACE - assessment in industry, working directly with staff and students.

vi) That conversations need to be purposeful and focused

vii) Important to engage HODs and holding cross-departmental events asking key staff to attend.

LTSEC.22.02.4.1.6   It was also noted an equality lens needs to be applied across all TA events and conversations.

LTSEC.22.02.4.1.7   Members considered how brave the university should be with the TA conversation and what is being worked towards.

LTSEC.22.02.4.1.8   Members agreed students should be satisfied, assessment should be meaningful and inclusive whilst challenging awarding gaps.

LTSEC.22.02.4.1.9   Online bitesize sessions were recommended as one way of quickly supporting staff with assessment changes.

LTSEC.22.02.4.1.10   Members recommended that 'industry' should be integrated into TA conversation and industry experts should be included in discussion to ensure assessment is relevant.

LTSEC.22.02.4.1.11	The Chair thanked all colleagues leading on the Transforming Assessment programme and the work to date.
LTSEC.22.02.4.1.12	The Chair confirmed LTSEC will be kept updated with the outcomes of the TA work.

LTSEC.22.02.4.2   University Risk Register: T016 Collaborative Provision
Paper LTSEC22.02.08 was received

LTSEC.22.02.4.2.1	The Deputy Director (Policy Development and Student Experience) Student and Academic Services presented the paper.
LTSEC.22.02.4.2.2	Members heard:

i) That LTSEC oversee two tactical risks; Apprenticeships and Collaborative Provision.
ii) That the OfS are focusing more on partnership provision.
iii) That a workshop was held in 2021 with academic and professional service colleagues of which 4 key threats were identified to be managed effectively.

LTSEC.22.02.4.2.3   Members noted the 4 threats were:
   i) Lack of strategic direction
   ii) Due diligence not being done effectively
   iii) Poor ongoing management of partnerships
   iv) Poor governance and assurance arrangements

LTSEC.22.02.4.2.3   Members noted a review of collaborative provision quality enhancement processes is being led by Iain Mossman and Morris Williams and will come to the April LTSEC.

LTSEC.22.02.4.2.4   Members noted the new proposed academic restructure and target operating model offers an opportunity to clarify roles and responsibilities and move to a more consistent model of collaborative provision.

LTSEC.22.02.4.2.5   In discussion, it was noted:
   i) That the risk register should consider how this applies to PGR awards - Deputy Director SAS to pick up with Director of Graduate School.
   ii) Link tutors are key to supporting services and understanding a lot of what is going on.
   iii) Training staff at partner organisations (risk 3) to link in with core quality process is key. There is rapid staff turnover, especially at international patterns.
   iv) Amendment to control gap, risk 2 rewording to consolidating and consistently applying.
   v) There is an opportunity to strengthen to consider condition A1 (better work with college pre-entry) alongside condition B.

LTSEC.22.02.4.2.6   The Deputy Director SAS agreed to follow up members comments and feedback with the Deputy Director of LCI.

LTSEC.22.02.4.3   UWE MyEngagement Project Update
Paper LTSEC22.02.09 was received

LTSEC.22.02.4.3.1	The Student Advice Team Manager and Head of Student Admin and Advice presented the paper.
LTSEC.22.02.4.3.2	Members heard:

i) The paper provides an update on the My Engagement Project at present and future development.

ii) The project has achieved stability in 2022 following the pilot year and disrupted pandemic years.

iii) The system automatically notifies level 0, 1, 2 and 3 students by email to indicate low to non-engagement, and signpost to the support available at UWE.

iv) MyEngagement Support Form embedded in InfoHub whereby students indicate whether support is needed.

LTSEC.22.02.4.3.3	Members noted the MyEngagement stats from 20/21 whereby 1158 students were identified for further follow up.
LTSEC.22.02.4.3.4	In further update, members heard:

i) That a new student advice coordinator had been recruited, focusing on engagement and attendance.

ii) That the SDS team were allocated resource in 2020 to support the development of the system.

iii) That work is ongoing to track student awareness and student use. The system is due to go through a version update in April/May 2022.

iv) That the MyEngagement Steering Groups and Teams site has been valuable for feedback loops and has been highly engaged with.

LTSEC.22.02.4.3.5	In discussion, members noted:

i) That there is opportunity to develop the system to ensure students attendance and engagement tracking shows correctly and exactly what sessions should be logged.

ii) That improvements can be made to engage staff members further in the MyEngagement system to increase understanding.

iii) That the student advice team are proactively addressing any issues with faculties and 'Attendance' and 'Engagement' tracking is currently processed separately.

iv) That students often prefer MS Teams instead of Blackboard.

v) That BI are working on identifying where codes are not being used and understanding the barrier.

vi) That the percentage of learning that is measured needs to be clarified e.g. Apprentices off the job learning.

LTSEC.22.02.4.3.6	The Student Advice Team Manager confirmed all feedback and comments would be taking forward to develop the My Engagement project.

LTSEC.22.02.4.3.7	The Chair asked that, in the short-term, communications would be clarified as to how MyEngagement and MyAttendance were used for staff and students.
LTSEC.22.02.4.4	**Academic Regulations Update**
	Paper LTSEC22.02.10 was received
LTSEC.22.02.4.4.1	Deputy Director (Policy Development and Student Experience) Student and Academic Services presented the paper.
LTSEC.22.02.4.4.2	Members heard:

i) That the intention is to bring in the redrafted set of regs for the upcoming Academic Year 22/23.
ii) That there has been an external consultant to support with the drafting process and advise on gaps and risks.
iii) That the team are aiming to work towards sign off in May 2022.
iv) That there are likely to be some adjustments within the student record system in the short term in order to implement the regulations.
v) That the team are liaising with the SDS about what developments will need to be made, with a review to making changes.

LTSEC.22.02.4.5	**Policy Review Tranche 1 Update**
	Paper LTSEC22.02.11 was received
LTSEC.22.02.4.5.1	Deputy Director (Policy Development and Student Experience) Student and Academic Services presented the paper.
LTSEC.22.02.4.5.2	Members heard:

i) That the paper shows the updates on the policies that are currently being reviewed.
ii) That as part of the policy governance framework, LTSEC and RKEC have been tasking with reviewing current policies.
iii) That the intention is to bring back a number of policies to the April LTSEC for committee review and comment.

LTSEC.22.02.4.5.3	Members noted the policy review timetable will also be useful in relation to Ofsted Self-Assessment Report.
LTSEC.22.02.5	**ANY OTHER BUSINESS**
LTSEC.22.02.5.1	There was no other business raised.
LTSEC.22.02.6	**DATES OF 2021/22 MEETINGS**

- 6 April 2022
- 8 June 2022