UWE Bristol | University of the West of England

ACADEMIC BOARD

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 20th June 2018 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present:	Jane Harrington (Chair), Sara Bird, Jackie Chelin, Elizabeth Cleaver, Rachel Cowie, Lisa Harrison, Jamie Jordan, Mandy Lee, Yang Lim, Pritesh Narayan, Vicky Nash, Giang Nguyen, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer), Fiona Tolmie, Bahkai Wynter..
Apologies:	Ciara Dickson, Stephen Draper, Jenny Dye, John Lanham, Jim Longhurst, Sarah Mackie, Lucy Madahar, Jo Midgley, Derek Norris, Ayrden Pocock, Benjamin Weir,
In attendance:	Edd Burrell (for item LTSEC18.06.5), Suzanne Carrie (for item LTSEC18.06.13&14), Jennifer Hill (for item LTSEC18.06.20), Tracey Horton (for item LTSEC18.06.7), Fiona Jordan (for item LTSEC18.06.6), Sarah Salter (for item LTSEC18.06.10), Jane Williams (for item LTSEC18.06.8)

LTSEC18.06.1	**APOLOGIES FOR ABSENCE**
LTSEC18.06.1.1	Apologies for the meeting were recorded.
LTSEC18.06.2	**MINUTES OF THE LAST MEETING**
LTSEC18.06.2.1	The minutes of the last meeting, held on the 28th March 2018 were confirmed as an accurate record.
LTSEC18.06.3	**MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA**
LTSEC18.06.3.1	**Pilot for Turnitin –** The Chair confirmed that the review of the pilot has been absorbed into the wider anti-plagiarism project, an update on which would be given at this meeting.
LTSEC18.06.3.2	**ILM accreditation for PAL –** Associate Deans L&T had been consulted on the costings and were happy that PAL leaders could use the ILM accreditation route. Action complete.

LTSEC18.06.3.3	**Principles of APT –** The work undertaken within this project would be joined with a review underway of programme roles, an update on which would be given at this meeting.
LTSEC18.06.3.4	**SU Wellbeing Report –** The VP Communities and Welfare was now a member of the coordination group. Action complete.
LTSEC18.06.3.5	**Student Life Board –**Work has progressed on pulling together the signposting information for students. Action complete.
LTSEC18.06.3.6	**University Health Centre –** The Practice Manager will be invited to relevant meetings scheduled for 2018/19. The University has started working more closely with the Mental Health Nurse at the centre. Action complete.
LTSEC18.06.3.7	**Enhanced Reading Lists –** The Departmental data reflecting engagement with the reading lists has been shared. Action complete.
LTSEC18.06.4	**CHAIR'S INTRODUCTION**
LTSEC18.06.4.1	**Learning 2020 –** The Chair provided an overview of the work within the strategic project – 1. A project manager had been recruited to the Grand Challenges project, and work could now move forward; 2. Within the enterprise strand, a new start up village would be created; 3. Within the Enhancement Framework, evaluations of the Periodic Enhancement Review pilot would feed into a decision on how to move forward. A report would be brought to LTSEC at the first meeting of the 2018/19 academic year; 4. The CI Tool had been running throughout 2017/18, and the Annual Programme Report (APR) element of the development was underway. The reporting schedule was also under discussion.
LTSEC18.06.4.2	**TEF and subject level TEF –** The committee welcomed the news that the University has been awarded a Gold rating within the Teaching Excellence Framework. The Chair congratulated everyone on the huge amount of work staff have put in to achieve this. With regards to subject level TEF, the Government were moving towards a second pilot next year. The Business Intelligence Team have been modelling what this will look like. This has identified some areas where minor changes, for example, the outcomes of a few students, could have a big effect on the metrics. Modelling will continue, and programme teams will be consulted to identify the triggers.
LTSEC18.06.4.3	**Teaching and Learning Conference –** The 2017/18 conference had been a success, including an interesting presentation on a pilot being run by Brunel University around programmatic assessment. The setup of future conferences will change, with the focus being on a festival of learning. This will absorb elements of the conference and

	be delivered at multiple campuses, possibly across different weeks or parts of the year. A planning group would be in place from September to take these ideas forward, with the aim of running the first events from January/February 2019.
	STUDENT VOICE AND ENGAGEMENT
LTSEC18.06.5	**Module Evaluations**
LTSEC18.06.5.1	Paper LTSEC18.06.03 was welcomed by the committee. The Academic Frameworks Development Manager provided an overview: 1. Feedback on the current module evaluation survey, which is conducted through blackboard, reflected that it is not effective and various improvements needed to be made; 2. Work on updating the survey had been in collaboration with Business Intelligence (BI) and the Blackboard Team, and various staff members and committees were consulted. This includes student representation through ASQCs and from the SU; 3. The core questions have been streamlined from 15 to 7, utilising language from the National Student Survey (NSS) and answers being on a Likert scale. A further 3 open questions can be included which programme teams tailor to their needs, ensuring the survey will be relevant to their students i.e. field trips, technical resources etc. These could use the Likert scale, free text or yes/no answers; 4. The survey would refer students to module staff, rather than teaching staff, to include other key members of staff e.g. lab technicians; 5. Surveys can be created in the course tools on Blackboard. They will be automatically deployed within 10 weeks of the module start date, however module leaders can change this if needed e.g. to ensure it is not deployed when students are on a placement; 6. It is recommended that the survey be deployed for a 2 week period at a time; 7. Response rates can be viewed within the management tool for the survey on Blackboard, and responses can be seen live. This allows module leaders to respond to students in a timely manner. Students will also be able to see the responses; 8. Students can access the survey from a number of places, for example in their course or student landing page, or a link can be emailed directly to them; 9. Module leaders can respond to this student feedback within the tool, closing the feedback loop; 10. Further work will continue with BI on a more visual way to represent the data and reporting within the survey. Programmes which include the module can use the reporting tool, showing the module in a wider context. The first phase will be available from October, and phase 2 after Christmas; 11. Response rates reports will be produced at key times in the year and provided to Faculty Executives.

LTSEC18.06.5.2	During discussions, members noted: 1. The survey could be deployed more than once in a module run, allowing ongoing monitoring of changes. Response rates can be collated together counting the total amount of students who have completed the survey. For reporting purposes, BI will use the latest response; 2. Faculty reports will include both qualitative and quantitative data to allow contextualisation; 3. The usability and the ability to feedback to students were welcomed by the committee. LTSEC were happy to endorse the new proposals, and looked forward to seeing how the new survey works.
	ITEMS FOR APPROVAL OR ENDORSEMENT
LTSEC18.06.6	**Internationalisation Strategy**
LTSEC18.06.6.1	Paper LTSEC18.06.04 was received, showing the revisions made to the strategy based on previous discussions at LTSEC. The committee had recommended that the strategy be strengthened emphasising the global experience of learners both here and abroad, to support students through TEL and to broaden this out to other campuses. A recent OfS report stated that under 20% of students speak a foreign language, and although language provision was not offered at UWE Bristol, this was generally supported through the broader internationalisation of the curriculum. In terms of supporting students to study overseas, this could be something considered in the future as part of the different work streams. The committee were happy to endorse the new Internationalisation Strategy to Academic Board.
LTSEC18.06.7	**Review of the Academic Regulations and Procedures**
LTSEC18.06.7.1	LTSEC received paper number LTSEC18.06.05, and the Academic Regulations and Policy Manager provided an introduction. The paper was divided into 3 parts: 1. Part 1 reflected the changes to the 2018/19 UG and PGT regulations and procedures, including reformatting to extract the procedures and adding these to relevant websites, re-working some information into policy or code of practice, and removing duplication. All of which is signposted clearly from the regulations. There were a few areas which had previously been procedures but were a key part of the framework, and therefore these have been changed to regulations e.g. condoning credit and suspending studies. The new policy documents were a re-working of the information from the regulations or existing policy; Part 2 recommending a number of changes to the regulations: a. Proposal to change the method of calculation for a masters programme which included a Masters dissertation module to a weighted average of the

	students best 120 credits. This would be new for students registering from 2018/19; b. Allowing students 2 attempts on a Masters dissertation module. Students on a project module at masters level currently get 2 attempts, whilst students on the dissertation only get 1; c. Personal circumstances – some students struggled to provide the required evidence for the exceptional removal of a mark process. The change in the regulation would be less specific about what evidence is needed and allow more flexibility, providing some examples of types of evidence; d. Posthumous awards – in the past the regulations have not been clear about the level of award the University should give a deceased student. The change reflects that students will be given the highest level of award they were registered on e.g. if at level 1 then they will be given a degree with honours. This will be unclassified. This would also be relevant to doctoral students e.g. if they were registered on an MPhil they will be given an MPhil, if on a PhD they will be given a PhD; 2. Part 3 provided information on the ongoing Academic Framework and Regulatory Review. Consultation sessions had been held in May on the high level suggestions made by the Steering and Operational groups on the first half of the regulations, and the feedback from these is being reviewed. The Steering and Operational Groups were currently looking through the second half of the regulations and making further suggestions, and further consultation sessions are planned later in the year.
LTSEC18.06.7.2	During discussions, members suggested: 1. Reviewing the decision for the classification of masters dissertation students to allow students registered on the 2017/18 regulations to be offered a choice of either calculation type; 2. To ensure communications are clear that the changes to posthumous awards also include students on doctorates; The committee was pleased to see the changes, especially for posthumous awards stating that this could make a big difference to a grieving family. LTSEC were happy to endorse them to Academic Board.
LTSEC18.06.08	**Policy for Recording Educational Activities**
LTSEC18.06.08.1	Changes to the policy were received in paper LTSEC18.06.07. The Senior Project Manager (Strategic Programmes), provided an overview: 1. Appendix A has been added to the policy, detailing a pilot for an auto scheduling project within 2018/19;

	2. The pilot will run in 4 lecture theatres at Frenchay Campus: 1L17, 2Q49, 2X242 and 2D07;
	3. A number of pre-requisites had to be put in place before the pilot could run e.g. visual queue lights so that staff can press pause;
	4. The findings will be reviewed at the end of the pilot and a report with some recommendations for further role out to other rooms will be brought back to LTSEC;
	5. The annex has been sent to the formal trade unions, and they were awaiting comment.
LTSEC18.06.08.2	During extensive discussions, the committee noted:
	1. The Chief Executive for the Office for Students (OfS) has recently made a clear statement that if students want auto scheduling of event capture in the sector, then it should be rolled out;
	2. There was a general 48 hour timeframe for academic staff to review the content before this was made available to students. This allowed staff to review and change anything that was problematic or potentially embarrassing, although there should be no general re-editing of content, nor should this be used by line managers to check staff teaching. It would be useful to communicate this more widely for clarification;
	3. The use of the word 'edit', or 'editing' in the appendix could be misleading, as the process was more for the checking and removal of content rather than editing. Re-wording this could help clarify some of the concerns raised above;
	4. The signposting of information regarding instances for 'opting out' of recording need to be made clear, including different styles of pedagogy which aren't suitable for event capture. Sessions have been planned, including input from the Academic Practice Directorate, to ensure there is more information on the pedagogic side, as well as the technological side of using event capture;
	5. A link to the intranet page on event capture processes will be added to the policy;
	6. One of the areas of feedback from the TEF Panel upon awarding UWE Bristol Gold was that the University is providing event capture, and with student feedback and the clear steer from the OfS it would be important to roll this out quite quickly.
	LTSEC agreed to approve the changes to the policy.
LTSEC18.06.09	**Assessment and Feedback Policy**
LTSEC18.06.09.1.	Paper LTSEC18.06.08 was received by the committee. The Officer and the Associate Deans for Teaching and Learning in FET and ACE provided an overview:
	1. This policy has been created as part of the wider review of the re-formatting of the 2018/19 academic regulations and procedures. Existing information from the regulations and policies has been brought together in this policy, which states

	a clear set of high level principles. Sitting behind this will be an operational guide, showing more detailed information on the cycle of assessment, and a further set of guidance documents and videos; 2. The policy will be short term, with discussions around a more aspirational look at where the University wants to be in terms of assessment due to take place; 3. There were no changes suggested.
LTSEC18.06.09.2	Following discussions, LTSEC members noted: 1. It will be important to ensure a balance between having varied assessment methods and the development of academic literacy across levels. The wording in the policy could be changed to state this. The guidance note for programmatic assessment within the Enhancement Framework would also be reviewed to ensure this was clear; 2. Learning outcomes are set to test students' performance, however the point of assessment can also be a learning opportunity. A further principle could be added to make it clear that assessment is also part of the learning process. The policy will be updated and a further consultation with Faculty and SU colleagues, including the supporting operational guide, will take place over the summer. The policy will then come back to LTSEC for approval as Chair's Action. **Action: Committee Officer/Curriculum Enhancement Manager**
LTSEC18.06.10	**Pilot for Turnitin**
LTSEC18.06.10.1	The Associate Dean for T+L in ACE was leading on an anti-plagiarism project. The pilot for Turnitin had been running throughout 2018/19, and was now feeding into this project, with support from the strategic project team. The following information was provided: 1. The University currently uses Safe Assign, and through the original project on assessment offences, it was identified that this only identified a particular form of assessment offence; 2. 92-94% of HEIs in the UK use Turnitin, and therefore the University has run a pilot to see if it is suitable for use at UWE Bristol in terms of functionality for staff, linking in with the assessment offences policy; 3. Assessment offence officers have run cases through Turnitin as well as safe assign, showing that functionality is very similar. Multiple files can also be run, although there was an issue with some larger files that would be looked at further; 4. The overlap between the two systems was approx. 60%, and therefore the pilot will continue with both systems being used; 5. Turnitin does not pick up digital images and assessment using coding; 6. Turnitin provides information on where there is a match in an assignment, but staff then need to locate the original work separately; 7. Guidance for students and staff will be produced around the use of Turnitin, supplementing what is already available in the

	library. This will include some good practice from staff who have been using it, and information on requirements of proof reading. Student guidance would state that if they submitted the same assignment many times it could start picking up their own work as being plagiarised; 8. There will be work to consider which modules will be opted in from September, and the opt outs will consider types of modules and assessment; 9. There were currently no changes proposed to the assessment offences policy, however further work would look at the evidence required and the constitution of the assessment offence panel; 10. Other software will also be considered in the project, along with creating an ethos of what authenticity should look like; 11. The Graduate School were represented within the working group, and would be part of the pilot moving forward. The committee welcomed the update.
LTSEC18.06.11	**Annual Report from the Collaborative Provision Committee**
LTSEC18.06.11.1	LTSEC received paper LTSEC18.06.09, and were reassured to see that the committee has conducted its business in accordance with the terms of reference through the monitoring and oversight of collaborative provision. The Director of Student and Academic Services will check whether there is a representative from the Graduate School on the membership, and if not they will be added. Recent feedback from examining boards has highlighted that there are still some issues around operational processes for partnerships and the director would be meeting with partnership teams and Chairs to explore further. **Action: Director of Student and Academic Services**
LTSEC18.06.12	**Annual Report from LTSEC to Academic Board**
LTSEC18.06.12.1	The report LTSEC18.06.10, detailed some of the key highlights from the committee over the 2017/18 academic year. This will feed into Academic Board (AB) and the governors, providing assurance that LTSEC has conducted its business in line with the terms of reference. All of the sub committees will provide either an annual report or a summary to be included in the LTSEC report. Business conducted at the June meeting will be included after the meeting, prior to submission to AB. The detailed report evidenced how much business the committee conducts. The language of the report has also been reviewed and changed to ensure it is less passive and more representative of the work the committee conducts. The other annual reports from sub committees will be reviewed with the same intention. **Action: Committee Officer and Chair**
	ITEMS FOR DISCUSSION
LTSEC18.06.13	**Registration with the Office for Students (OfS)**

LTSEC18.06.13.1	The pack of papers submitted to the OfS to obtain registration as a HE provider were received by the committee in paper LTSEC18.06.11. This type of registration will allow students to apply for student loans, and the University for further funding. The Director of Student and Academic Services (SAS) and the Head of Student Inclusivity provided the following introduction: 1. The documents included some new policies and plans, and also some which have been put together evidencing existing processes; 2. The refund and compliance policy is part of the wider tuition fee policy, with a much broader articulation of what the University does; 3. The Student Protection Plan has drawn on experience of closing subjects or running out partnerships with collaborative institutions. UWE Bristol teaches out the provision to existing students; 4. The Governance and Management document sets out how the University manages business through its governance and management structures; 5. The Consumer Rights document pulls together the information which the University already manages in terms of protecting consumers rights; 6. The Access and Participation Plan differs slightly from the others as there is a high minimum standard which needs to be achieved, and the OfS will expect HEIs to explicit progress year on year towards widening participation. This replaces the existing Access Agreement, and this year the new plan is similar to the existing. However, OfS will release a further document on future years so this may change; 7. The guidance provided by OfS was written in a different language to encompass private providers which the HE sector isn't used to, e.g. use of Directors rather than the Board of Governors. Information had to be articulated very clearly; 8. All of the documents are available on the UWE Bristol website, within the policy page or within specific pages e.g. academic governance; 9. The University will find out in September whether registration has been granted.
LTSEC18.06.13.2	Members welcomed the useful new documents. These will be reviewed regularly so any feedback/changes can be submitted to the Director of SAS. Future versions could include the success of the UWE cares project.
LTSEC18.06.14	**LTSEC Enhancement Session 2016/17 – Learning Gain**
LTSEC18.06.14.1	The Head of Student Inclusivity provided an introduction to paper LTSEC18.06.12, which gave information on the progress of the task and finish group for learning gain:

	1. As a concept this is not well defined in the sector, however it is something which OfS, formally through HEFCE, will be working on;
	
	2. The first task was to determine what was meant by learning gain at UWE. A set of principles were put together, with the aim of these being useable rather than a KPI or metric:
	
	    a. Contextualised – so that programme teams can see localised data, dependent on their types of modules and assessment;
	
	    b. Student centred – allowing them to be involved in the design of measures;
	
	    c. Linking with other developments – especially around learning analytics so that the University can test the way students use the data;
	
	    d. Comparable between different courses or over time – to compare different contexts or changes, and consider the impact of interventions.
	
	3. Some examples for measuring learning gain had been highlighted in the enhancement sessions, and these were investigated further. Pilots were then run on two of these to see how they would work in practice:
	
	    a. Progress model – tracks student progress during professional practice. Modules can either be considered over a year, or comparing averages through each module (in a spine). As students' progress the course gets harder and skill level increases, this allows identification through the classification averages of whether further support is needed. The next stage will look at programmes across a year to see whether the average/spine based approaches are suitable;
	
	    b. Career readiness model – this uses career registration data and can measure learning gain as a proxy for employability competency development;
	
	4. Further pilots will be run, and once the OfS has provided more guidance on what their requirements might be, further work can progress. The University could look at whether this could sit within the Continuous Improvement tool.
	
	LTSEC welcomed the update, and will review this again once more information was available from the pilots, or from OfS.

LTSEC18.06.15	**LTSEC Enhancement Session 2017/18 – Student Behaviour (drugs and alcohol misuse)**
LTSEC18.06.15.1	Paper LTSEC18.06.13 provided some detail on the presentations and the actions arising from the enhancement session held on 08th May around student behaviour, focussing on drug and alcohol misuse: 1. There were 3 external speakers: a. Drugs and alcohol education in schools and colleges from the Young Persons Drug and Alcohol Service at South Gloucestershire Council;

	b. Changing the social norms of alcohol impact from the SU;
	c. Current substance misuse trends from Developing a Healthy Independence Team at South Gloucestershire Council;
	2. Three main actions arose from the session:
	a. Working with students, staff and external agencies to help further education at UWE on the use of Xanax, myths of some other drugs and the differences in using these recreationally or as a coping mechanism;
	b. Signposting students and staff to the right information and support;
	c. Bringing academic staff into the development of the drugs policy, linking together staff and student policies and being clear what 'zero tolerance' means;
	3. The first two actions would be led by the Deputy Director in SAS for Student Support and Wellbeing, and the third would be led by the new Head of Student and Academic Policy Enhancement and the Safeguarding Manager.
LTSEC18.06.15.2	During discussions, members noted that:
	1. Action 1 was already in progress, with the multi-agency drugs forum in place and a further meeting happening at the end of July;
	2. Action 2 was also already in progress, with,l amongst other things, a booklet being developed for students around various aspects of drugs and alcohol and health;
	3. Action 3 would be progressed once the new post has been recruited to. This role will lead on reviewing all University policies, and will ensure the development of the new policy is not done in isolation;
	4. The multi-agency forum will be educating staff and students on all types of drugs, and will be researching new drugs as they emerge;
	5. Students will also be involved in the development of the new drugs policy;
	6. The session, especially the presentations by the external speakers, had been very helpful in finding out about the various problems with drugs and the impact this is having on some students.
LTSEC18.06.16	**Future Library Project Report**
LTSEC18.06.16.1	Paper LTSEC18.06.14 was received, and the Deputy Head of Student Success Services provided a brief overview:
	1. Data has been collected over the autumn term on how all of the different areas of the library could be shaped. The data was reviewed at an away day, and the report was produced;
	2. The report was split into different areas including inclusive academic skills, increasing digital environment, physical collections, open access and research environment, the library as a place and future library development;

	3. A literature review has been completed on the increasing digital environment, which highlighted some concern that a lot of students work online and what effects this can have; 4. Data on physical collections was useful in seeing how students use this service. Further work with ACE colleagues on how to develop the print collections whilst moving online is progressing; 5. Discussions with students around the library as a place have been interesting, finding out what they thought of the library and study spaces and working with the master planning team on the libraries at different campuses. If students are requesting specific IT equipment and resources, there will be a dialogue between the Library and the faculty; 6. The collections team were looking at the online electronic resources as part of the future library development, and whether this is kept in house or developed through the purchase of a different system.
LTSEC18.06.16.2	LTSEC welcomed the interesting report, and noted that the large format printer will be for general use. Further feedback from ACE students will be passed to the library, for example books not being on the shelves when the system says they should be. A review at City Campus in terms of access and entitlement is ongoing, reviewing not just what the library provide, but how the entire campus works.
	FOR UPDATE
LTSEC18.06.17	**Academic Professional Apprenticeships**
LTSEC18.07.17.1	LTSEC noted that the paper has been postponed until an agreement around the costing models has been reached. The Director of Teaching and Learning provided a verbal update: 1. The Academic professional apprenticeship is a level 7 degree standard and is on the register of apprenticeships with the IFA; 2. The APA is not an integrated degree apprenticeship; UWE Bristol will therefore act as the employer and the training provider, but the End Point Assessment needs to be undertaken by an independent external body on the register of End Point Assessor Organisations; 3. Not all staff are likely to be eligible for apprenticeship funding due to residency status or not having the right qualifications held (UK based qualifications at Level 2 in English and Maths); 4. The task and finish group has been looking at what the University thinks the early career academic staff would need. It is important that there is parity in work place experience on the job training, off the job training and end point assessment for all new starters irrespective of funding status; 5. Colleagues will be asking the HE Trailblazer group to lobby for comparable non-UK level 2 qualifications to be accepted, given the international nature of the HE workforce and for the requirement to provide evidence of English and Maths would

	be removed as careers in academia necessitate these at the start of qualification;
	6. Two different models were being considered: credit and non-credit bearing. The cost effectiveness of both will be looked at as well as the cost of acting as an End Point Assessment Organisation for other HEPs.
LTSEC18.06.17.2	LTSEC welcomed the update, and suggested that the Nursing team at UWE could provide further advice as they had overcome funding problems for apprenticeships. The paper will be brought to the next meeting of LTSEC. **Action: Director of Teaching and Learning**
LTSEC18.06.18	**Standards of Academic Personal Tutors**

LTSEC18.06.18.1	The Chair confirmed that the work to implement the new standards of APT has been joined with another piece of work looking into programme roles and the resources needed which sit outside of teaching and learning. Students can sometimes be confused about who they go to for certain support. A further report would come to LTSEC within 2018/19, however in the meantime the Associate Dean for T+L from HAS provided an overview of the standards of APT work:
	1. There were 3 streams of work:
	    a. Resourcing – there is currently no formal resource at levels 0 and M, however local arrangements are in place. There will be work to look at standardising this at a University level;
	    b. Perceptions of APT – these need teasing out further as it is very fragmented, with differing variations of support leaving some students feeling isolated;
	    c. The APT role – Staff can feel undervalued because of the resourcing issues. Additional resource and support to help students who were facing challenges could help. There can also be a disconnection between the role and different streams of work.
	2. To help the implementation of the new principles there will be further training, development and support for the APT role, provided centrally but adapted and implemented through the Faculty. Along with this, there will be a need to monitor the outcomes of the APT process, reviewing staff and student feedback. The new Annual Programme Report element of the CI Tool, and the PER process could be utilised for this. Once a way forward had been agreed a report would be brought back to LTSEC.
	Action : Associate Dean L+T from Health and Applied Sciences

LTSEC18.06.19	**Student Demographic Report**
LTSEC18.06.19.1	The Associate Deans T+L for each Faculty provided an overview of the discussions held at ASQCs:

	1. ACE – have noted an area of under-representation, which led to a more general discussion about engagement and incentives which could be put in place to get more students to sign up; 2. HAS – Student representation varied dramatically in the Faculty with some having high levels, some low and some having no representation. The lower number of students on NHS programmes could have had an impact because of the removal of bursaries; 3. FET – There were some programmes with very low numbers. A discussion around mature students has identified that training sessions happen in the evening, which may exclude some mature students. Further support for female students in leadership roles will also be looked at; 4. FBL – reported similar discussions and outcomes to the other faculties. They have also noticed the gender gap.
LTSEC18.06.20	**Student Conference Report**
LTSEC18.06.20.1	The Associate Professor in Geography and Environmental Management provided an overview of paper LTSEC18.06.16: 1. Research into the small amount of UWE students attending an external conference, and the costs involved led to some funding being provided to support a UWE student conference to showcase student research; 2. The title has been changed from research to UWE student conference, including more modern forms of enquiry. There were also some abstracts looking into how students have overcome mental health issues, supported by UWE; 3. The conference has run for 2 years, with a physical programme showing some of the abstracts from both PGT and UG students; 4. Responses from students and staff evidence that this supports student satisfaction, and that students are aware of building their skills and linking to employability. This also fits with the new 360 award, with the possibility of extensions to a staff and student repository for research; 5. This year saw an increase in abstracts being submitted; 6. Future plans could see the conference being part of the festival of learning; 7. At present there is limited employer representation, however in the future it would be good to invite employers to celebrate student work, and potentially link in to future employment; 8. It was really positive to see what the UG students are achieving in terms of research.
LTSEC18.06.20.2	The committee welcomed the positive report, and agreed that the University should continue to provide this in a similar format. Through discussions, members noted: 1. It would be good to promote this within some of the communications and activities at the beginning of the year to

	enable students to start working towards it. This could also help some of the silos around who engages; 2. In ACE and FET it could be possible to tie this into degree shows; 3. For faculties that don't run degree shows, there could be lots of other opportunities within the University calendar for students to showcase their work in different ways; 4. Having something which ties in with the strategy and is cross faculty, had the potential to make UWE a leader in this area. A framework and more support to set it up across the faculties, linking into the festival of learning and the UWE Challenges, could be considered further. A steering group to lead on this will be set up. **Action: Associate Professor in Geography and Environmental Management and Director of Teaching and Learning**
	ANY OTHER BUSINESS
LTSEC18.06.21	**UWE Harvard Referencing**
LTSEC18.06.21.1	The Deputy Director of Student Success Services asked members to feed into discussions around the future of UWE Harvard Referencing. In particular whether it has simplified approaches to referencing, whether staff still use different systems and what student feedback is saying. Most students now have the expectation that this is what they have to use, which simplifies the process. There are some other subjects, such as law, which use a different system meeting the requirements of that particular subject. This question will be taken to ASQCs to test out further. **Action: Deputy Director of Student Success Services**
LTSEC18.06.22	The Chaired thanked the student representatives for their input in the business of the committee over the year. The VP Education was thanked for all of the hard work he had done over the 2 years in post.
	DATE OF NEXT MEETING No more meetings in 2017/18