



Academic Board

LEARNING TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 14th April 2021.

Membership:

Present: Amanda Coffey (Chair), Rakhee Aggarwal, David Barrett, Suzanne Carrie, Jackie Chelin, Rachel Cowie, Lauren Davis, Jenny Dye, Sarah Grabham, Lisa Harrison, Antony Hill, Jamie Hulley-Mills (student), Selen Kars, Kaynat Kayder (student), Abbie Learoyd (student), Nassime Mezani (student), Jo Midgley, Cathy Minett-Smith, Heather Moyes, Anna Piasecki, Gerry Rice, Jackie Rogers, Wendy Rowley (student); Simon Scarle, Richard Strange, Neil Willey, Rebecca Smith (Officer), Iain Mossman (Secretary).

Apologies: Bethany Jackson (student), Jane Ojiako, Luke Rudge, Lisa Brodie,

In attendance: Helen King (in attendance for the whole meeting), Amy Morgan (in attendance for the whole meeting), Vicky Swinerd (for item LTSEC21.04.09), Jess Waithe (for item LTSEC21.04.07).

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	MINUTES AND MATTERS ARISING
LTSEC21.04.01	Members approved the minutes of the meeting held on 10 th February 2021.
LTSEC21.04.02	MATTERS ARISING
LTSEC21.04.02.1	Action Sheet – Action LTSEC20.02.11.1 - to put together a working group to consider the issues in appointing and assuring appropriate training and standards for Associate Lecturers , will be led by the Associate Dean Teaching and Learning for the Faculty of Health and Applied Science (HAS). This will report back to LTSEC in due course.
LTSEC21.04.02.2	Block Zero update – The Dean for Students updated members on the recent developments. The presentation slides can be found on the LTSEC SharePoint website . The update included: <ol style="list-style-type: none"> 1. A communication plan and a brand/brief are in development; 2. A new name and a re-brand of the content, including inclusive language, imagining and contextualisation for progression through the different levels at a programme level, are to be

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	<p>proposed. This will allow the University to build in coaching and scaffolded learning across the level of study as students' progress;</p> <ol style="list-style-type: none"> 3. The proposed new name of 'starting block' changes the emphasis to starting positively and giving space for students to move through their journey, building and extending their skills (creating movement and momentum); 4. A refocus on timings brings the original 4 week block down to 2 weeks; 5. A number of student's have volunteered to create student stories.
LTSEC21.04.02.3	During discussions, members agreed that the branding was strong and noted that the title of 'block' gives clarity that this is something separate to teaching within terms. The presentation will be shared with Faculty groups and wider across the University.
	STANDING AGENDA ITEMS
LTSEC21.04.03	Chair's Introduction
LTSEC21.04.03.1	<p>The Chair provided an update on successes and activities since the last meeting, covering the following:</p> <ol style="list-style-type: none"> 1. The Government has announced that the earliest all remaining students can return to campus for teaching is 17th May 2021; 2. Although formal teaching will have mostly finished for September starters by this point, the University is working to ensure there will be on campus learning opportunities for students. It will be important to ensure the right messages and communications are sent to enable students to finish well and this will be done in liaison with faculties; 3. Noted that with the January start date for some undergraduate cohorts and many postgraduate programmes, there will continue to be students learning on campus and within student accommodation past 17th May. Over 2000 students are back in their accommodation, but this also means that over 1000 have not returned.
LTSEC21.04.04	Update on activities to assure a quality student experience
LTSEC21.04.04.1	<p>The Secretary introduced paper LTSEC21.04.02, which is a continuation of papers over the year to preserve the quality of teaching and learning, for the committee to note:</p> <ol style="list-style-type: none"> 1. In response to the Office for Students (OfS) letter in January 2021 asking Universities to assure themselves that they are in line with Consumer Markets Authority guidelines, and

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	<p>following on from discussions to pull together an evidence base of supporting resources, an assurance statement is being prepared. This will be submitted to Academic Board, and will then be considered by the Board of Governors (BoG). The report will be shared with LTSEC members via correspondence.</p> <p style="text-align: right;">Action: Committee Secretary</p> <p>2. Other areas of work which have been widely communicated across the University include students returning to campus, the safety net approach to assessments and work to reflect on the pandemic and how students can finish well this academic year.</p>
LTSEC21.04.05	Update from the Students' Union
LTSEC21.04.05.1	Members noted paper LTSEC21.04.03. The Chair formally congratulated the new elected presidents that will be joining the Students' Union in 2021/22.
TRANSFORMING FUTURES LEARNING STRATEGY 2030	
LTSEC21.04.06	Access and Participation Plan Mid-Point Review
LTSEC21.04.06.1	The Head of Equality, Diversity and Inclusivity introduced paper LTSEC21.04.04, which provided a summary of data from 2020/21 against targets in the Access and Participation. While the University has made good progress on the enhanced monitoring targets set by the OfS, the committee noted with dismay that the University has not made progress on reducing the awarding gaps. This affirms the actions agreed by LTSEC in February around Bridging the Awarding Gap.
LTSEC21.04.06.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. The University is an outlier in the sector in terms of the large awarding gaps; there needs to be a whole University focus applied. It is still too early to determine whether initiatives such as the Inclusive Curriculum Toolkit will have an impact. It is hoped that the initiatives which show some impact soon; 2. In terms of Higher Education Statistics Agency (HESA) data, the University is 1st in the South West and 9th in the country for student experience. The OfS focuses more on the target gaps. It would be useful to know how the University is comparing to others in the sector so that progress can be tracked; 3. Work in schools around Black, Asian and Minority Ethnic (BAME) attainment gaps will be helpful for Higher Education;

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	<ol style="list-style-type: none"> 4. The main challenge is the cultural change which will enable progress towards removing awarding gaps. Making curriculum inclusive and enhancing engagement is a positive step, but more consideration is needed on changing the culture of the University. While the University is focussing on this work through projects, as these transition into business as usual, consideration will be needed as to how to embed cultural change as a legacy of the projects; 5. Postgraduate Research teams have started to work with the Equality, Diversity and Inclusivity team to agree how this work will be shaped.
LTSEC21.04.07	Mental Health Strategy
LTSEC21.04.07.1	<p>The committee received paper LTSEC21.04.05, and welcomed the Health and Wellbeing Strategy Manager to the meeting. The paper detailed the outcome of an evaluation conducted following the end of the previous Mental Wealth First Strategy and the new Health and Wellbeing Strategy. The evaluation reviewed successes and areas for improvement. Following is a summary of the areas identified for improvement/actions for development:</p> <ol style="list-style-type: none"> 1. Although the University is good at promoting initiatives, it has been recognised that more needs to be done to prevent students becoming unwell. Further analysis of data will be conducted, and actions developed relating to prevention; 2. There is a lot of support in place for students, but less so for staff. A review will consider workloads and training requirements for different roles, the breadth of support available and bolstering current support, including a review of the Employability Assistance Programme. Targeted communications are also planned; 3. A review of support provision at Glenside and City Campus to ensure it meets the need; 4. A review of external support; 5. A drugs and alcohol impact pilot to ensure students are aware of support.
LTSEC21.04.07.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. In the Faculty of Arts and Creative Industries (ACE), prevention work includes looking at the offer and creating artefacts and using music to help build resilience in extra curricula activities. The Faculty are working with the Deputy Director of Student and Academic Services (Student Support) to roll this out across the University; 2. The policy fits in well with other areas of work, such as social prescribing;

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	<p>3. In the Business School it has been identified that students do not always reach out to staff. It would be useful to consider competing deadlines and study loads, especially with the current online environment making it harder to identify if a student is struggling, and different cultures. Communications encouraging students to reach out to staff and seek support would be beneficial.</p> <p>The committee noted and endorsed the evaluation.</p>
LTSEC21.04.08	Portfolio Review Group
LTSEC21.04.08.1	Members noted paper LTSEC21.04.06, confirming the establishment of a new Portfolio Review Group, replacing the existing Strategic Partnerships sub-committee and the University Curriculum Panel, and noted the modification to the reporting lines into LTSEC.
	QUALITY AND STANDARDS AND THE STUDENT EXPERIENCE
LTSEC21.04.09	Trans and Non-Binary Policy
LTSEC21.04.09.1	Paper LTSEC21.04.07 was received by the committee. The Inclusive Practice Officer attended the meeting and introduced the paper, confirming that the refreshed policy and guidance align with the inclusivity values of the University. Legal advice has been sought to ensure the balance of rights for people in these groups is appropriate and align with other Higher Education providers. The policy will be submitted to the Equality, Diversity and Inclusivity committee, and will then be considered by the Directorate for approval and forwarded to the Board of Governors for information.
LTSEC21.04.09.2	Members welcomed the policy, and in particular the communications plan. The committee agreed that work to review the policy has been very effective, learning from practice across the sector, and will work to support all students and staff. The committee was happy to endorse the changes.
LTSEC21.04.10	LTSEC Enhancement Session – Assessment and Feedback
LTSEC21.04.10.1	Members received paper LTSEC21.04.08, detailing the discussions and actions arising from the LTSEC enhancement session on assessment and feedback. The Associate Dean for Teaching and Learning in the Faculty of Business and Law (FBL) confirmed that many of the actions reflect a need for cultural change, similar to previous discussions above, to shift assessment and feedback away from something that is done to a student to something they are involved in as part of their journey.
LTSEC21.04.10.2	During discussions, members noted:

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	<ol style="list-style-type: none"> 1. The actions will feed into the student partnership project on assessment and feedback, considering how the University considers assessment going forward; 2. The powerpoint presentations provided by the 2 external speakers, which are available on the SharePoint website, can be shared more widely across the University, and used in further training; 3. This work links into the Access and Participation Plan around culture and awarding gaps, which will start to think about how we can change assessment and feedback. <p>Members were happy to endorse the actions arising from the session.</p>
ASSURANCE REPORTING	
LTSEC21.04.11	External Examiners Conference
LTSEC21.04.11.1	The committee noted the evaluation of the External Examiner conference provided in paper LTSEC21.04.09.
ITEMS FOR INFORMATION	
LTSEC21.04.12	Festival of Learning
LTSEC21.04.12.1	Members noted the update on the upcoming Festival of Learning, and are encouraged to register for the event.
ANY OTHER BUSINESS	
LTSEC12.04.13	Effectiveness Review
LTSEC21.04.13.1	Members noted that a survey will be circulated for an effectiveness review of how the committee has operated in 2020/21, which will feed into the assurance reporting round.
MINUTES OF SUB-COMMITTEES	
LTSEC21.04.14	The minutes of the sub-committees will be noted as they become available to the committee.
	DATE OF NEXT MEETING 09 th June 2021.