



LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting of the Learning, Teaching and Student Experience Committee held on Wednesday 22 September 2021.

Present: Amanda Coffey (Chair), David Barrett, Suzanne Carrie, Jacqueline Chelin, Peter Clegg, Rachel Cowie, Jennifer Dye, Nadine Fry, Antony Hill, Samuel Ikpe, Helen King, Jo Midgley, Cathy Milnett-Smith, Heather Moyes, Dami Okeyoyin, Gerry Rice, Jackie Rogers, Jeanette Sakel, Richard Strange, Ian Stratton (Secretary), Neil Willey.

In attendance: Claire Green, Fiona Hamilton, Helen King, Amy Morgan (minutes).

Apologies: Lauren Davis, Laura Harrison, Selen Kars, Hannah Mathias, Simon Scarle.

LTSEC.21.09.1 WELCOME AND APOLOGIES

- LTSEC.21.09.1.1 The Chair welcomed members to the meeting and noted apologies received.
- LTSEC.21.09.1.2 Each person introduced themselves as a way of welcoming LTSEC members back to 'in person' meetings.

LTSEC.21.09.2 COMMITTEE DIVERSITY TOOLKIT

- LTSEC.21.09.2.1 *Paper LTSEC21.09.01 was received*
- LTSEC.21.09.2.2 Suzanne Carrie, Deputy Director LCI – Equality, Diversity and Inclusivity and Fiona Hamilton presented the slides to the committee.
- LTSEC.21.09.2.3 Members heard:
- (i) This work is very important to ensure there is a diverse voice of thought within university groups that make key decisions.
 - (ii) The committee diversity toolkit is made up of diverse voices data, intranet guides and training and development.
 - (iii) There are a number of wide-ranging benefits to diversity within decision making.
 - (iv) Committees within the university need to lead by example and contribute to achieving EDI strategies.
 - (v) The diverse voices data aims to provide an overview of the LTSEC membership and understand if there are any gaps.
 - (vi) Limitations to the data include; the data is only as accurate as HR systems, there are no student representatives included and all data are based on self-disclosure.

LTSEC.21.09.2.4 Committee members split into three groups to reflect and discuss on the approaches to diversity and inclusion within LTSEC and other university committees.

LTSEC.21.09.2.5 A summary of the group discussions were logged, and members noted:

LTSEC.21.09.2.5.1 **Initial thoughts about LTSEC diverse voices data**

Members noted:

- (i) Members recognised the data reflected the lack of diversity in senior staff within the university.
- (ii) Socioeconomic status should be added to ensure the committee reflects the student body.
- (iii) The data need to be updated once elected members have joined.
- (iv) Considerations need to be given into who is attending, rather than who is on the membership.
- (v) The sub-groups that feed into LTSEC should be analysed to understand the diversity of thought within business to LTSEC.
- (vi) SU members should be considered in the data given the importance of their membership.
- (vii) Ideally, other characteristics such as religion and sexual orientation should also be considered in the diversity of the committee in due course.

LTSEC.21.09.2.5.2 **Ensuring a range of voices within LTSEC**

Members noted:

- (i) Inviting student reps and SU student officers to join the committee is an important part of making sure the student voice is heard.
- (ii) Members acknowledged that new staff and younger voices can get lost.
- (iii) Members noted the importance of educating the committee members and chairs to ensure inclusive decision making.
- (iv) Members noted the importance of understanding how the agenda is agreed and how the discussion in the room is managed.

LTSEC.21.09.2.5.3 **Diverse routes to LTSEC**

Members noted:

- (i) Diversity can be thought about differently through the links between sub-committees through to LTSEC and Academic Board.
- (ii) Consideration should be given to different routes (i.e. Consultation) and members should be aware of both formal and informal decision making routes.

- (iii) There was a recommendation for the use of 'equality assessments' of committee papers, using the coversheet to evidence how voices have been brought into the development of a proposal.

LTSEC.21.09.2.5.4 Diverse contributions to LTSEC

Members noted:

- (i) There was a recommendation that part of the agenda could be flagged as a 'open agenda' where anyone is welcome to a discussion - a formal agenda could follow this.
- (ii) The volume of papers and amount of time taken to read can cause engagement issues.
- (iii) There was a suggestion about introducing a system for comments to be made on papers in advance of the meetings, this would act a record of diversity of thought and decision making.
- (iv) The benefits of the 'hands up' function with online Teams meetings and how this can be replicated in 'in person' meetings.

LTSEC.21.09.2.5.5 Building our practice in valuing diversity

Members noted:

- (i) The importance of evaluating this process and showing the impact of diverse voices being involved with decision making was flagged.
- (ii) The diversity of committees goes beyond decision making and impacts on students' perceptions of UWE.
- (iii) The diverse voices data and the toolkit should be designed by a broad range of people with different experiences.

LTSEC.21.09.3 LEARNING, TEACHING STUDENT EXPERIENCE COMMITTEE 21/22

LTSEC.21.09.3.1 LTSEC ToR and UQSSC ToR

Paper LTSEC21.09.02 and Paper LTSEC21.09.17 were received.

- LTSEC.21.09.3.1.1 The Director of Student and Academic Services presented the paper and members noted the revised LTSEC ToR 21/22.
- LTSEC.21.09.3.1.2 Noted that LTSEC now will have one sub-committee called; the University Quality and Standards Sub-Committee (UQSSC).
- LTSEC.21.09.3.1.5 For the purpose of the Access Participation Plan (APP), a request to have an EDI representative as part of the UQSSC was noted.
- LTSEC.21.09.3.1.6 The representation of PGT and PGR students was queried due to the increase of PG students.
- LTSEC.21.09.3.1.7 The Chair confirmed Starting Block (SB) should still utilise LTSEC as their reporting forum to reflect and steer.
- LTSEC.21.09.3.1.10 The terms of reference were approved.

LTSEC.21.09.3.2 LTSEC Business Plan

Paper LTSEC.21.09.03 was received.

- LTSEC.21.09.3.2.1 Members noted the paper was an indicative plan as this stage and will be developed further following the risk and assurance work.
- LTSEC.21.09.3.2.2 It was agreed an item on Starting Block would come to the November LTSEC meeting.

Action: Officer

LTSEC.21.09.4 MINUTES AND MATTERS ARISING

LTSEC.21.09.4.1 Previous Minutes

Paper LTSEC21.09.04 was received

LTSEC.21.09.4.1.1 The minutes were approved as a true and accurate record of discussions (subject to typographical errors to be corrected).

LTSEC.21.09.4.2 Action Sheet and Matters Arising

Paper LTSEC21.09.05 was received

Members noted the updated action sheet and due dates.

LTSEC.21.09.4.3 Chair's Actions

Papers LTSEC21.09.06, LTSEC21.09.07, LTSEC21.09.08 were received.

LTSEC.21.09.4.3.1 Members noted the approval of BA(Hons) Business and Management and BA(Hons) Business and Events Management to be delivered at National Economics University, Vietnam

LTSEC.21.09.4.3.2 Members noted the approval of BSc (Hons) Information Technology to be delivered at Gloucestershire College.

LTSEC.21.09.4.3.3 Members noted the approval of BA (Hons) International Business Management (top up) to be delivered at UWE's established partner VESP (operating as Villa College, Maldives and BIBM, Sri Lanka).

LTSEC.21.09.5 STANDING AGENDA ITEMS

LTSEC.21.09.5.1 Chair's Introduction

LTSEC.21.09.5.1.1 Noted:

- (i) Students are being welcomed back to university following a difficult previous year.
- (ii) The importance of ensuring colleagues are working together was reiterated, to provide the best student experience as possible.
- (iii) The OfS consultation on quality and standards was in progress over summer – revisions to the regulatory framework. UWE has responded.
- (iv) There are further consultations due to follow in the autumn on graduate outcomes (condition of registration B3) and on the future shape of the TEF.
- (v) A thank you was given to all colleagues engaging with the subject readiness review (SRR).

The self-reflection phase ends on Friday 24 September. There will be a fuller SRR update to LTSEC at a future meeting.

LTSEC.21.09.5.2 Update from the Students' Union

Paper LTSEC21.09.09 was received

LTSEC.21.09.5.2.1 Dami (Oluwadanilola) Okeyoyin, VP Education presented the paper

- (i) The team have a number of collective goals including; sustainability, inclusivity, diversity and mental health.
 - (ii) The presidents aim to work together to understand the wants and needs of the student body.
- LTSEC.21.09.5.2.2 The Chair thanked the Students' Union team for the update and congratulated the team on the upcoming work and projects in progress.

LTSEC.21.09.6 TRANSFORMING FUTURES LEARNING STRATEGY 2030

LTSEC.21.09.6.1 Risk and Assurance Review

LTSEC.21.09.6.1.1 The Director of Academic Services updated the committee on work to strengthen oversight of strategic and tactical risks and LTSEC's role in providing assurance to Academic Board and the Board of Governors.

LTSEC.21.09.6.1.2 In presentation, members heard:

- (i) Work is in progress, mapping out risks within academic governance and where there are gaps.
- (ii) The team are hoping to have something to disseminate to Academic Board in the near future.
- (iii) The work is likely to mean changes to ToR's and committee business plans.

LTSEC.21.09.7 QUALITY AND STANDARDS AND THE STUDENT EXPERIENCE

LTSEC.21.09.7.1 National Student Survey (NSS) Results and Responses

LTSEC.21.09.7.1.1 Business Intelligence presented the NSS 2021 headline data to the committee and members heard:

- (i) Overall satisfaction fell to 77.1% from 88.2% last year.
- (ii) UWE ranked 53rd out of all HEIs compared to 14th last year.
- (iii) The top performing programmes were highlighted – Geography, Architecture and Environmental Engineering, Business and HR Management and Product Design Technology.

LTSEC.21.09.7.2 NSS bounce back plan

LTSEC.21.09.7.2.1 The Registrar and Pro Vice-Chancellor Student Experience presented an update on the key steps being taken by UWE in response to the NSS results;

- (i) The focus is on ensuring the best possible student experience, regardless of the recent NSS results.
- (ii) The whole institution has a responsibility to work towards improving the student experience and course delivery.
- (iii) Rapid support has been implemented to help the bounce back and test a new longer-term way of working.
- (iv) Additional resource will focus support on programmes.
- (i) Final year students will have proactive engagement coaching from Uniquist and the engagement teams.

- (ii) New student comms roles per faculty will help support programme communication to students to allow for more direct and meaningful comms.
- (i) The extra resource is being sourced internally to allow for positions to begin at the start of the academic year.
- (ii) These opportunities have provided a great development opportunity for colleagues.

LTSEC.21.09.7.3 NSS Faculty plans

Paper LTSEC21.09.10 was received

- LTSEC.21.09.7.3.5 The Associate Dean HAS noted:
- (i) Communications are a key factor in the student experience and feedback within HAS.
 - (ii) The coordination of support within programmes and faculties is a positive step to improving.
 - (iii) Priorities for HAS are; clear expectations, engagement from people managers and collaborative working.
- LTSEC.21.09.7.3.6 The Associate Dean FET noted:
- (i) The NSS bounce back steps are being led by Heads of Department (HoDs) and AD LTSE, managed through the continuous improvement (CI) tool.
 - (ii) There will be an emphasis on creating communities through tools such as, online common rooms.
 - (iii) Sharing good practice will be vitally important moving forward.
 - (iv) Assessment, community, communications, employability will all be areas of focus.
- LTSEC.21.09.7.3.7 The Associate Dean (acting) ACE noted:
- (i) There are some actions that can be taken for immediate impact to address short term specific goals.
 - (ii) ACE fell short on organisation and management and therefore a number of actions are being taken to improve this.
 - (iii) Best practice overviews will exist to highlight good practice and share ideas (including feedback from outside ACE).
- LTSEC.21.09.7.3.8 The Associate Dean FBL noted:
- (i) Law and Business & Management are both programmes identified for additional support.
 - (ii) FBL are optimistically confident about improving.
 - (iii) Law had recently undertaken a sprint piece of work to look at risks and rebuilding relationships with students following the pandemic.
 - (iv) Programme teams are developing digital online communities.
 - (v) Employability will be a key focus for final year students.

- LTSEC.21.09.7.3.10 Members noted that PTES and PRES results were also down and therefore there is work needed over and above programme work.
- LTSEC.21.09.7.3.11 The Chair reconfirmed historic trends show the university has been resilient, with a steady increase in scores across the board year on year.
- LTSEC.21.09.7.3.12 Members noted academic readiness is still ongoing work including Customer First and Timetabling.
- LTSEC.21.09.7.3.13 The Chair congratulated the programmes that did very well in NSS results and confirmed the Vice Chancellor has written to programme teams.

LTSEC.21.09.7.3 Module Feedback

Paper LTSEC21.09.11 was received

- LTSEC.21.09.7.4 The Deputy Director of Student and Academic Services presented the paper and members heard:
- (i) LTSEC members were asked to consider recommendations for changes to the University's module feedback process for and agree how to proceed for the 2021/22 academic year.
 - (ii) Module feedback survey feedback is currently not generating enough information to give quality information.
 - (iii) The paper outlines two main proposals re. localised and tailored feedback and programme surveys.
- LTSEC.21.09.7.5 Members noted that the accessibility of feedback tools needs to be considered when confirming the recommendations.
- LTSEC.21.09.7.6 During discussion, it was noted:
- (i) The importance of not creating repetition and feedback fatigue.
 - (ii) Ongoing evaluation of modules can often be acted on quickly, throughout the module teaching.
 - (iii) A new approach needs to be streamlined, localised and empower staff to make it work.
 - (iv) Module leaders should be asking for feedback as a part of business as usual.
 - (v) The key to successful feedback engagement is the ability for the student to complete it at the point asked.
- LTSEC.21.09.7.7 The decision was made to review the approach again and action via correspondence to LTSEC members.

Action: Action: Director of Student and Academic Services

LTSEC.21.09.7.4 Policy reviews and amendments

Paper LTSEC21.09.12 was received

- LTSEC.21.09.7.4.1 The Deputy Director of Student and Academic Services presented the paper and asked members to consider and approve the amendments to the following policies, for implementation in the 2021/22 academic year.
- LTSEC.21.09.7.4.2 During presentation, members heard:
- (i) These are minor adjustments and allow more flexibility at level 2.

	(ii) Sanctions will be able to be determined without the need for a panel to meet.
	(iii) The Professional Suitability Policy is being streamlined allowing for more agility.
LTSEC.21.09.7.4.3	Members approved all amendments.
LTSEC.21.09.7.5	Update on the Bridging the Awarding Gap project
LTSEC.21.09.7.5.1	The Deputy Director LCI – Equality, Diversity and Inclusivity update members on the Bridging the Awarding Gap project and the focus for 2021/22. Members heard:
LTSEC.21.09.7.5.2	EDI are particularly focused on closing the awarding gap between black and white students (this is the largest and is significantly bigger at UWE than the sector average).
LTSEC.21.09.7.5.3	The new awarding gap data for 2021 graduating students would be available in mid-October.
LTSEC.21.09.7.5.4	The key successes from last year include: <ul style="list-style-type: none"> (i) Embedding awarding gaps in the CI Tool for programmes. (ii) EDI moving to be business as usual, embedded in core meetings and activities across faculties and professional services (iii) Partnerships working across the University – for example the SU and Library colleagues leading work on decolonising the curriculum and the production of the No More Silence Zine. (iv) Development of a university wide professional development support package for programme teams.
LTSEC.21.09.7.5.5	Priorities for next year are: <ul style="list-style-type: none"> (i) Reviewing the impact of the targeted support and providing more targeted support where appropriate. Action: Deputy Director LCI and Faculty Associate Deans (ii) Supporting the SU to increase the impact of D&I reps in championing inclusion and challenging issues. (iii) Using Equity and History Month programmes to support faculties to provide inclusive engagement and community building activities. Action: Deputy Director LCI and Faculty Associate Deans (iv) Embedding awarding gap data in field and award boards. (v) Further data analysis into degree classification calculations.
LTSEC.21.09.8	ASSURANCE REPORTING
LTSEC.21.09.8.1	Degree Apprenticeships Board Annual Assurance Report <i>Paper LTSEC21.09.13 was received</i>
LTSEC.21.09.8.2	Human Tissue Sub Committee Annual Assurance Report <i>Paper LTSEC21.09.14 was received</i>

LTSEC.21.09.8.3 Animal Welfare and Ethics Sub Committee Annual Assurance Report
Paper LTSEC21.09.15 was received

LTSEC.21.09.9 ANY OTHER BUSINESS

LTSEC.21.09.9.1 Assessment Offences Policy

Paper LTSEC21.09.16 was received

LTSEC.21.09.9.1.1 The AO policy has been updated to reflect the changes in the Academic Regulations and mark capping.

LTSEC.21.09.9.2 Associate Lecturer support

LTSEC.21.09.9.2.1 Members noted that the Associate Lecturer support framework is scheduled to come to the November LTSEC meeting.

LTSEC.21.09.10 MINUTES OF SUB-COMMITTEES

LTSEC.21.09.10.1 Members noted minutes from the Partnerships Quality sub-committee (10 June), Employability and Enterprise sub-committee (15 July) and the Degree Apprenticeship Board (15 June).

LTSEC.21.09.10.2 Following the demise of the PQSC and the EESC, the Chair requested a final report from each sub-committee to come to the LTSEC November meeting.

Action: Officer and Secretary

LTSEC.21.09.11 DATES OF 2021/22 MEETINGS

10 November 2021

2 February 2022

6 April 2022

8 June 2022