



ACADEMIC BOARD

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 06th February 2019 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present: Jane Harrington (Chair), Aida Abzhaparova, Suleiman Al-Sa'Di, Ayed Ali, Sara Bird, Jackie Chelin, Elizabeth Cleaver, Rachel Cowie, Megan Glynn, Freddie Gough, Lisa Harrison, Jade Kirby, Mandy Lee, Lucy Madahar, Jo Midgley, Kate Mori, Heather Moyes, Derek Norris, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer), Fiona Tolmie.

Apologies: Mia Collins, Jenny Dye, Jim Longhurst, Vicky Nash, Ayrden Pocock

In attendance: Amanda Barson (for item LTSEC19.02.22), Edd Burrell (for item LTSEC19.02.17), Vicki Campbell (for item LTSEC19.02.08), Amber Cowburn (for item LTSEC19.02.15), Ellie Mayo-Ward (for item LTSEC19.02.17), Iain Mossman (for item LTSEC19.02.09-10), Katie Owen-Jones (for item LTSEC19.02.09), Simon Phillips (for item LTSEC19.02.11).

LTSEC19.02.01	APOLOGIES FOR ABSENCE
LTSEC19.02.01.1	Apologies for the meeting were recorded.
LTSEC19.02.02	MINUTES OF THE LAST MEETING
LTSEC19.02.02.2	The minutes were confirmed as an accurate record.
LTSEC19.02.03	MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA
LTSEC19.02.03.1	Harvard Referencing – The Deputy Head of Student Success Services advised that discussions were still in progress with Faculty Academic Standards and Quality Committees. Students in HAS have expressed that they would like to have a different reference management system, showing some disparity across the University. Faculty Librarians will take these discussions to further Teaching and Learning meetings, once the outcomes of this is ready it will come back to LTSEC.

LTSEC19.02.03.2	<p>Unity Sexual Health Clinic – The Director of Student and Academic Services has discussed the price of a doctors’ certificate with the Practice Manager of the University Health Centre. At present there has been no feedback from students. The University Health Centre has run a number of sexual health clinics on campus in the past, however no students have attended. Both matters will be discussed further with the SU.</p> <p style="text-align: right;">Action: Director of Student and Academic Services</p>
LTSEC19.02.03.3	<p>Printing – The pilot for free printing has been extended until the end of the 2018/19 academic year.</p>
LTSEC19.02.04	<p>CHAIR’S INTRODUCTION</p>
LTSEC19.02.04.1	<p>Auto Scheduling Pilot of Event Capture – Feedback received to date indicates that lecturers would feel more comfortable with audio capture rather than video capture. This will still meet students’ needs and will be looked into further, along with potentially rolling this out to desktops. With regard to event capture, re-wording to ‘recording’ could help address concerns from academic staff (see also minute LTSEC19.02.08).</p> <p style="text-align: right;">Action: Senior Project Manager Auto-Scheduling Project</p>
LTSEC19.02.04.2	<p>Enterprise 2020 – Space for students who are still at University and want to set up a business will be made available after Easter 2019. Clear policies and guidelines, including in respect of rents, are also being drawn up to ensure these businesses remain viable when they graduate and leave the University.</p>
LTSEC19.02.04.3	<p>Teaching Excellence Framework – An Independent Review of the TEF is currently in progress, led by the former Vice-Chancellor of Loughborough University. The Higher Education Act requires that there is some form of sector wide quality review process across England, although the current process is a huge amount of work and will increase significantly once the process moves to subject-level. It will be interesting to get students’ input into whether the gold/silver/bronze rating has made a difference in their decisions on which University to study. The University’s response will go to the Board of Governors and Directorate before submission. A draft will be circulated to members for comment.</p> <p style="text-align: right;">Acton : Deputy Director (Policy Development and Student Experience) Student and Academic Services</p>
	<p>ITEMS FOR APPROVAL OR ENDORSEMENT</p>
LTSEC19.02.05	<p>Faculty Survey Action Plans</p>
LTSEC19.02.05.1	<p>The committee welcomed papers LTSEC19.02.03 – 06. Each of the Associate Deans for Teaching and Learning acted as a critical reader for an external Faculty Survey Action Plan, and each provided one</p>

	<p>challenge to be brought to the attention of the University and one area of good practice:</p> <ol style="list-style-type: none"> 1. FET (critical reader FBL) – <ol style="list-style-type: none"> a. Good practice is found in the strong links between programmes, PSRBs and professional practitioners. The main challenge, which is common across all faculties, is how to share best practice more widely across the Faculty and University in order to achieve consistency of practice; b. The Associate Dean Teaching and Learning (T+L) from FET also confirmed the Faculty were looking at identifying areas where there was scope for improvements in practice and ensuring all staff are delivering an excellent student experience; 2. ACE (critical reading by HAS) – <ol style="list-style-type: none"> a. Good practice is seen with students being treated as co-creators, especially in an area where a lot of students are single practitioners/freelance etc. The ‘rep of the month’ initiative was also commended. Although employability figures have increased, DHLE is still a challenge for the Faculty, especially in the area of managerial and professional jobs into which creative arts graduates are less likely to progress; 3. HAS (critical reading by FET) – <ol style="list-style-type: none"> a. Induction is an area of good practice, in particular the recognition that it should occur at various points of transition, e.g. progression to level 2, direct entrants, before going on placement etc. A further area of good practice identified within all faculties is using alumni to act as mentors and role models. The main challenge, again common across all faculties, is engagement and compliance with assessment processes/requirements, and could benefit from a cross-Faculty project; b. The Associate Dean T+L in HAS confirmed that there has been wider investment in teaching and learning, especially around integration of simulation in labs and support for BME and disabled students, from which tangible benefits are starting to flow. There can be challenges in supporting External Examiners (EEs) and electronic systems for assessment processes; 4. FBL (critical reading by ACE) – <ol style="list-style-type: none"> a. The student voice is above average for the sector; communication with the students being a key aspect of this. The main challenge is getting students to understand the value of taking a placement, with the Faculty moving towards this being a compulsory part of each programme.
LTSEC19.02.06	Hartpury Academic Standards and Enhancement Committee Annual Report – 2017/18

LTSEC19.02.06.1	<p>The Hartpury University representative provided an introduction to paper LTSEC19.02.07:</p> <ol style="list-style-type: none"> 1. Since Hartpury have been awarded Teaching Degree Awarding Powers (TDAP), key work has been taking place on the regulatory shift and implementing variant regulations; 2. There are approx. 40 students still on UWE agrees, and Hartpury is working closely with UWE to ensure these students are supported. Examining Boards have been considering both Hartpury and UWE students to ensure parity; 3. New student record systems and learning analytics software are being considered; 4. Hartpury provided a HESA return and submitted to the TEF within the last year; 5. All teaching staff are completing an ILM scheme to put the emphasis on lecturers to drive developments rather than being directed by reviewers. <p>The committee approved the report, agreeing that Hartpury has done a huge amount of work over the last year.</p>
LTSEC19.02.07	Enhancement Event Theme
LTSEC19.02.07.1	<p>The Chair confirmed the proposed 3 themes for the 2018/19 enhancement event, advising that subject level TEF will be removed due to workshops being planned later in the year:</p> <ol style="list-style-type: none"> 1. Inclusive Curriculum focusing on the attainment gap; 2. Engaging differently with the study body; 3. Mental Health. <p>After a vote, the Chair confirmed mental health as the theme. The other proposals will be looked at as part of ongoing work in relevant faculties/services, and there will be a piece of work to collectively look at the attainment gap, led by the Head of Equality. Members are asked to send any suggestions for the event, along with recommendations for external speakers, to the Chair and Officer. One keynote at the next Festival of Learning explores “the flourishing student”, which could be a starting point when considering what to cover at the enhancement event.</p> <p style="text-align: right;">Action: LTSEC Members</p>
LTSEC19.02.08	Review of the Reasonable Adjustments Policy
LTSEC19.02.08.1	<p>Paper LTSEC19.02.08 was welcomed by the Committee. The Head of Disability Services provided an introduction:</p> <ol style="list-style-type: none"> 1. Processes have been separated out from the policy so that more timely changes can be made in the future; 2. Assistant Heads of Department, or the designated nominee, will now be consulted when a student asks for event capture as part of a reasonable adjustment. This should facilitate quicker implementation as they have more line management responsibility over the Programme Leader; 3. It is also important to be clear that event capture does not always mean the lecture has to be filmed; audio capture will also meet the needs of the student.

LTSEC19.02.08.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. With regard to event capture, the re-wording to 'recording' could help address concerns from academic staff (see also minute LTSEC19.03.04.1). The pilot of auto scheduling of event capture has allowed opt-out for pedagogic reasons. During the review it will be useful to look into what these reasons are, especially for large lectures. In the future Associate Deans T+L will sign off requests to opt out, and discussions are also taking place with the Academic Practice Directorate to identify good practice; 2. The revisions to the policy strengthen the message that it is the academic staff's responsibility to implement reasonable adjustments, including recording the lecture where appropriate; 3. It is important that, during the pilot and roll out of event capture, it is clear what the alternatives to recording are; 4. The recent development of BlackBoard to allow students with reasonable adjustments to submit online was welcomed; 5. Other staff who are involved in teaching, such as lab technicians, will also need to have access to the class lists to identify if any students have reasonable adjustments. They can be added to the database if names are provided to the Head of Disability and the Central Exams and Timetabling Team. <p>The committee approved the revisions to the policy.</p>
	ITEMS FOR DISCUSSION
LTSEC19.02.09	Student Policy – Annual Report on Student Conduct and Behaviour 2017/18
LTSEC19.02.09.1	<p>The committee received paper LTSEC19.02.09. The Student Casework Manager attended to provide an outline of the paper:</p> <ol style="list-style-type: none"> 1. The purpose of the report is to provide assurance that the risks associated with student health and behaviour are managed effectively by the policies and procedures in place, and by colleagues across the University; 2. Many of the reports are similar to the 2016/17 academic year; 3. Under the student misconduct policy, the 2016/17 report noted an increase in cases related to the misuse of drugs and alcohol. There is ongoing work, including the revision to the drugs and alcohol policy, in response to this; 4. The 2017/18 report shows an increase in cases related to bullying and harassment; 5. It is important to help any students reported under these policies to learn from their experience and become better members of the study body. The Student Policy Team will be looking at different ways of doing this; 6. The number of student conduct and health cases under all of the student policies increased significantly last year. A review of all student policy and procedural work will be undertaken

	<p>to make sure they are sustainable in the future. It is difficult to know the reasons behind these increases, but it may be that students are more likely to report rather than an actual rise in cases. In the future the online tool will allow this comparison;</p> <p>7. When an issue has been reported under any of the student policies, teams have been working well together and in some instances they have conducted joint investigations i.e. accommodation services, wellbeing and the student policy team.</p>
LTSEC19.02.09.2	<p>During extensive discussions, members noted:</p> <ol style="list-style-type: none"> 1. It could be useful to look at the demographic data of students reporting bullying and harassment to identify if there are any specific groups being affected. The new report and support online tool will facilitate this in the future; 2. In response to the issue in the 2016/17 annual report regarding the behaviour of varsity students at a sporting event, those students attended an alcohol behaviour course. This has had a positive effect on those students; 3. A wellbeing module is being developed, including information on how to report instances of bullying and harassment. Visual and audio material is being drawn together which students will have access to before they arrive at University. Programme Leaders will also reinforce this at Induction. There are also discussions about whether this should be a compulsory part of student registration; 4. There have been stories in the press recently regarding initiations within student societies and sports teams. The VP Societies and Communication confirmed that at UWE this is more of a problem for sports team rather than societies. They are monitoring this rather than banning them so that students are less likely to do these off campus. The SU provide lots of information to students regarding this, including staff going out to the teams advising the number of units of alcohol which can be consumed at one point; 5. It is positive to see that these sort of incidents are being reported to the University via accommodation services and the SU, showing that they are taken seriously. <p>The committee supported the actions identified within the report. The LTSEC feedback and the level of risk to be tolerated will be considered as part of the wider review of the student policies and procedures, along with preventative campaigns.</p>
LTSEC19.02.10	Student Policy - Proposal to review the Student Conduct, Fitness to Study and Professional Suitability Policies
LTSEC19.02.10.1	The committee welcomed paper LTSEC19.02.10. The Head of Student and Academic Policy and Enhancement informed members that the proposal includes the context and rationale for the review. The level of risk is crucial as the University looks to oversee cases of student

	behaviour and health, and how to operate these from the next academic year.
LTSEC19.02.10.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. The DVC and Provost also chairs a Bristol and Bath Sexual Violence Forum, and it has been interesting to see the differences in how other local institutions manage these policies and processes. UWE Bristol investigates issues internally with trained specialists and advisers in the student policy team, as well as reporting to the Police. Other Universities report straight to the police and may not do an internal investigation. This shows that UWE Bristol is doing more to tackle some of the issues affecting the student body; 2. Levels of risk tolerance can vary depending on what area of policy is under consideration; 3. The increased workload has made it harder to safeguard and provide support for students who are still at University whilst an investigation is taking place. These cases are often time critical. <p>LTSEC members endorsed the proposal to review the policies, with changes being brought back to LTSEC in June 2019. The student representatives confirmed they would like to be involved in the review.</p>
LTSEC19.02.11	Student Policy – Draft Drugs and Alcohol Policy
LTSEC19.02.11.1	<p>Paper LTSEC19.02.11 was welcomed by the committee. The Deputy Director of Student Support and Wellbeing provided the following introduction:</p> <ol style="list-style-type: none"> 1. The policy is still in draft form, with the final version coming to LTSEC in June and onto Academic Board in July 2019; 2. There are quite significant changes being proposed to the policy. This includes a statement setting out the principles of what the University stands for, a policy providing justification for this and an action plan on how this will be developed; 3. The aim is to be more assertive, with a 3 pronged approach: <ol style="list-style-type: none"> a. Where a student is found to be dealing drugs, which include prescription drugs and any other drugs identified in the Drugs Act 2005, they will be suspended and will not be able to be involved in University activities; b. Where a student is using drugs or substances there will be a harm reduction policy taken, advising of these harms and why taking drugs can have a negative effect on their University studies; c. Anti-social behaviour – the University is seeing more of this, with parents and students also reporting these cases. The University will tackle this behaviour and discipline in a timely way, also taking a harm reduction policy by showing students the types of behaviour they shouldn't display;

	<ol style="list-style-type: none"> 4. There has been positive partnership working with the SU and academic staff during the development of the revised policy. It will be important for this partnership working to continue when delivering the policy; 5. There will be further work to develop the academic partnership, e.g. when students arrive on campus they will look for leadership from the SU and the local academic community. This will be vital for the harm reduction policy and getting messages proactively out to the students; 6. Campus services, such as accommodation and operations and security, are working well together in spaces where students can be vulnerable; 7. The action plan will be developed in line with the outcomes of the review of other student policy work. It will also be important to ensure student policies don't sit in isolation from the regulations, and have policies that allow open and honest discussions rather than a set of penalties; 8. Feedback has been sought from the SU to create the right messages at the right times for students, creating a sense of what being a student means. A communication plan will be developed as part of the action plan.
LTSEC19.02.11.2	<p>During extensive discussions, members noted:</p> <ol style="list-style-type: none"> 1. Supporting students who take drugs recreationally without this becoming a problem has been a key part of discussions when revising the policy. It is important that those students should be empowered not to take drugs by giving them the right information; 2. FBL has been working on social marketing communications, information from which can be shared to ensure this feeds into the policy development; 3. There may be more work to develop the academic partnership working, ensuring they are comfortable in being more involved in managing and supporting vulnerable behaviour. There will also be more consideration over the most appropriate role which will take responsibility in communicating various aspects; module leaders could rely some of the softer communications with harder messages coming from elsewhere; 4. Induction films will also be designed, using both direct messages and softer messages encouraging students to think about these issues without specifically mentioning them; 5. Induction/training for staff will also be important to ensure there is a shared understanding of what the University stands for. This will be a component of the Programme Leader training, which could be cascaded further; 6. It will be key to ensure students who take prescription drugs are included as this can have a direct link to mental health; 7. Students who will be travelling abroad on a placement/study abroad scheme will also need information on which drugs are illegal in other countries.

	The discussions above will feed into the further development of the revised policy, which will come back to LTSEC in June 2019.
LTSEC19.02.12	Faculty Summary Reports from the External Examiner (EE) Annual Reporting Process
LTSEC19.02.12.1	<p>The committee welcomed papers LTSEC19.02.12 – 15. Each of the Associate Deans for Teaching and Learning acted as a critical reader for an external Faculty and each provided one challenge to be brought to the attention of the University and one area of good practice:</p> <ol style="list-style-type: none"> 1. FET (critical reader FBL) – <ol style="list-style-type: none"> a. There is a lot of commonality arising from comments across all faculties. One main issue relates to partner colleges and staff development for partners; b. Good practice has been identified in the support provided by professional services, and although there are some issues in the processes these are not necessarily related to the staff; c. The processes for External Examiners at partner colleges is being looked at by the UK Partnerships Coordinator in the Student Administration Team. There has been a rapid increase in TNE in the Faculty, and with it an increasing need to ensure processes and systems are in place. Some of the complexities relate to systems, which can be different for various scenarios e.g. 3 parallel systems for UWE, UK and International partners, and SAT also sending out links to Pebble Pad etc. The Director of Student and Academic Services will consider this further. <p style="text-align: center;">Action: Director of Student and Academic Services</p> 2. HAS (critical reader FET) – <ol style="list-style-type: none"> a. Again staff within the Student Administration Team (SAT) were supportive and helpful. The operation of partnerships in the assessment process was also identified as an issue for External Examiners. Comments also reflected variations in marking practices recommending staff development, and having effective moderation processes across the Faculty; b. SAT at Glenside campus work above and beyond to ensure the frequent Examining Board schedule runs smoothly; 3. ACE (critical reader HAS) – <ol style="list-style-type: none"> a. The use of live briefs as an assessment artefact and linking to the quality of assessment at degree shows is an area of good practice. Similar issues with regard to the systems were highlighted; 4. FBL (critical reader ACE) – <ol style="list-style-type: none"> a. There is some disparity from EEs when comparing local and partnership provision. Some of this relates to process as well as student achievement, reflecting the need for greater EE development of the reporting

	process. This is also being discussed at the Collaborative Provision Committee (CPC).
LTSEC19.02.12.2	Some of these themes are similar to the 2016/17 feedback, although some of the issues identified in FET are due to the development of new partnerships or new External Examiners. Faculties will pick up the issues identified, and will report back to LTSEC to monitor how this is moving forward, especially the reoccurring theme regarding the operation of partnerships. Action: Associate Deans Teaching and Learning
LTSEC19.02.13	Academic Professional Apprenticeships
LTSEC19.02.13.1	The Director of Teaching and Learning provided a report on the development of the Academic Professional Apprenticeships: <ol style="list-style-type: none"> 1. A project looking at the Academic Apprenticeship Standard reviewed the provision at UWE, and designed the new programme PG Academic Professional Practice; 2. The programme has been validated against the University's credit framework and is now being delivered; 3. 78 participants will be undertaking different parts of the programme depending on their role. A needs assessment is conducted, including an opportunity for any accredited learning. The first Panel met recently and 8 staff members were approved various aspects of accredited learning or accredited experiential learning; 4. Two members of staff from ACE were successful in applying for academic practice partner positions to deliver the programme; 5. The University cannot charge for assessment of the credits, but can draw down funds from the apprenticeship levy. To ensure the programme aligns to the academic apprenticeship standard there will be a broader set of responsibilities, such a module leader one to ones and introductions to module leadership; 6. There are more flexible ways for part time participants to engage with the programme. The committee welcomed the report.
LTSEC19.02.14	UK Standing Committee for Quality Assessment consultation of degree classification
LTSEC19.02.14.1	Paper LTSEC19.02.17 was received by the committee, and the Head of Student and Academic Policy Enhancement provided an introduction: <ol style="list-style-type: none"> 1. The paper leads on from the presentation at the last LTSEC meeting on grade inflation. Since then there has been a sector wide consultation published from the UKSQC to look at grade inflation, and a further press release from the Office for Student (OfS) detailing an unexplained increase in student outcomes;

	<p>2. The paper sets out the UWE Bristol response to this consultation, of which the deadline is the end of this week. The committee approved the response to the consultation for submission.</p> <p>Action: Head of Student and Academic Policy Enhancement</p>
	ITEMS FOR MONITORING
LTSEC19.02.15	Mental Wealth First Strategy Development
LTSEC19.02.15.1	<p>The Healthy University Coordinator provided commentary on the presentation in paper LTSEC19.02.18:</p> <ol style="list-style-type: none"> 1. Over the next 6 months the strategy will be made more public to staff and students. A strategy launch event was well attended, with videos of students talking about their mental health issues and a visit from a mental health minister; 2. There will be further information detailing: <ol style="list-style-type: none"> a. for a new parent and carer website advice website; b. a student health guide in the newsletter focussing on wellbeing and health holistically; c. a new non-alcohol wellbeing space in the student centre which can be used to fit students' needs (a chill out space when doing examinations, or a space for students who may not feel confident in their accommodation); d. evening support sessions on mental health; 3. The University will look to create appointments with student support advisers at any time over a 24 hour period; more often students need help in the evenings or at night; 4. Students will have access to a substance misuse support worker, a self-referral service and a 24/7 crisis technical support line (UWE Bristol is the first University in the country to trial this) where students can send a text message and they will get a response within 5 minutes; 5. UWE Bristol is also reviewing the mental health offer in HR, consulting with lots of other institutions to identify the best model suited to staff needs which will equip staff rather than add responsibility. There will also be a 20 minute online module available to all staff; 6. 2500 students responded to a survey before they attended UWE Bristol about what they thought their experience would be at University. This will be followed up with a further survey to see how this has played out for those students; 7. A strategy workshop looked at making the goals tangible, re-wording aspects of the strategy and considered promotion, prevention and provision; 8. Feedback forums have been really positive, with students keen to attend again in March/April; 9. The wellbeing service offer is being reviewed to ensure it is at the right capacity and has the right offer e.g. kooth and CBT online. A BME counsellor will be appointed to redress the balance of a typically middle aged female role;

	<p>10. A map of provision will be launched to students and staff with the aim that anyone can signpost using the map of internal and national services;</p> <p>11. There are also many other campaigns being run, for example 'let's talk now', 'feel good February', 'relax, get active and try something new' and 'CBT online';</p> <p>12. Staff training will be rolled out across March and April. A social prescribing highlights programme will also be delivered, including the pilot of a gardening and music module;</p> <p>13. Other areas are being considered around staff and student champions and how campus services approach these issues when they arise.</p> <p>The Chair thanked the Healthy University Coordinator for the detailed report, and asked for any feedback to be forwarded to them.</p>
LTSEC19.02.16	Festival of Learning
LTSEC19.02.16.1	<p>The Director of Teaching and Learning provided an introduction to paper LTSEC19.02.19:</p> <ol style="list-style-type: none"> 1. Discussions over the previous year have led to the move away from one event at Frenchay campus, and considered ways of incorporating different ideas for the festival; 2. The first festival will be delivered in February, broadly themed on mental health, and the second in June will look at other strategic priorities; 3. Events are happening over all 3 campuses; 4. Once colleagues have engaged with the February festival, feedback will be welcome to feed into enhancements for the June event.
LTSEC19.02.16.2	<p>Members requested that the numbers of staff registered for the February festival be shared to consider where there were any gaps and further promotion needed.</p> <p>Action: Director of Teaching and Learning</p>
LTSEC19.02.17	Module Feedback Surveys
LTSEC19.02.17.1	<p>Members welcomed paper LTSEC19.02.20, and noted the introduction provided by the Student led Enhancement Manager and the Academic Frameworks Development Manager:</p> <ol style="list-style-type: none"> 1. The proposal for the new module feedback survey has been previously brought to LTSEC, and has now been launched. There has been some initial engagement within semester one showing response rates are improving, however there is still a way to go to achieving the University target of 50%; 2. Further developments will consider how feedback can be captured in the tool to ensure it is meaningful, and rolled up to consider in a Faculty context; 3. Engagements have been taking place at Faculty level, including discussions at Academic Standards and Quality Committees (ASQCs) and a walk through video;

	<ol style="list-style-type: none"> 4. Dashboards and innovative features to allow programme teams to feedback to students in the tool have been developed, including 2 ways in which staff can respond: directly in a spreadsheet or via a method of summarising the feedback (what students liked/didn't like) and actions taken to address this; 5. The process is very iterative, and will develop over time; 6. This is a University tool and should be the only method of feedback at module level used, partly to ensure that this meets GDPR requirements and sustainability targets; 7. The paper includes areas of responsibility to move forward: <ol style="list-style-type: none"> a. Module Leader responsibility to ensure the survey is run; b. Programme Teams will oversee the variety of modules within their provision, and results at module level can be rolled up to consider this at a programme level to ensure it is timely and relevant; c. Weekly response rate reports will be sent to Faculty Executives to monitor engagement; d. The DVC and Provost will also have responsibility of ensuring there is one central and robust method of gathering feedback at a module level, and can monitor this at a University level.
LTSEC19.02.17.2	<p>During discussions, member noted:</p> <ol style="list-style-type: none"> 1. The University will only support this one system to ensure oversight, cost effectiveness and consistency in approach; 2. Prizes can be an incentive encouraging students to engage with the survey e.g. amazon vouchers; 3. Student representatives can also be consulted to promote the survey if response rates are low; 4. The Academic Frameworks and Development Team will work closely with the BlackBoard Team and Business Intelligence to ensure the two proposed methods of closing the feedback loop will still allow the Faculty Executive to keep oversight; 5. The Programme Leader role is very important in ensuring feedback is actively sought at a programme level. Processes can still be very modular, but NSS and PTES are at programme level, therefore it is important that the Programme Leader has oversight in ensuring the student voice is being sought. The responsibilities in the report could be amended to show that the Programme Leader has 'oversight' rather than 'responsibility' to encourage engagement; 6. Planning for semester two is underway, with training and supplementary communications planned within the SU. This training is key in ensuring increased awareness and to help support the module and programme teams; 7. This could also be tied into the 'rep of the month' initiative identified by ACE in the Faculty Survey Action Plan; <p>Members thanked colleagues for the report, and noted the huge amount of work to launch and review the survey.</p>

LTSEC19.02.18	Academic Integrity Project
LTSEC19.02.18.1	<p>The Associate Dean Teaching and Learning in ACE provided an introduction to paper LTSEC19.02.21:</p> <ol style="list-style-type: none"> 1. An assessment offences community of practice has been established to share experience in dealing with cases and how policy and processes will continue. The status of this will be strengthened, and the data collected annually will be compiled and brought to LTSEC. This will allow the University to consider trends within Departments and Faculties; 2. The University is running the 'Safe Assign' text matching software, with the pilot for 'Turnitin' being extended running in parallel. The two pieces of software do more or less the same, however they look slightly different as they use different databases; 3. Staff development will be designed to ensure the use of the software is easy for all; 4. There will be further work on academic integrity with the SU and the Academic Practice Directorate, considering how this will work in principle and designing opt opportunities for assessment offences within the curriculum; 5. The Assessment Offences Policy will also be reviewed to consider the different types of offences and penalties e.g. lower penalties for poor academic practice and higher penalties for the use of essay mills. <p>The committee welcomed the report, and agreed with the direction of travel for the project.</p>
LTSEC19.02.19	Inclusivity for Learning
LTSEC19.02.19.1	<p>The committee welcomed paper LTSEC19.02.22, and the Director of Teaching and Learning provided an overview:</p> <ol style="list-style-type: none"> 1. Activities have been put in place for 2018/19. During the development of Strategy 2030 these will be reviewed to ensure they tie in with the direction of the University; 2. One key change to note is the new directive from the EU on inclusive education for learners with disabilities to which the University will have to comply. Further work will consider compliance tools/software which may affect the University Virtual Learning Environment (VLE) and information/activities; 3. Further updates will be brought to LTSEC. <p>Members welcomed the report, and suggested that the names of project members involved in particular areas be added to the report.</p> <p style="text-align: right;">Action: Director of Teaching and Learning</p>
LTSEC19.02.20	Multiple Entry Points to the academic year – interim report
LTSEC19.02.20.1	<p>The Deputy Director (Policy Development and Student Experience) of Student and Academic Services provided a brief verbal interim report covering:</p>

	<ol style="list-style-type: none"> 1. Academic Board have commissioned a piece of work looking at the practical implications for moving to multiple entry points throughout the academic year; 2. Initial discussions have identified limited evidence of an open market for home undergraduates. However UWE Bristol could consider ways to prepare for a market change, should this happen; 3. The project is also considering other student cohorts which sit outside of the typical UCAS cycle and show potential for a multiple entry point system, for example international students, employer-led provision and degree apprenticeships; 4. A further report will come to LTSEC later in the academic year.
	FOR UPDATE
LTSEC19.02.21	Academic Literacy Forum (ALF) and Peer Assisted Learning (PAL)
LTSEC19.02.21.1	The Deputy Director of Student Success Services confirmed that a report on PAL will be brought to the next meeting. The service is currently recruiting for PAL, including sense checks with key faculty staff. A number of materials have been created within the ALF to support workshops and embed these into programmes. The committee welcomed the update report and noted the key areas of work within the ALF.
LTSEC19.02.22	Enhanced Reading List Project
LTSEC19.02.22.1	<p>LTSEC members were pleased to see the University target of 75% of modules with a live online module reading list has been met. During discussion, member noted:</p> <ul style="list-style-type: none"> • There are currently over 1700 lists, although not all of these were linked through the live method so further work with the library will be done to increase this; • The number of visits to online reading lists was nearly 40000 for January 2019; • The data within the report splits out lists at Department and Faculty level, with 70% being met in 7 of the Departments. There are still variations across the University, with some Departments showing 100% and some 25%, however generally uptake was over 50%; • Where there are strong links with library staff and support to set up reading lists, there is generally more uptake; • Small student numbers and additional module runs for partnerships can affect the data, making this look more negative against modules with more students. The data in ACE will be reviewed with the Director of Student Experience to ensure this reflects the correct numbers, and the graph updated to reflect the number of conceivable modules within a Department;

	<ul style="list-style-type: none">The ongoing pilot and implementation of the new Curriculum Management Tool will help to streamline the development of online reading lists in the future.
LTSEC19.02.23	ANY OTHER BUSINESS
LTSEC19.02.23.1	None to report
LTSEC19.02.24	DATE OF NEXT MEETING 27 th March 2019