



## ACADEMIC BOARD

### LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 07<sup>th</sup> February 2018 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present: Jane Harrington (Chair), Jackie Chelin, Elizabeth Cleaver, Rachel Cowie, Ciara Dickson, Jenny Dye, Lisa Harrison, Rob Ingram, Jamie Jordan, Mandy Lee, Yang Lim, Jim Longhurst, Sarah Mackie, Pritesh Narayan, Giang Nguyen, Derek Norris, , Ayrden Pocock, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer), Fiona Tolmie, Joshua Vaughan.

Apologies: Stephen Draper, John Lanham, Jo Midgley, Vicky Nash, Alastair Osborn, Benjamin Weir, Bahkai Wynter.

In attendance: Edd Burrell (for item LTSEC18.02.07 & 08), Suzanne Carrie (for item LTSEC18.02.16), Sian Hampson (for item LTSEC18.02.09), Lizzie Johnson (for item LTSEC18.02.10), Hannah Newmarch (for item LTSEC18.02.14), Rob Nisbet (for item LTSEC18.02.14)

LTSEC18.02.1	<b>APOLOGIES FOR ABSENCE</b>
LTSEC18.02.1.1	Apologies for the meeting were recorded.
LTSEC18.02.2	<b>MINUTES OF THE LAST MEETING</b>
LTSEC18.02.2.1	The minutes of the last meeting, held on the 22 <sup>nd</sup> November 2017 were confirmed as an accurate record.
LTSEC18.02.3	<b>MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA</b>
LTSEC18.02.3.1	<b>Plagiarism Software</b> – The project has been subsumed within the pilot for Turnitin, and a decision will be made whether to adopt this in September. A further update will then be provided.
LTSEC18.02.3.2	<b>Supervision Guidance</b> – The text from the guidance will be included within the new module handbook from September 2018, the action can now be marked as complete.

LTSEC18.02.3.3	<b>ILM Accreditation</b> – The Deputy Director of Student Success will send the costings to the Associate Deans for consultation. <b>Action: Deputy Director of Student Success</b>
LTSEC18.02.3.4	<b>Standards of APT</b> – A report will be brought to LTSEC after a final meeting has been held with the Pro Vice Chancellor Student Experience. <b>Action: Associate Deans Learning and Teaching</b>
LTSEC18.02.3.5	<b>Summaries from the Taskforce</b> – Work is underway to develop the CI Tool as a platform to share these summaries.
LTSEC18.02.4	<b>CHAIRS INTRODUCTION</b>
LTSEC18.02.4.1	<b>Learning Gain Task and Finish Group</b> – The Head of Student Inclusivity has set up the group and will bring an interim report to the next meeting of LTSEC. <b>Action: Head of Student Inclusivity</b>
LTSEC18.02.4.2	<b>TEF Re-submission</b> – The University has submitted to TEF 3 to further highlight the work around inclusivity. The report was noted as a starred item on the agenda.
LTSEC18.02.4.3	<b>Enhancement Theme</b> – The Committee agreed the theme of student behaviour for the enhancement workshop in May 2018.
	<b>LEARNING 2020</b>
LTSEC18.02.5	<b>Enhancement Framework and Curriculum Management Project</b>
LTSEC18.02.5.1	The Director of Student and Academic Services confirmed that five bids to provide a Curriculum Management Tool had been received. Following a process of tender analysis, four have been short listed. Documents have been circulated regarding the new processes for programme approval and review, with a further update planned in March. The Continuous Improvement tool is now live, with some good examples of reflects and actions being recorded. Live data would be released into the tool on an ongoing basis.
LTSEC18.02.6	<b>Grand Challenges within the Enhanced Year Project</b>
LTSEC18.02.6.1	Paper LTSEC18.02.02 was received by the Committee. The paper had been previously discussed and approved by the Learning 2020 Board. The key points were; <ol style="list-style-type: none"> <li>1. The paper provided a rationale for how the University, in partnership with the Student's Union (SU), could set out real world problems through 'grand challenges'. This would allow all UWE students, to work in an interdisciplinary way and develop graduate attributes;</li> </ol>

	<ol style="list-style-type: none"> <li>2. The first challenge will be around homelessness in Bristol and will be delivered from September 2018,</li> <li>3. The challenge will be set up in BlackBoard, and students can elect whether to engage with it;</li> <li>4. Further consideration will take place on how students with different start dates could engage;</li> <li>5. The University will provide support to teams to facilitate access, knowledge and mentoring. There will be links to academic research capabilities around homelessness and teams can work with external organisations around Bristol;</li> <li>6. The first iteration of the challenge will be available in March 2018, and the proposal will be tested with a group of students in April 2018.</li> </ol>
LTSEC18.02.6.2	<p>During extensive discussions, the committee noted the following:</p> <ol style="list-style-type: none"> <li>1. Inclusive principles being demonstrated through the availability of the challenge to students from franchise and overseas partners. This would help them to gain global experience and access to research;</li> <li>2. There was a positive response to the consideration given to the timing of the challenge which would enable students from different campuses and on programmes with different start dates to take part.</li> <li>3. Academic and professional service staff will support costing of the proposal once it has been tested and evaluated. Heads of Department (HoDs) will be contacted to identify subject specialists or people with interests which align to each grand challenge.</li> <li>4. Potentially this could become a distinct part of the UWE offer, and the benefits of the scheme had been recognised by the Mayor of Bristol.</li> </ol>
LTSEC18.02.6.3	LTSEC endorsed the direction of travel and approved the semester two pilot.
	<b>STUDENT VOICE AND ENGAGEMENT</b>
LTSEC18.02.7	<b>Progress with new Student Representative principles</b>
LTSEC18.02.7.1	<p>The Academic Representation Manager and VP Education introduced Paper LTSEC18.02.03 to the Committee:</p> <ol style="list-style-type: none"> <li>1. The paper detailed a mid-point review of the new student rep principles,</li> <li>2. Departments and programmes have been considering how to take the new student rep principles on board, and work was progressing well. For example, students were attending programme management committees within Nursing, and pre-meetings with paramedic staff, rep cafes were being held in place of Student Rep Staff Forums (SRSFs) and Cultural Industries were inviting feedback from academic societies;</li> <li>3. Work was taking place with the approx. 60 academic societies at UWE and within learning communities. Most now had staff</li> </ol>

	<p>liaison within each department which could help to foster relationships and feed into discussions around curriculum with programme teams. There was still work to do to cross pollinate societies and rep groups, and to consider how to link into PAL working with student success services;</p> <p>4. The proposal was to take the paper to ASQCs to open up discussion on how to gain further engagement and adopt these principles more broadly across the University.</p>
LTSEC18.02.7.2	LTSEC endorsed the paper and agreed that it should be taken back to ASQCs for discussion.
LTSEC18.02.8	<b>Student Representatives Demographic Report</b>
LTSEC18.02.8.1	<p>Paper LTSEC18.02.04 was welcomed by the Committee, and the Head of Student Representation provided an introduction:</p> <ol style="list-style-type: none"> <li>1. The data within the paper reflected the demographics for student representatives, including breakdowns at faculty and department;</li> <li>2. The data reflected that the system was mostly representative, including international students, although under-representation was identified within the age 30+ category;</li> <li>3. There were some good examples which could be explored further with departments, identifying barriers which may prevent some students from applying to be a rep.</li> </ol>
LTSEC18.02.8.2	<p>Members noted the following:</p> <ol style="list-style-type: none"> <li>1. The presentation of the data could be confusing. Colleagues in the statistics subject area could be consulted on how to better reflect the data;</li> <li>2. There could be localised issues as to why there might be areas of apparent under-representation. Further investigations would be useful. Initial investigations will consider the under representation in the age 30+ category;</li> <li>3. Within FET it was noted that whilst there were a number of female reps, all the lead reps were male. There could be a leadership opportunity for these female reps, potentially linking into a student rep conference where the PVC Student Experience was hosting a female leadership session;</li> <li>4. The data was very new, so initially Associate Deans would consider their own faculty data, then open this up to staff and identify areas to discuss further with the SU;</li> <li>5. It would also be useful to do a whole institution overview of lead rep roles, and different ways of reflecting the data could help identify whether the demographic reflects the broader student population.</li> </ol>
LTSEC18.02.8.3	<p>LTSEC members agreed that it had been useful to see the data, and agreed that initial discussions should start within the Faculty.</p> <p><b>Action: Associate Deans Learning and Teaching</b></p>
LTSEC18.02.9	<b>The Students' Union Wellbeing Report</b>

LTSEC18.02.9.1	<p>The VP Community and Welfare attended LTSEC to present paper LTSEC18.02.05, which detailed the outcomes from a survey held by the SU on student wellbeing:</p> <ol style="list-style-type: none"> <li>1. A student survey had been conducted in October 2017 around mental health and how they access support. Nearly 2000 students responded;</li> <li>2. 68.5% of students said they had a mental health problem, with anxiety and depression being most common, and OCD and PTSD also being high;</li> <li>3. Isolation and loneliness were identified as an issue, especially for first year students, along with drug and alcohol use</li> <li>4. The answers had been divided up into academic, social and physical health impacts, with a large amount of students missing lectures and assessment deadlines, and not sleeping well or socialising;</li> <li>5. There were some positive coping mechanisms, although there was also a significant amount of students 'waiting it out', further research showed that these students were more likely to turn to self-injury or drugs and alcohol;</li> <li>6. 33% of students were accessing formal support. There was a lack of awareness of the support available with some students, along with some feeling embarrassed and uncomfortable in using this, or feeling other students deserved the support over them.</li> </ol>
LTSEC18.02.9.2	<p>During extensive discussions, LTSEC members noted the following:</p> <ol style="list-style-type: none"> <li>1. There was little data available within the sector to compare UWE to other Institutions. However, mental health problems had been identified as an area for prioritisation at UWE with the VC chairing the Mental Wealth Board and the development of the new Mental Wealth Strategy;</li> <li>2. Investigations had started around the support available, and making this more prominent and promoting it to all students tackling any resistance to coming forward for help;</li> <li>3. There could be some significant areas of work for the University around the areas of loneliness and drug/alcohol use.</li> <li>4. Discussions had begun with local authorities around drug and alcohol use, and the local support they provide;</li> <li>5. Espresso maths colleagues could help with the presentations of the statistics within the report to ensure it represents the sample and not the whole student body;</li> <li>6. Balance of work and study was identified as one of the root causes of mental health issues and the Associate Head of Enterprise and Employability will work with the SU to consider how to support students more;</li> <li>7. A Group could be set up to consider some of the areas and allow the complex issues to be looked at in detail.</li> <li>8. The action which could have one of the biggest impacts would be to reflect on our academic practice and how this could contribute to ill health, and the University was already carrying out work on this.</li> </ol>

	<p>9. Induction was a key time for students especially around making friends and forming groups. Consideration should be given to students who live on and off campus;</p> <p>10. The University will look at where there is already good practice, for example resilience training for fashion students whom had reported serious anxiety. This training has also been embedded in some programmes at Glenside campus. It was agreed that focusing on building confidence rather than 'resilience' was preferable.</p>
LTSEC18.02.9.3	<p>The Committee agreed that a working group should be set up. This would be part of the new governance structure being developed under the new mental health strategy. The group will report back to LTSEC.</p> <p><b>Action: VP Community and Welfare and Health and Wellbeing Manager</b></p>
	<b>ITEMS FOR DISCUSSION</b>
LTSEC18.02.10	<b>Mental Health Strategy</b>
LTSEC18.02.10.1	<p>The new draft Mental Health Strategy was received in paper LTSEC18.02.06, and the Health and Wellbeing Manager attended to provide an introduction:</p> <ol style="list-style-type: none"> <li>1. The new strategy has been developed following the University adopting the step change framework,</li> <li>2. The framework has been used to undertake an audit of activity at UWE around mental health. The findings identified: <ul style="list-style-type: none"> <li>○ Over 200 activities ranging from whole programmes such as feel good February, to projects which have been embedded within the curriculum, charters and accreditations;</li> <li>○ 45 sources of data and 15 different types of formal support such as student advisors, KOOTH (telephone counselling service) etc;</li> <li>○ 17 types of mentoring schemes such as PAL and study skills workshops;</li> <li>○ 18 types of staff training and 27 options for students (12 of these were exact duplicates) some being run internally and some externally;</li> <li>○ There were initiatives around mental health including drug use;</li> <li>○ 18 emotional resilience workshops;</li> <li>○ 75 targeted communications such as films and student internships.</li> </ul> </li> <li>3. Events were being run between January and March, including strategy cafes and discussions at groups which will promote the draft strategy and seek feedback. Student events have also been held to include the student voice;</li> <li>4. Mental Health is a national problem, and there were similar trends being identified at other Universities also undertaking the audit;</li> </ol>

	<p>5. A report had also been produced around the Academic Personal Tutors and the role in providing first line support;</p> <p>6. There were 6 main outcomes identified:</p> <ul style="list-style-type: none"> <li>○ Leadership – taking an overarching approach for all levels;</li> <li>○ Prevention – targeting student and staff before they become ill;</li> <li>○ Data – we have 45 different types of data but are not using it correctly to address the step change agenda;</li> <li>○ Support – effect and evidence based;</li> <li>○ Communication – Ensuring students and staff understand what is available and giving staff the tools and confidence to signpost;</li> <li>○ Partnerships (internal and external) – using the research UWE staff conduct to feed into the work, and joining up with schools to take a truly preventative approach, and embedding into the curriculum so they understand what to expect when they come to University;</li> </ul>
LTSEC18.02.10.2	<p>The Mental Health and Wellbeing Manager confirmed the broad objectives which had been identified to create a sector leading, whole university approach:</p> <ol style="list-style-type: none"> <li>1. Promoting a creative supportive and visible culture addressing the stigma of mental health;</li> <li>2. Ensuring it was a strategic priority;</li> <li>3. Ensuring everyone was responsible;</li> <li>4. Using relevant data;</li> <li>5. Ensuring support, training and toolkits are timely;</li> <li>6. Making it a communications priority;</li> <li>7. Working in partnership.</li> </ol> <p>These will be used to form a detailed action plan.</p>
LTSEC18.02.10.3	<p>Members supported the development of the strategy, and agreed that it would be important to ensure the SU work linked into this. The approach taken previously to develop the Sustainability Plan could be used in embedding this into the curriculum and achieving a cultural change. LTSEC will have future involvement in terms of considering how to embed this into the curriculum, and further updates will be received on the development of the strategy. The title was still draft, and will be confirmed during the official launch of the strategy on 11<sup>th</sup> April 2018.</p>
LTSEC18.02.11	<b>Faculty Survey Action Plans</b>
LTSEC18.02.11.1	<p>Paper LTSEC18.02.07 was received, detailing Faculty action plans developed from the outcomes of student surveys. Each Associate Dean had acted as a critical reader for an external to their Faculty report:</p> <ol style="list-style-type: none"> <li>1. FET – There were some common themes arising and pockets of best practice identified, including the ability of staff to deal with mental health challenges, in a technical sense as well as</li> </ol>

	<p>academically. There was work taking place around cohort identity, which was being discussed as part of the student journey project. Championing best practice was a common theme, as was encouraging others to learn from this;</p> <ol style="list-style-type: none"> <li>2. FBL – Championing best practice was identified, as staff were often doing similar things but not joining these up. A common use of language could help tackle this, and a reference system and sharing points. There were some actions around timeliness of assessment and feedback, level of appropriateness of academic support and the academic community which were common in other faculties, even in programmes that are programmatic by design;</li> <li>3. HAS – Areas identified for further work were programme identity, student focused timetables, staff development linking in with the work from the Academic Practice Directorate (identifying the need for generic staff development at Institutional level), and sharing development opportunities at an institutional level so that staff can work together on commonalities across the faculties e.g. transition for students at all points of study, linking into mental wealth, and using the research community to feed into teaching;</li> <li>4. ACE – There were actions around assessment and feedback, some being common across the faculty and university, and some being specific programme issues. There were some actions from the DHLE survey showing commonality in staff development opportunities at an institution level, linking to assessment and feedback.</li> </ol>
LTSEC18.02.11.2	LTSEC endorsed the Faculty action plans.
LTSEC18.02.12	<b>External Examiner Feedback</b>
LTSEC18.02.12.1	<p>Associate Deans presented Faculty reports detailing External Examiner (EE) feedback within paper LTSEC18.02.08:</p> <ol style="list-style-type: none"> <li>1. FET – The main action identified was working with partner colleges to ensure moderation documentation was ready for EE's in a timely manner. A useful diagram had also been provided showing how reports relevant to their department were shared with students;</li> <li>2. ACE – Chief EEs had identified disparity within programmatic programmes where students fail a module and were not left with any other choices so had to withdraw from the programme. The faculty were also looking into entitlements of students on different programmes at different campuses, and building in some equity with comparative courses i.e. what they would be entitled to on a programme, expertise and support. There were slightly lower response rates in the NSS from the department of Art and Design; student reps would be working on this. The transportation of resources between sites at the city campus had been requested by students, and the history society had done some crowd funding to expand the variety of trips to diverse historic sites in the area. Better</li> </ol>

	<p>advertisement of study spaces would help relieve the burden on library resources, and holding a bespoke volunteering fair in S block would be useful;</p> <p>3. FBL – As above, actions had been identified in providing timely documentation for partnership programmes. There were some regular comments around using turnitin, and some had experienced problems using BlackBoard which had been a result of varied use by module leaders;</p> <p>4. HAS – The Faculty had identified that the re-issuing and reaffirmation of the assessment cycle policy, particularly around moderation, would help in being more transparent about assessment processes. Similar issues around sending information to EEs, access to Blackboard and requests for turnitin had been identified. EEs had also expressed a desire to meet students.</p>
LTSEC18.02.12.2	<p>The Committee agreed that meeting with students could be a key part of External Examiner work, although this clashed with feedback regarding workload and fees. It was also useful to see the themes of sending documentation for partnerships and turnitin. FET would share the diagram showing how reports relevant to their department were shared with students more widely.</p> <p><b>Action: Associate Dean Learning and Teaching FET</b></p>
LTSEC18.02.13	<b>The Future Library Vision Report</b>
LTSEC18.02.13.1	<p>Interim paper LTSEC18.02.09 was introduced to the Committee by the Deputy Director of Student Success Services. The paper detailed the work which had been done so far, the data feeding into this and initial feedback identifying initial concerns e.g. physical collections. Further discussions would take place with staff and students, which would feed into redevelopment work within the library space, and forming an element of the DSA Modernisation work.</p>
LTSEC18.02.13.2	<p>The Committee noted that the 'library as a place' project would link into the previous discussions on mental wealth, e.g. providing a comfortable alcohol free space within the library. The plan needed finalising and would be brought back to LTSEC. It was also good to see the continued discussion on keeping hard copy books in the library. The work completed at Glenside Campus around programme delivery teams had been completed in a seamless way, and could be reflected upon as part of this project.</p> <p><b>Action: Deputy Director of Student Success Services</b></p>
LTSEC18.02.14	<b>Review of UWE Outward Mobility</b>
LTSEC18.02.14.1	<p>The Committee welcomed paper LTSEC18.02.10, and the Head of Placements Manager provided an introduction which covered the following:</p> <p>1. A review of activity on outward mobility was conducted to identify whether further work was needed;</p>

	<ol style="list-style-type: none"> <li>2. UWE had signed a pledge to increase the number of domicile students taking up overseas opportunities;</li> <li>3. The current relationship with the EU would be changing which could affect funding for Erasmus, which currently brought in 90% of overseas opportunities;</li> <li>4. Some areas worked well to source and sustain opportunities and create good engagement from students, and this good practice could be fed across the University;</li> <li>5. There was an appetite for providing more opportunities in popular city destinations, and an increasing interest in opportunities within North America, South Africa and New Zealand and Australia;</li> <li>6. The current programme structure and calendar provided space to increase these opportunities, i.e. through a summer scheme or through sandwich routes, and a number of areas would be piloted to review the impact;</li> <li>7. In some cases where opportunities existed, these were limited spaces available. The University would look to expand this through maximising relationships with existing partners and creating new partnerships;</li> <li>8. Funding would also be utilised to work with 3<sup>rd</sup> party brokers, with the aim of setting up 20 internships and reviewing this to decide whether it would be a model the University would want to commit to in the longer term;</li> <li>9. It would be key to consider value for money going forward.</li> </ol>
LTSEC18.02.14.2	<p>During discussions, the Committee noted the following:</p> <ol style="list-style-type: none"> <li>1. To increase student engagement with overseas opportunities it would be timely to consider starting from scratch, rather than reviewing the projects and partnerships we already have in place;</li> <li>2. Within the sector, interest in sandwich courses was declining. Trimester modules or exchange semesters could provide alternative opportunities;</li> <li>3. The University had previously not provided exchanges within the final year, although other Institutions did and it could be something to consider further, along with other experiences from the sector;</li> <li>4. Use of a consistent narrative in marketing would also be key to ensuring students know about the opportunities available;</li> <li>5. Within ACE a similar demographic of student would engage with these types of opportunities. Alumni could be consulted to help consider further models which would appeal to different demographics;</li> <li>6. Link in with the wider work on the Internationalisation Strategy, encouraging students to work with others studying at a partner Institution;</li> <li>7. The main points identified were the need for a simple, cost effective model which would benefit a wider variety of students;</li> <li>8. The need to ensure the areas identified which weren't following due process were rectified.</li> </ol>

LTSEC18.02.14.3	The Committee endorsed the paper and the direction of travel.
	<b>FOR UPDATE</b>
LTSEC18.02.15	<b>Registering for HE status with the Office for Students (OfS)</b>
LTSEC18.02.15.1	The Director of Student and Academic Services provided a verbal update. Guidance would be released at the end of February from the OfS, and registration would open at the beginning of April 2018. As far as possible work had progressed before the guidance is made available. Meetings have been held around key work which would need to be highlighted e.g. access agreement, which would become an access and participation agreement, and a student protection plan would be developed identifying big changes which could affect the student experience e.g. the closure of a campus.
LTSEC18.02.16	<b>Update on the Access Agreement</b>
LTSEC18.02.16.1	The Head of Student Inclusivity provided a verbal update on progress with the access agreement, which would become the access and participation plan. Guidance from the Office for Students on the requirements of the plan would be published around Easter 2018. It was expected that 2018 would be the same as previous years, and 2019 would see more of a significant change. A document will be produced which sets out the University commitment, along with a resource plan around income, expenditures and targets. UWE's previous commitment would be reviewed to ensure it was fit for purpose.
LTSEC18.02.17	<b>Update from the DSA Modernising Task and Finish Group</b>
LTSEC18.02.17.1	<p>The Director of Teaching and Learning provided a verbal update on work to date by the DSA Modernising Task and Finish Group. This group had been set up to take forward plans identified since the removal of funding. A number of meetings had now taken place, with 5 project work streams now identified:</p> <ol style="list-style-type: none"> <li>1. To provide a 'digital first' approach to support as many students as possible;</li> <li>2. Inclusive learning, which tied into the broader enhancement activities and library activities underway;</li> <li>3. Academic literacy and resources available to students, including event capture;</li> <li>4. Academic policy and promoting inclusion, including ensuring all policies line up and link to the UWE strategy;</li> <li>5. Inclusive service provision, ensuring all services are lined up and do what they say they will do, including financial modelling to ensure they are sustainable in the long term.</li> </ol> <p>Project leaders will set up the projects and provide clarity around what they could achieve in the next 6 months and what will be a</p>

	longer term aim. The task and finish group will continue for the next 6 months, and then consider whether it should become an advisory board. It would also be key to ensure this aligned to access and participation agreements, as well as work currently underway within Student and Academic Services.
LTSEC18.02.18	<b>ANY OTHER BUSINESS</b>
LTSEC18.02.18.1	A further task and finish group has been set up around academic professional apprenticeships. Previous work to develop apprenticeships through an integrated degree had not come to fruition, and the new group will consider other models and costs. The Committee were asked to advise the Director of Learning and Teaching of anyone who may be interested in feeding into this work.
LTSEC18.02.18.2	UWE Film students had won an impressive 5 awards at the Royal Television Society Awards.
LTSEC18.02.19	<b>DATE OF NEXT MEETING</b> 28 <sup>th</sup> March 2018 08 <sup>th</sup> May 2018 20 <sup>th</sup> June 2018