



ACADEMIC BOARD

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 28th March 2018 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present: Jane Harrington (Chair), Jackie Chelin, Elizabeth Cleaver, Rachel Cowie, Stephen Draper, Jenny Dye, Lisa Harrison, Jamie Jordan, Mandy Lee, Yang Lim, Jim Longhurst, Sarah Mackie, Jo Midgley, Pritesh Narayan, Vicky Nash, Derek Norris, Alastair Osborn, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer), Fiona Tolmie.

Apologies: Ciara Dickson, John Lanham, Giang Nguyen, Ayrden Pocock, Benjamin Weir, Bahkai Wynter.

In attendance: Amanda Barson (for item LTSEC18.03.12), Suzanne Carrie (for item LTSEC18.03.11), Lisa Connors (for item LTSEC18.03.7), Fiona Jordan (for item LTSEC18.03.06), Lucy Roberts (for item LTSEC18.03.10)

LTSEC18.03.1	APOLOGIES FOR ABSENCE
LTSEC18.03.1.1	Apologies for the meeting were recorded.
LTSEC18.03.2	MINUTES OF THE LAST MEETING
LTSEC18.03.2.1	The minutes of the last meeting, held on the 07 th February 2018 were discussed, with the following changes: <ol style="list-style-type: none"> 1. External Examiner (EE) feedback for ACE – the department noting lower response rates in the NSS was Art and Design; 2. EE Feedback for FET – The Faculty had been involved in the development of the EE Tool in BlackBoard, but had not led this; 3. AOB – The re-wording to academic professional apprenticeships.
LTSEC18.03.3	MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA
LTSEC18.03.3.1	ILM Accreditation – The costings had been sent to the Associate Deans, and an update would be brought to the June LTSEC. Action: Deputy Director of Student Success Services

LTSEC18.03.3.2	Summaries from the Taskforce – This had now been incorporated into the CI Tool, the action was now complete.
LTSEC18.03.3.3	Sector Consultations – The paper had been shared more widely, the action was now complete.
LTSEC18.03.3.4	Student Demographic Report – The report would be sent to the Associate Deans for further discussions in the Faculty. Action: Committee Officer
LTSEC18.03.3.5	Student Wellbeing Report – The VP Communities and Welfare would contact the Head of Student Inclusivity to arrange for the working group to be set up under the new governance structure for the mental wealth strategy. Action: VP Communities and Welfare
LTSEC18.03.3.6	FET EE Engagement – The template used by FET to share good practice had been shared more widely, the action was now complete.
LTSEC18.03.3.7	LTSEC noted that the following outstanding actions will be brought to the Committee at either the June meeting or early in the 2018/19 academic year: <ol style="list-style-type: none"> 1. Report from the pilot of Turnitin – the pilot would cover all faculties, and would tie in with a broader piece of work on plagiarism; 2. Standards of APT; 3. Policy for recording educational activities – will include an opt out policy; 4. Future Library Project report.
LTSEC18.03.4	CHAIRS INTRODUCTION
LTSEC18.03.4.1	The Chair provided a brief update on the following: <ol style="list-style-type: none"> 1. Learning 2020 – A fuller update would be brought to the June LTSEC meeting, along with some work which the University will be taking forward in the future and the outcomes of the enhancement session on student behaviour; 2. Enhancement Framework – The CI Tool was now up and working well. Periodic Enhancement Review (PER) pilots were coming close to completion, with further work to consider how to record and share things online.
	STUDENT VOICE AND ENGAGEMENT
LTSEC18.03.5	Progress with the Student Life Board
LTSEC18.03.5.1	The Director of Student and Academic Services provided a verbal update on progress with the Student Life Board, including: <ol style="list-style-type: none"> 1. A review had taken place to consider the original 5 strands and how this linked with the new mental wealth strategy, inclusivity and connectivity work. Three new headings have

	<p>since been identified which will be fleshed out during further discussions:</p> <ol style="list-style-type: none"> a. Linking in with the mental wealth strategy, inclusive campus and how to promote this, induction and transition; b. Community and citizenship - 24/7 365 work was ongoing and will become business as usual. The drugs policy would be reviewed with consultation from outside agencies. There was now a project plan for the Wallscourt Farmhouse to open as a community centre; c. Personalisation – work was underway on how this translates into the student journey. Other areas included parental support and the information provided to parents at registration and throughout the year and the setting up of a dedicated duty line for people who are worried about the welfare of a student. This was working well and presenting a holistic picture of students and their needs, all of which would feed into policy development. <ol style="list-style-type: none"> 2. Weekly meetings were held to review cases of welfare concern reported through the duty line, which enabled staff on duty to plan what they could do to best support a student in crisis; 3. A review within Student and Academic Services of the different ways of working with staff and students and the internal structure was coming together. Further discussions with colleagues will help identify their expectations of the service, all linking into the personalisation strand; 4. The Student Life Board would continue to bring all of this work together, and to develop proposals and link into the new governance structure for the mental wealth strategy.
LTSEC18.03.5.2	<p>During discussions, the Committee noted:</p> <ol style="list-style-type: none"> 1. A communication strategy – communications stating the changes to the signposting of information for students were planned for academic colleagues. Discussions with faculties would consider how this work could be done together. This strategy would be brought back to LTSEC once developed; 2. Induction/transition work – would include the 6 week period leading up to students arriving at residences and then onto campus, discussions around the mental health workshop, creating the right expectations and tying this all together. Professional services and academic staff would be engaged in considering how this can be contextualised within a programme. This would also tie into the work around the extended year and academic calendar, and include continuing students. <p style="text-align: center;">Action: Director of Student and Academic Services</p>
LTSEC18.03.5.3	<p>The Committee welcomed the update, and noted that regular updates would be brought to future meetings.</p>
	<p style="text-align: center;">ITEMS FOR APPROVAL OR ENDORSEMENT</p>

LTSEC18.03.6	Internationalisation Strategy
LTSEC18.03.6.1	<p>LTSEC paper LTSEC18.03.2 was received, and the Associate Dean of Strategic Partnerships within the Faculty of Business and Law provided an introduction:</p> <ol style="list-style-type: none"> 1. Discussions regarding the broad commitment from all services involved in supporting international students within the International Student Experience Group had led to the development of the draft strategy. A review of the existing strategy identified that this mainly covered recruitment, and the new strategy would be expanded to include how the University develops global learners and supports the international student experience; 2. The draft strategy linked into the University strategy of developing ready and able graduates, and had 4 key objectives: <ol style="list-style-type: none"> a. To develop mutually beneficial partnerships, and how these are used to share knowledge and make UWE students feel part of a global community; b. Recruitment strategy, including increasing the number of international students and creating a diverse and inclusive student population; c. The experience of international students studying at UWE Bristol, ensuring they experience an inclusive environment through the support and connectivity; d. How local students feel part of that international community, including increasing opportunities for student mobility, how the curriculum is internationally facing and how they are developed as global citizens. 3. These objectives were embedded in a lot of the work already happening across the University, and the strategy brings these together into one place and maps where different services are supporting this; 4. Mapping with the global centre would also take place, which would help focus on how best to work with faculties and the SU;
LTSEC18.03.6.2	<p>The Committee welcomed the strategy, and during extensive discussions noted the following:</p> <ol style="list-style-type: none"> 1. Objective 1 also covered the experience of UWE students studying overseas, including the extent they feel like part of the UWE community and supporting the experience of these students. The Committee agreed this could be made more explicit within this objective; 2. Links with the enhancement framework – there was scope for linking some of the skills and expertise into the framework. The Collaborative Provision Committee had highlighted the processes and would look at how these could be joined up; 3. Inclusive curriculum – the enhanced reading list project would tie into this, with the next phase looking at the quality of the lists and working with staff to ensure they are inclusive;

	<p>4. Study support for international students – the library had worked on embedding inclusive library support, however more support was needed for international students with a focus on how this could be provided in more flexible ways and identifying/prioritising the students who really need the support. Ensuring all students were aware of this support would also be considered;</p> <p>5. Technical support – different technical language support would be needed for particular subjects, for example in accounting there was no Mandarin word for overdraft. Work was underway to consider what was included within general support and what additional support would be needed within the Faculty;</p> <p>6. TEL – this could be used to create opportunities to connect and collaborate with international students, along with opportunities for using event capture. This could provide opportunities for interactions using the English language for students planning to come and study at UWE Bristol. The global centre could also provide richness to student support by providing expectations to students before they arrive. This would be added to objective 4.</p>
LTSEC18.03.6.3	<p>LTSEC broadly endorsed the strategy with the additions mentioned above. The revised strategy would be noted at the next LTSEC meeting, and would then be brought back for discussion once some of the work had progressed.</p> <p>Action: Associate Dean for Strategic Partnerships, FBL</p>
	ITEMS FOR DISCUSSION
LTSEC18.03.7	Annual Review of PSRB and Periodic Curriculum Review within 2016/17
LTSEC18.03.7.1	<p>The PSRB and Periodic Curriculum Review Manager provided an introduction to paper LTSEC18.03.3:</p> <ol style="list-style-type: none"> 1. The review of activity included all of the curriculum review and PSRB activity within 2016/17 at an Institutional level, and identified recurring themes. The level of activity was similar to the previous year, with some concentration in HAS and FET; 2. The main areas of positive feedback focused on real world experiences and other types of engagement with the local industry within programmes which do not include a typical placement, although there was still some concern around the sourcing of placements which in some small programmes can restrict their growth; 3. Preparation for careers was also a positive theme, although there had been some feedback from students on the amount within the curriculum which could take away space for specialist teaching; 4. New professional bodies such as the general optical council and the geographical society had accredited UWE awards;

	<ol style="list-style-type: none"> 5. Student experience was also a key theme, especially around teaching and assessment, assessment feedback and support. Timeliness of assessment feedback was no longer being raised as a concern. However, a few concerns around the consistency in quality of feedback had been identified; 6. PAL and APT were praised in some areas, although there were still some inconsistencies in this being set up and used; 7. Social media was being developed for distance learning students to help build their cohort identity, along with building this through induction programmes;
LTSEC18.03.7.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. There was a current review taking place around the areas of PAL and APT with some pilots happening in each Faculty, the report of which would be brought back to LTSEC later in the year; 2. Feedback around the preparations for career and signposting students so that they understand the connections to career prospects linked to the teaching on my course question in the NSS; 3. Enhanced career support for PG study – this area needed further work to help support postgraduate students in obtaining higher employment; 4. Space – A correction to the report was identified in the department of art and design rather than arts; 5. Inconsistencies in PAL – the student success service was working on providing clear expectations about what the PAL Office will do and the support they can provide, working with faculty colleagues to ensure there is more consistency in the future.
LTSEC18.03.7.3	LTSEC welcomed the valuable report, and agreed that it was good to see the outcomes connecting to the work already progressing within the University.
LTSEC18.03.8	External Examiners Conference
LTSEC18.03.8.1	Paper LTSEC18.03.4 was noted by the Committee and members agreed that the conference was an area of good practice. External Examiners appreciated the time to learn more about the role and systems at UWE and meet with faculty colleagues.
LTSEC18.03.9	From JACS to HECoS – a proposal for a new coding system
LTSEC18.03.9.1	<p>The proposal within paper LTSEC18.03.5 was welcomed by the committee, and the Deputy Head of Student and Academic Services provided an introduction:</p> <ol style="list-style-type: none"> 1. The current coding system for programmes, JACSs, was running out and HECoS would be the replacement. The paper provided a process for transition to the new system; 2. HECoS would have more codes available for the sector;

	<ol style="list-style-type: none"> 3. JACS codes were currently used for reporting in the sector, linking to admissions through UCAS and league tables; 4. UWE Bristol would need to report to UCAS all of the new HECoS codes by May 2018. Following this, it would be possible to change codes if the grouping of some programmes under a code became incoherent. At present it was unclear how these would be grouped and used in league tables; 5. Subject level TEF consultations – it had been suggested that these consultations would be in subject clusters, and not at programme level.
LTSEC18.03.9.2	LTSEC agreed with the proposal.
	FOR UPDATE
LTSEC18.03.10	Update from the University Health Centre
LTSEC18.03.10.1	<p>The Deputy Practice Manager at the University Health Centre attended LTSEC to provide a joint verbal update with the Pro Vice Chancellor for Student Experience:</p> <ol style="list-style-type: none"> 1. The Health Centre had had some building work done to increase clinical capacity and nursing time, including mental health nursing; 2. A new GP had been recruited, with recruitment underway for another GP and Nurse; 3. An evaluation of the reception had been completed, with feedback showing patients found reception staff friendly, and went beyond what they would expect for mental health support; 4. The surgery was quite substantial, with 11000 students on the books.
LTSEC18.03.10.2	<p>Following discussions, LTSEC members noted:</p> <ol style="list-style-type: none"> 1. The Health Centre could link into other areas of work, such as reviewing the fitness to study policy; 2. Staff could also be involved in the review of the wellbeing support provided to students; 3. Students receive a text message reminder for their appointment, and patients who do not show up are followed up with a telephone call, which keeps the rate of 'do not attends' (DNAs) low; 4. The University was seeing a change in usage from sexual health to mental health now being the main reason to attend, reflecting a change in the student body. This was supported by the work of the mental wealth strategy; 5. Students often worry that details of their situation could be shared further within the University, for example to tutors. Data management was discussed at a project meeting of the duty line managers, which had identified that students can feel like they have fallen through the gaps and their information had been shared further due to the number of teams within

	student and academic services. There would be a further piece of work to review this.
LTSEC18.03.10.2	The Committee agreed that it would be useful to invite the Practice Manager to a future meeting to provide a further update, and that someone from the centre would be invited to the enhancement session on student behaviour. Action: Chair and Officer
LTSEC18.03.11	Project Briefing – Implementing a strategic approach to mental wellbeing in Higher Education
LTSEC18.03.11.1	The Head of Student Inclusivity provided an introduction to the paper LTSEC18.03.6: <ol style="list-style-type: none"> 1. Three Institutions have led the development of the step change framework: Cardiff, York and UWE Bristol, with UWE leading the project; 2. This led to each Institution auditing their practice and developing strategies to trial this new approach; 3. The audit within UWE had been completed and reviewed so that all of the activities could be analysed. The process of consultation for the new strategy was also underway; 4. Alongside these consultations, tests would be carried out to see what this means in terms of prevention, resilience and how this can be embedded into the curriculum. This project had 3 strands: <ol style="list-style-type: none"> a. Outreach and embedding this model before students come to University; b. Embedding within the curriculum - this will be trailed in some areas with the aim of increasing staff understanding and awareness. A design note was being drafted within the Academic Practice Directorate; c. Co-curricular – continuing work using the HEAR model, which is currently being evaluated. 5. York University was focussing on data and Cardiff were looking at leadership and management decisions and embedding these into committees.
LTSEC18.03.11.2	The update was welcomed by the Committee, and noted that it was positive to see the work being embedded across the University.
LTSEC18.03.12	Update from the Enhanced Reading Project
LTSEC18.03.12.1	LTSEC received the paper LTSEC18.03.7, noting the statistics from the beginning of March. The Head of Collections Access and Space provided an introduction: <ol style="list-style-type: none"> 1. The target was still 75% of live modules on BlackBoard having an online reading list; 2. Statistics shows a variation between different departments, although the level of online reading lists had increased since February 2018. Library Services had been working closely with champions and success has been seen where those links were

	<p>in place. The service was asking for more senior support to further increase the development of lists and meet the target;</p> <ol style="list-style-type: none"> 3. Within FET, one department had a very high completion rate, with the Associate Head having encouraged engagement and provided information to increase understanding that when there is a profile they can create a reading list; 4. The graduate interns had now finished their work with the project, but one to one training was still available from the team.
LTSEC18.03.12.2	<p>During discussions, members agreed that having the right links with the Faculty was key. Where Associate Heads of Department were not in place, those departments had a low uptake. Directors with responsibility for the student experience would be asked to help increase understanding and take up. In the previous academic year, FBL had taken the opportunity to create online reading lists through curriculum review, however this had levelled off which had resulted in a drop in intake. The inclusion of creating/updating an online list being compulsive through PER would be considered. Data showing which modules hadn't engaged would be shared with Associate Deans, Faculty links at LTSEC and the Director of Teaching and Learning. The next step within the project would be reviewing the quality of the lists.</p> <p style="text-align: right;">Action: Head of Collections Access and Space and PCR and PSRB Manager</p>
LTSEC18.03.13	Update on Degree Apprenticeships
LTSEC18.03.13.1	<p>The Pro Vice Chancellor for Student Experience provided a verbal update:</p> <ol style="list-style-type: none"> 1. Over 90 students were now on a range of degree apprenticeships at UWE Bristol; 2. There would be further consideration of how UWE brings together degree apprenticeship students within a suite of programmes, for example through an apprenticeship hub, including business to business links as well as links to RBI and professional placements. Further work on how this would be supported and managed would take place; 3. The University was also considering how these developments can be prioritised. The planning and budget round would consider how this could be expanded, including identifying what is distinctive about the UWE offer to businesses; 4. The financial model was also being reviewed; at present degree apprenticeships were treated as CPD, in the future these would need to be treated the same as programmes with student numbers and as part of the University's core business; 5. A proposal for degree apprenticeships would come back to LTSEC at a future meeting.
LTSEC18.03.14	ANY OTHER BUSINESS

LTSEC18.03.14.1	Student Led Conference – The chair thanked colleagues who had been involved in the conference. Feedback from students and parents had been positive.
LTSEC18.03.14.2	Office for Students (OfS) – The OfS had published the requirements for registration on the 28 th February 2018, and also released documents for the Regulatory Framework. The new areas of work needed to meet the requirements were the self-assessment on governance and management, evidence on how the University complied with the Consumer Protection Legislation, and the development of a Student Protection Plan. The development of the plan included how the University would protect student and tax payer interests, the discontinuation of subjects and supporting students through this, and the development of a refund policy. A group had been set up to draw together this policy and consider how this could be embedded into existing University policy. This will be brought into the formal groups as it develops. The Student Protection Plan would be finalised by the end of April to ensure it was in place by the required deadline of 23 rd May 2018. The University would also be doing some investigation into the current suspended programmes and whether these could be closed. The Chair confirmed that there will be an upcoming piece of work reviewing the viability of programmes with small students numbers, for example postgraduate programmes with less than 15 students and undergraduate with less than 25 students enrolled per year. Associate Deans would be consulted on the rationale for continuing these programmes, considering the location of the programme in the market and the costs of running them.
LTSEC18.03.14.3	Industrial Action – The current industrial action in other parts of the sector with the UCU could have an impact on the University's External Examiners (EEs) following a call for them to resign their posts. The University had received one resignation in response to this and would review plans used for previous industrial action, with the prioritising of Chief EEs. Faculty colleagues were asked to advise Student and Academic Services if there were any Field EEs which may resign.
LTSEC18.03.15	DATE OF NEXT MEETING 08 th May 2018