



## ACADEMIC BOARD

### LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 12<sup>th</sup> June 2019 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present: Jane Harrington (Chair), Syed Ali, David Barrett, Sara Bird, Jackie Chelin, Elizabeth Cleaver, Mia Collins, Rachel Cowie, Lisa Harrison, Mandy Lee, Jim Longhurst, Heather Moyes, Vicky Nash, Derek Norris, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer),

Apologies: Aida Abzhaparova, Suleiman Al-Sa'Di, Jenny Dye, Megan Glynn, Freddie Gough, Jade Kirby, Lucy Madahar, Jo Midgley, Kate Mori, Ayrden Pocock, Fiona Tolmie.

In attendance: Laura Collins (for item LTSEC19.06.15), Will Hoskin, Tracey Horton (for item LTSEC19.06.09), Ellie Mayo-Ward (for item LTSEC19.06.14), Iain Mossman (for item LTSEC19.06.06), Simon Phillips (for item LTSEC19.06.06), Caroline Ponting (for item LTSEC19.06.15)

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| LTSEC19.06.01   | <b>APOLOGIES FOR ABSENCE</b>   |
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| LTSEC19.06.01.1 | Apologies for the meeting were recorded.   |
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| LTSEC19.06.02   | <b>MINUTES OF THE LAST MEETING</b>   |
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| LTSEC19.06.02.2 | The minutes were confirmed as an accurate record, subject to rewording minute LTSEC19.03.03.2 to change Harvard referencing to UWE Harvard, and correcting the spelling of Escola to Oscola.<br><b>Action: Committee Officer</b> |
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| LTSEC19.06.03   | <b>MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA</b>  |
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| LTSEC19.06.03.1 | <b>Personalising Student Support Project</b> – This project has now been incorporated into the Organisational Readiness project, and further updates will be brought to LTSEC over the 2019/20 academic year.                    |
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| LTSEC19.06.03.2 | <b>Under 18s Policy</b> – The Chair provided an update on behalf of the Pro Vice Chancellor for Student Experience provided a written update confirming that the online system in the Students' Union (SU)                       |

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|                 | <p>prevents any under 18's from joining clubs or societies automatically. When the student gets in touch with the SU a procedure is triggered to request that a guardian of the student completes a consent form, which is passed to the Safeguarding team to check the guardian's details on the University records. The club/society is then informed that there is an under 18 joining their activity, and they complete the protocol form. The numbers are small, with only 5 under 18's joining activities in 2018/19. LTSEC were reassured that the procedure is robust, and agreed that it will be important to ensure students' attending programmes through the new Institute of Technology (IOT) and at colleges are also considered.</p> <p style="text-align: right;"><b>Action: Director of Apprenticeships</b></p>  |
| LTSEC19.06.04   | <b>CHAIR'S INTRODUCTION</b>   |
| LTSEC19.06.04.1 | <p><b>Learning 2020</b> – The Chair provided an overview of progress with the strategic programme:</p> <ol style="list-style-type: none"> <li><b>Department roadshows</b> will be delivered in June and July 2019 highlighting developments being rolled out in September. LTSEC recommended that these sessions also be opened up to professional service staff, and potentially recorded so that staff away from the University will be able to access them;</li> <li>There are two more pilots running for <b>auto recording of event capture</b>; one of these will be audio recording only. Student desktop recording will start from September to allow staff to record bite sized pieces of content from their desktop. FBL are actively promoting this but recommended a change of title as "student desktop recording" could imply that it will be recorded by the student; <p style="text-align: right;"><b>Action: Director of Teaching and Learning</b></p> </li> <li>Under the <b>Enhancement Framework</b>, the PGCAPP apprenticeship programme has a new cohort of staff, and programme and module leader training has been piloted and launched;</li> <li>A roadmap for further development of the <b>CI Tool</b> has been created, and an audit will be completed reflecting on how it is used and whether it is used consistently;</li> <li>A new <b>enterprise</b> incubator space in the old book shop will be available for students from September;</li> <li>More programmes will be added to the <b>Learner Analytics</b> pilot next year. A potential solution for attendance recording is also being finalised with a planned pilot. LTSEC recommended that an apprenticeship programme be included due to the requirement for attendance monitoring, and highlighted the importance of effective training and support; <p style="text-align: right;"><b>Action: Student Journey Programme</b></p> </li> <li><b>Learning gain</b> pilots have been in place, and have been positively received by faculties. These pilots could be useful considering the attainment gap.</li> </ol> |
| LTSEC19.06.04.2 | <b>Teaching Excellence Framework (TEF)</b> – The Chair provided the following update:   |

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|                 | <ol style="list-style-type: none"> <li>1. Subject TEF leads have been identified and briefings have taken place;</li> <li>2. There are fortnightly drops in with Student and Academic Services and Business Intelligence, along with workshops on intangible assets and split metrics/ access and participation;</li> <li>3. A peer-to-peer session is scheduled for September;</li> <li>4. There will be a briefing for professional service staff who may be involved in gathering evidence. LTSEC again recommended that these be recorded so that they can be made available to all staff;<br/><b>Action: Director of Student and Academic Services</b></li> <li>5. A template will be put together for evidence gathering;<br/><b>Action: Deputy Director (Policy Development and Student Experience)</b></li> <li>6. A message from the Chair will be sent to all subject and panel leads requesting engagement.<br/><b>Action: Chair &amp; Director of Student and Academic Services</b></li> </ol>  |
| LTSEC19.06.05   | <b>STUDENT VOICE AND ENGAGEMENT</b>   |
| LTSEC19.06.05.1 | <b>Student Engagement Plan</b> – LTSEC noted the update report in paper number LTSEC19.06.03, including the plan to review the Principles of Student Representation during 2019/20 with the incoming cohort of student representatives.   |
|                 | <b>ITEMS FOR APPROVAL OR ENDORSEMENT</b>  |
| LTSEC19.06.06   | <b>Student Policy</b>   |
| LTSEC19.06.06.1 | <p>The Head of Student and Academic Policy Enhancement and the Deputy Director of Student Support and Wellbeing provided the committee with an overview of the review of student conduct:</p> <ol style="list-style-type: none"> <li>1. The review includes all of the student policies, and is considering how UWE collectively reviews student conduct and challenges student misconduct;</li> <li>2. The review has linked in with the campus services/development project;</li> <li>3. The main aim is to be more assertive when students are in difficulty, and dealing with this quickly to ensure it does not impact on other students;</li> <li>4. The Campus Services Group have 12 strong objectives aiming to reset the landscape of student conduct, being clear what the expectations and boundaries are and encouraging students to work to that rather than punish them; the policy changes will drive this forward;</li> <li>5. Work will continue with faculties on level 1 and 2 policy behaviour to ensure there is more consistency in challenging</li> </ol> |

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|                 | <p>this. The operating procedures will also be reviewed to ensure decision makers are involved in a timely manner;</p> <ol style="list-style-type: none"> <li>6. There will be easy access to training, including case studies for programme leaders;</li> <li>7. Student communications are involved in the Campus Services Group and will be working to embed these policy changes into the pre-arrival information students will receive, and continue to embed this in further communications throughout their journey;</li> <li>8. The changes will be taken forward for September. The revised policies, procedures and communication strategy will be sent to LTSEC members for comment, and approval will be sought by Chair's Action. The SU are members of the Campus Services Group, and will bring in sabbatical officers to ensure there is student consultation.</li> </ol> <p style="text-align: center;"><b>Action: Head of Student and Academic Policy Enhancement and Deputy Director (Student Support and Wellbeing)</b></p> |
| LTSEC19.06.07   | <b>Revisions to Academic Appeals Policy</b>   |
| LTSEC19.06.07.1 | <p>The Head of Student and Academic Policy Enhancement provided an overview of the revisions to the policy in paper LTSEC19.06.05:</p> <ol style="list-style-type: none"> <li>1. There are two changes, the first is to reflect good practice identified by the Office of the Independent Adjudicator (OIA) within the policy in sharing stage 2 appeal reports with students prior to submission to the panel so that the student has the opportunity to clarify any issues/inaccuracies;</li> <li>2. The second change will reflect that students can appeal the decision of a Personal Circumstances (PC) application through the PC review group, rather than having to wait until the mark has been to an Award Board. This will make the process quicker and easier for students.</li> </ol> <p>LTSEC members agreed to approve these changes.</p>  |
| LTSEC19.06.08   | <b>Learning Materials in Advance Policy</b>   |
| LTSEC19.06.08.1 | <p>The Director of Learning and Teaching introduced the draft policy:</p> <ol style="list-style-type: none"> <li>1. The initial draft is for awareness and further consultations will take place with faculties and the SU during the next academic year;</li> <li>2. The policy will support the changing landscape and underpin a consistent approach in supporting students at learning events;</li> <li>3. It is not prescriptive in what staff need to provide, but gives information on different type of materials;</li> <li>4. Engagement with the policy will challenge behaviours and require a cultural change across the University;</li> <li>5. Interviews with students helped underpin the development of the policy.</li> </ol>   |
| LTSEC19.06.08.2 | During discussions, LTSEC noted:  |

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|                 | <ol style="list-style-type: none"> <li>1. To encourage engagement LTSEC recommended including examples of materials for different pedagogical learning events;</li> <li>2. The policy built on expectations already in place; re-branding the policy could encourage engagement and understanding that this is more than sharing power point slides in advance;</li> <li>3. The expectations will be clear in the policy, expressing that staff do not need to provide everything in advance, but the right materials so that students can prepare for the session;</li> <li>4. The legislation which states all materials have to be provided for disabled students will still stand, and this will be made clear;</li> <li>5. Good practice was identified in FET around session student plans, showing what students need to do before and after the learning event.</li> <li>6. It is already an expectation that staff will share learning materials in advance, therefore LTSEC recommended launching the policy from September 2019.</li> </ol> <p>LTSEC endorsed the policy to Academic Board for approval.</p>  |
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| LTSEC19.06.09   | <b>Academic Regulatory Review</b>  |
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| LTSEC19.06.09.1 | <p>LTSEC welcomed paper LTSEC19.06.07. The Academic Regulations and Policy Manager provided the following introduction:</p> <ol style="list-style-type: none"> <li>1. The paper provides information on progress so far with the review of the academic regulations;</li> <li>2. Consultations have been held over the year and a summary of this feedback has been included in the report. The review will continue into the next academic year through the Operational and Steering Groups. A project plan will be put together to cover the remaining work prior to the final framework being submitted for approval in December 2019 (this will ensure it will align to the new student record system);</li> <li>3. The key proposals are listed with information on system impact, which will drive whether proposals can be implemented earlier, either manually or within ISIS, or in the new student record system;</li> <li>4. The proposal which has most divided opinion is the removal of capping: <ol style="list-style-type: none"> <li>a. The Operational Group have agreed to do some modelling on a small group of programmes within each faculty and at undergraduate and postgraduate levels to see what might have happened if marks hadn't been capped, and what impact this might have had on the students' journey;</li> <li>b. It is more difficult to model how this might impact on student behaviour in the future, therefore the team will consult with the wider sector to see if any other institutions have considered removing capping and what they found. The uncapping of marks through the PC process is resource intensive and stressful for</li> </ol> </li> </ol> |

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|                 | <p>students, and it will be interesting to find out what the sector think about this proposal.</p> <p><b>Action: Academic Regulations and Policy Manager</b></p>   |
| LTSEC19.06.09.2 | <p>During discussions, LTSEC noted:</p> <ol style="list-style-type: none"> <li>1. The University should move away from the use of levels 0-3 and M, and align with the QAA Framework for Higher Education Qualifications levels of 3-6 for undergraduate and 7 for postgraduate. LTSEC recommended investigating whether this could be implemented for the start of the 2019-20 academic year, with clear communications;</li> </ol> <p><b>Action: Director of Student and Academic Services</b></p> <ol style="list-style-type: none"> <li>2. LTSEC welcomed the report and applauded the team on running successful consultations;</li> <li>3. The Apprenticeship Hub will consider the proposals and identify if there are any risks for apprenticeship programmes;</li> </ol> <p><b>Action: Director of Apprenticeships</b></p> <p>LTSEC endorsed the progress so far to Academic Board.</p> |
| LTSEC19.06.10   | <b>Draft LTSEC Annual Report for Academic Board</b>  |
| LTSEC19.06.10.1 | <p>LTSEC received the annual report paper LTSEC19.06.08, and noted that all of the annual reports coming to the meeting used different headings and structures. These reports aim to provide assurance to the Board of Governors (BoG), and a piece of work will take place over the next academic year to review these reports and ensure they align to each other and cover what is needed by the BoG. LTSEC endorsed the report to Academic Board, subject to updates to reflect discussion at the meeting</p> <p><b>Action: Committee Officer</b></p>  |
| LTSEC19.06.11   | <b>Annual Report from the Collaborative Provision Committee</b>  |
| LTSEC19.06.11.1 | <p>LTSEC noted and approved the annual report from the Collaborative Provision Committee in paper LTSEC19.06.09.</p>   |
| LTSEC19.06.12   | <b>Annual Report on the Widening Participation Committee</b>   |
| LTSEC19.06.12.1 | <p>LTSEC noted and approved the annual report from the WP Committee in paper LTSEC19.06.10.</p>  |
|                 | <b>ITEMS FOR DISCUSSION</b>  |
| LTSEC19.06.13   | <b>2018/19 Enhancement Session Report – Mental Health and the Curriculum</b>   |
| LTSEC19.06.13.1 | <p>LTSEC received paper LTSEC19.06.11, which reported on the enhancement session outcomes. Members agreed with the actions and that the report reflected an accurate account of the session. The level of attendance was disappointing, with most of the additional</p>  |

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|                 | <p>academic staff invited unable to attend. It will be important to ensure the membership is extended for future sessions to increase the level of debate. The Deputy Director (Student Support and Wellbeing) will take forward the actions for pre-arrival and enhanced induction.</p> <p><b>Action: Deputy Director (Student Support and Wellbeing)</b></p>   |
| LTSEC19.06.14   | <b>Module Feedback Survey</b>  |
| LTSEC19.06.14.1 | <p>The Student-led Enhancement Manager provided an introduction to paper LTSEC19.06.12:</p> <ol style="list-style-type: none"> <li>1. Response rates have increased to 12.3%, although they are still much lower than the University target of 50%;</li> <li>2. Enhancements in response to staff feedback have been implemented, including reporting tools, filters to sort programmes and modules, access to the data for all staff, and links between the report and the data;</li> <li>3. The main push from the report is ensuring we encourage student feedback as part of the University culture;</li> <li>4. Evidence shows that many students complete one survey rather than one for each module. It is important to get the module level data, however this suggests that students could be experiencing survey fatigue;</li> <li>5. Good practice from programme leaders with high response rates has been gathered and is available on the SharePoint website;</li> <li>6. Rep training with the SU will be delivered to ensure reps understand they are co-owners of the data and can work with staff to identify areas of work/questions for enhancement.</li> </ol>  |
| LTSEC19.06.14.2 | <p>During extensive discussions, LTSEC noted:</p> <ol style="list-style-type: none"> <li>1. The recommendation to encourage incentives for engagement will be considered in a local faculty context. Student reps could also be incentivised to promote the survey;</li> </ol> <p><b>Action: Associate Deans Teaching and Learning</b></p> <ol style="list-style-type: none"> <li>2. The redaction phase for the qualitative comments is important to ensure this data, which can be really useful in identifying enhancements/areas for concern, can be used. Proposals for resourcing this work will come back to LTSEC for consideration;</li> </ol> <p><b>Action: Chair and Director of Student and Academic Services</b></p> <ol style="list-style-type: none"> <li>3. The sector faces a similar problem with low response rates, and many Institutions use a piece of external software called Explorance to run module evaluation surveys. This software runs in a similar way to the in house software used by the University, however it is useful to build a network with people in the sector to allow comparisons. Running the survey for multiple module runs can also lower response rates; many will be student referrals or CPD modules which may be run many times in a year;</li> <li>4. Recommendations to embed the culture of providing and encouraging feedback will be brought into the ongoing work on the Student Engagement Framework. It will also be</li> </ol> |

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|                 | <p>important to encourage staff to use the summary reports and release these to students to close the feedback loop.</p> <p><b>Action: Student-led Enhancement Manager and Deputy Director (Policy Development and Student Experience) Student and Academic Services</b></p>  |
| LTSEC19.06.15   | <b>Learner Analytics Pilot report</b>   |
| LTSEC19.06.15.1 | <p>LTSEC welcomed paper LTSEC19.06.13, and the Project Implementation Manager (Attendance Recording and Learner Analytics) and the Student Journey Programme Manager provided the following introduction:</p> <ol style="list-style-type: none"> <li>1. The University has been engaging with outcomes of the pilot in that students who scored in the lower category were contacted by a student adviser to check if they are ok. It was noted that for some programmes in the Faculty of Arts and Creative Industries Blackboard is just one aspect of regular student communication mechanisms, and that this may account for the consistently lower engagement score;</li> <li>2. The number of students scoring in the lower category was higher than the resource able to then contact them. Therefore, if a student had logged into Infohub or made an appointment the decision was made not to contact them. The Out of Hours team also helped with telephoning students. If UWE were not able to get hold of the student, they were then referred to their Academic Personal Tutor (APT) or module leader;</li> <li>3. In general most students who were contacted said they were fine;</li> <li>4. Comparisons were made with students who had received email alerts; some had been on the contact list more than once and UWE had been unable to contact them. A workflow is to be developed for students in this category.</li> </ol> |
| LTSEC19.06.15.2 | <p>During extensive discussions, LTSEC noted:</p> <ol style="list-style-type: none"> <li>1. It would be useful to have notes and further information relating to which services students had been referred to, which could show trends in the student body, e.g. showing high withdraw rates in a programme or structural issues. The current level of data within the pilot is small, but in the next iteration of the pilot this may be possible;</li> <li>2. The University was in a procurement stage for obtaining an attendance recording system, with the aim of running a pilot from January 2020;</li> <li>3. Students in the lower category had two different methods of communication, a text message referring to UWE support services and further information and stating someone will be calling them, which was then followed up by a telephone call. Many people do not answer their phone if they don't recognise the number, and a registered number stating that UWE is the caller could help. It is also important to get the language right so that students don't feel stressed about a phone call from the University i.e. 'just want to know if you are alright';</li> </ol>  |

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|                 | <p>4. Although many students advised they were fine, they may not be using the right resources for that programme and it would be useful to look at this further. Training will also be key once this is rolled out to pick up whether students may not be ok even if they are saying they are. There will be further consideration regarding the roll out these interventions once the pilot is complete.</p> <p>LTSEC welcomed the report and will have oversight of the further roll out of the pilot, and of the attendance recording system.</p>   |
| LTSEC19.06.16   | <b>Review of Academic Governance</b>  |
| LTSEC19.06.16.1 | <p>The Director of Student and Academic Services and the Deputy Director (Policy Development and Student Experience) of Student and Academic Services outlined the proposed new structure for academic governance at UWE Bristol:</p> <ol style="list-style-type: none"> <li>1. This has been a result of the previous external review and the recommendation to: <ol style="list-style-type: none"> <li>a. Rationalise the committee structure;</li> <li>b. clarify reporting lines;</li> <li>c. clearly articulate how academic standards of the University are assured so that the University can assure the Board of Governors and in turn the Office for Students;</li> <li>d. have clear reporting lines to Academic Board.</li> </ol> </li> <li>2. LTSEC and the Research and Knowledge Exchange Committee will remain the key committees of Academic Board, and sub committees will be reduced and realigned to provide clear lines of sight and clarify decision-making responsibilities;</li> <li>3. The changes include Faculty Boards back into the formal academic governance structure and clarifying where students feed in. Programme Manager Committees will sit under Academic Standards and Quality Committees, replacing Student Rep Staff Forums, both of which will have student representation;</li> <li>4. The structure will go out for wider consultation.</li> </ol> |
| LTSEC19.06.17   | <b>Access and Participation Plan</b>  |
| LTSEC19.06.17.1 | <p>Members heard that the new plan has been considered by the Widening Participation Committee with some minor changes to be made prior to submission to the Office for Students. The Head of Equality, Diversity and Inclusivity will send the revised plan to committee members for comment prior to sign off by Chair's Action.</p> <p style="text-align: center;"><b>Action: Head of Equality, Diversity and Inclusivity</b></p> <p>The Director of Apprenticeships will also refer some queries to the Head of Equality to ensure it is fit for apprenticeship programmes.</p> <p style="text-align: center;"><b>Action: Director of Apprenticeships</b></p> <p>The Equality, Diversity and Inclusivity Team and Business Intelligence were thanked for the hard work in putting together the plan.</p>  |
| LTSEC19.06.     | <b>DATE OF NEXT MEETING</b>   |

Confirmed

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|  | 25 September 2019 |
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