



ACADEMIC BOARD

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 27th March 2019 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present: Jane Harrington (Chair), Suleiman Al-Sa'Di, Syed Ali, Sara Bird, Jackie Chelin, Elizabeth Cleaver, Mia Collins, Rachel Cowie, Lisa Harrison, Jade Kirby, Jim Longhurst, Lucy Madahar, Jo Midgley, Heather Moyes, Vicky Nash, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer), Fiona Tolmie.

Apologies: Aida Abzhaparova, Jenny Dye, Megan Glynn, Freddie Gough, Mandy Lee, Kate Mori, Ayrden Pocock, Derek Norris.

In attendance: Suzanne Carrie (for item LTSEC19.03.15), Clare Chapman (for item LTSEC19.03.11), Amber Cowburn (for item LTSEC19.03.13), Claire Green (for item LTSEC19.03.11), Rob Ingram (for item LTSEC19.03.11), Helen King (for item LTSEC19.03.06), Mike Small (for item LTSEC19.03.05), Jess Winkler (for item LTSEC19.03.07 & 08).

LTSEC19.03.01	APOLOGIES FOR ABSENCE
LTSEC19.03.01.1	Apologies for the meeting were recorded.
LTSEC19.03.02	MINUTES OF THE LAST MEETING
LTSEC19.03.02.2	The minutes were confirmed as an accurate record, subject to rewording of Minute LTSEC19.02.04.1 for the auto-scheduling pilot and LTSEC19.02.08 for the review of the reasonable adjustments policy to ensure the discussion reflecting the agreement to re-word to 'recording' are updated for both areas of work. Action: Committee Officer
LTSEC19.03.03	MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA
LTSEC19.03.03.1	Action Sheet – The action LTSEC19.02.19 regarding Inclusivity for Learning is also now closed. The initial phase of the Academic Integrity Project is coming to an end, and will move to the second phase shortly. A report and recommendations are being drafted and will come to LTSEC later in the academic year.

	Action: Associate Dean Teaching and Learning – Faculty of Arts, Creative Industries and Education
LTSEC19.03.03.2	Harvard Referencing – In the previous academic year, the Students' Union (SU) had an idea on their website to lobby UWE to move away from UWE Harvard referencing and to start using other standard referencing systems. Although there were not enough votes at the time to progress this, the Library decided that it may be something to investigate further. The idea to consider the student experience on the reference systems was discussed at Departmental and Academic Standards and Quality Committee (ASQC) meetings. UWE typically uses the UWE Harvard and Oscola referencing systems. UWE Harvard was established to identify a single version of Harvard referencing across the institution, making this consistent for students and enabling focussed training. Feedback from these discussions suggests that students and staff appreciate having a standard referencing system, and therefore UWE Harvard will remain as the main system. Enhancements to the webpages, including further information on how this fits into scholarship, will be progressed.
LTSEC19.03.03.3	Unity Sexual Health Clinic – The initial feedback that the Health Centre have put on a number of sexual health clinics which haven't been utilised by the student body has been fed back to the Students' Union President for better promotion. The action has now been closed.
LTSEC19.03.03.4	Printing – Discussions are happening with the Associate Deans and the outcomes will be discussed at the April meeting of the Sustainability Board.
	CHAIR'S INTRODUCTION
LTSEC19.03.04	Learning 2020
LTSEC19.03.04.1	Programmatic BlackBoard – The University will be looking to implement Programmatic BlackBoard within the next 6 months. Template books have been designed and will be shared across all faculties, with embedded media and better design and accessibility. UWE will also be moving to a cloud-based version of BlackBoard, which will facilitate more effective use in the future. The timing of the change has been scheduled to ensure it does not affect students' exam preparation.
LTSEC19.03.04.2	Event Capture – Auto-scheduling will be expanded to include additional rooms, and further training and guidance will be made available. Desktop recording for teaching materials and student assessment workflows are also being designed, and guidance on the creative use of this will be user friendly.
LTSEC19.03.04.3	Assessment Offences – The pilot for 'turnitin' has been running for 12 months, and will be extended for a further 12 months. This

	extension will run in parallel to the review the Virtual Learning Environment and BlackBoard. Safe assign will remain the main plagiarism detection software during this extension, and a switch to an opt-out will be implemented. Guidance for staff to support and allow more consistent use across the University will be developed. The Assessment Offences Policy will also be reviewed to differentiate between poor academic skills and cheating, with higher penalties for the latter. In the future the University aims to move towards a system where students run their own work through software before they submit, although a decision into which system UWE will use across the board will need to be made before this can progress.
LTSEC19.03.05	Subject Level TEF
LTSEC19.03.05.1	<p>The Business Intelligence Analyst presented the following report:</p> <ol style="list-style-type: none"> 1. The University hasn't been involved in the subject level TEF pilot, however the data has been extracted and considered in preparation for a potential roll out across the sector and to set up work streams; 2. UWE Bristol did not submit to TEF 4 as the rating of Gold awarded during TEF 3 lasts for 3 years, however the TEF 4 data shows UWE very close to the Gold rating (this is the outcome prior to considering the context which is provided within an Institutional response); 3. The National Student Survey (NSS) has been a big winner for the University with two double flags, along with other out-performers for employability; 4. If the subject level TEF is implemented, the process will likely commence during the next academic year and will be compulsory for English HEIs. The general anticipation is that the UWE submission will be 142 pages in total, comprised of 5 pages per subject, plus a 15 page institutional submission and a 2 page institutional summary; 5. At present there will not be a direct link between provider and subject level TEF assessments; these will be separate processes although the provider level panel will take the profile of subject ratings into account in reaching its final decision. Small subject areas will be considered to ensure the data has integrity; 6. Some of the subjects have been split e.g. Subjects Allied to Medicine will be Medical Technology and Allied Health, Performing Arts has been separated out from the Creative Arts and Design group and English Studies now includes Linguistics. 7. It has been acknowledged that the Panel members should have subject knowledge of the area they are considering; 8. Two more NSS questions have been added to the metrics; student voice and learning resources. Longitudinal Education Outcomes (LEO) data has also been added as this is no longer experimental. Destination of Higher Education Leavers (DHLE) data has been changed to highly skilled, higher skilled or higher study (formerly further study). The weightings of the

	<p>individual metrics have also been changed to ensure overall balance;</p> <ol style="list-style-type: none"> 9. The hypothesis for initial consultation have also been changed, to reflect gold, gold/silver, silver, silver/bronze and bronze. However the final ratings will remain as gold, silver and bronze; 10. UWE Bristol is within the top 10% in the sector for learning resources within the NSS; 11. The data shows that some subjects would be in the gold banding: medical science, and some in the gold/silver: nursing and midwifery. There is one subject in silver/bronze: performing arts, and two in bronze: sociology and philosophy; 12. It has been really useful to extract this data and highlights the areas which need further work. This data will now be considered within programme teams; 13. What's next? The independent review of TEF is due to report over the summer. UWE Bristol will continue to plan for subject TEF on the basis of what we know so far. Subject Leads will be appointed and asked to collate evidence e.g. positive stories, which will be drafted into reports over the summer. This will all be brought together by December 2019, and will be compared to the next round of data available in January 2020. This will identify what needs changing, and any further evidence needed. This will likely need to be submitted to the Office for Student (OfS) in May 2020.
LTSEC19.03.05.2	<p>During discussions, members noted that briefing sessions will be held with subject leads to support them through the process. This will include support on how to understand the data and gather evidence. The data have been useful to understand where there are gaps, and provide a clear focus for preparatory work.</p>
	STUDENT VOICE AND ENGAGEMENT
LTSEC19.03.06	Student Engagement Plan
LTSEC19.03.06.1	<p>The Deputy Director (Policy Development and Student Experience) Student and Academic Services, provided a presentation introducing paper LTSEC19.02.08:</p> <ol style="list-style-type: none"> 1. The report includes actions to take forward to increase understanding of student engagement; 2. There are two drivers for the development of a plan. The first is that student engagement is subject to more scrutiny in the current climate, for example the inclusion of student voice in the TEF metrics, OfS intending to give more focus to this, Consumer Markets Authority (CMA) focus on supporting consumers, and work on value for money. The second is UWE Bristol's commitment to transformative education within the draft strategy 2030; 3. A student-staff workshop was held to consider the diversity of current approaches to student engagement across the institution and begin to shape a shared vision. This highlighted

	<p>lots of work in relation to student engagement, but different understandings of student engagement across the University. It also raised questions as to whether the University is maximising the effort put into student engagement, and whether more can be done cross institutionally using a common approach and a UWE wide language;</p> <ol style="list-style-type: none"> 4. A draft framework was proposed, against which to map current activity and future priorities, to be tested with staff and students with outcomes reported to the June meeting of LTSEC. More detailed work will then continue over the summer to map where we are, any gaps and develop specific action plans; 5. In addition, it was proposed that related actions are captured under the same overall project plan, e.g. the reviews of the student charter and the principles of student representation.
LTSEC19.03.06.2	<p>Members welcomed the presentation and, during extensive discussions, noted the following:</p> <ol style="list-style-type: none"> 1. The draft framework has been developed after completing a literature review and consideration of the type of Institution UWE Bristol wants to be. The aim is to reflect latest thinking across the sector, but with a particular UWE "voice"; 2. Rather than propose a separate student engagement strategy, the framework would provide a lens through which to consider different aspects of the University's work, thereby supporting a shared and coherent approach; 3. A specific piece of work with the Students' Union is proposed to explore how to strengthen the relationship between the SU, which is a separate charity, and UWE Bristol. This could include use of established benchmarking tools to complete an audit of the partnership; 4. It will be important to consider how we involve students meaningfully in decision making, and enable them to lead and influence developments whilst recognising that the relative roles of students and the University will vary depending on the matter in hand. 5. Some students will make a conscious decision not to engage; it will be important to recognise this in the framework. This will need to include external factors which may impact of students ability to engage or not and the different experiences of students. It is also important not to limit the ways in which students engage; 6. There are commonalities between the report and the 360 programme; 7. Members noted that a further report on progress would be brought to LTSEC at the June 2019 meeting. <p style="text-align: right;">Action: Deputy Director (Policy Development and Student Experience) Student and Academic Services, and Associate Director: Academic Practice</p>
	ITEMS FOR APPROVAL OR ENDORSEMENT

LTSEC19.03.07	Review of the Safeguarding Policy
LTSEC19.03.07.1	The Safeguarding Manager provided an overview of the changes proposed to the Safeguarding Policy in paper LTSEC19.03.04: <ol style="list-style-type: none"> 1. The revised policy separates out the safeguarding, prevent and welfare aspects of the existing policy into separate areas; 2. The revisions have been agreed by the Safeguarding Committee.
LTSEC19.03.07.2	During discussions, members noted that the revisions would need to be sense checked against Ofsted information. This will be completed before it progresses to Academic Board for approval. Safeguarding training will be made available, and the guidance will be reviewed to ensure it is clear. Subject to the sense check being completed, the committee agreed to endorse the revised policy to Academic Board for approval. Action: Safeguarding Manager and Associate Deans Teaching and Learning in ACE/HAS
LTSEC19.02.08	Under 18s Policy
LTSEC19.02.08.1	The Safeguarding Manager also introduced the new Under 18s Policy set out in paper LTSEC19.03.05. The policy lays out the context of what under 18s can expect when entering an adult environment. There is more support in place, but the University does not change the way it delivers higher education for them.
LTSEC19.02.08.2	During discussions, members noted: <ol style="list-style-type: none"> 1. Risk assessments are completed for instances where these students may go off campus e.g. during field trips. This will include areas such as shared accommodation. However, this does flag up the importance of ensuring these risk assessments are completed appropriately to ensure these areas are picked up; 2. The number of under 18s entering study at UWE Bristol is small, and a majority turn 18 in their first term; 3. Safeguarding policies are shared with the SU. The new policy does not cover UWE BIC or the Halley Nursery as they have their own policies; 4. The SU should have responsibility of completing risk assessments for activities undertaken by societies, and this will be shared with the SU to ensure this responsibility is in place. Action: Pro Vice Chancellor (Student Experience) The committee agreed to endorse the new policy to Academic Board for approval.
	ITEMS FOR DISCUSSION
LTSEC19.03.09	External Examiners' Conference Repot
LTSEC19.03.09.1	The committee agreed to star the item.

LTSEC19.03.10	Accredited CPD Framework Annual Report
LTSEC19.03.10.1	<p>The Director of Teaching and Learning provided an overview of the paper LTSEC19.03.07:</p> <ol style="list-style-type: none"> 1. UWE Bristol has previously been running an equivalent of the scheme, paying the Higher Education Academy (HEA) to accredit fellowships; 2. The University can now award fellowships in house, although there is still support for staff to undertake externally if they wish; 3. The report covers the first 5 months of the programme being in house, and doesn't include data from the taught programme Postgraduate Certificate in Academic Practice; 4. Numbers of those applying for fellowships are equivalent to those in the sector, showing UWE Bristol 1% above the University alliance; 5. Support is now in place for staff to engage with workshops, and additional training is available for assessors and mentors. Evidence has shown that where staff engage with workshops they have successful outcomes in the programme. This evidences the importance of supporting staff to recognise the benefits of being engaged; 6. The scheme was commended by the external reviewer, the HEA and the honorary members from Australia.
LTSEC19.03.11	Career Registration Data and tools/reports for Academic Staff
LTSEC19.03.11.1	<p>The Associate Head of Employability and Enterprise: Students and Curriculum, Senior Curriculum Consultant (FBL) and Business Intelligence Analyst attended LTSEC to provide a presentation on career registration data. The committee welcomed the presentation, which included the following information:</p> <ol style="list-style-type: none"> 1. Students are asked questions during enrolment about where they are with their career planning. This is live data, whereas DHLE is retrospective; 2. It is an optional survey although response rates are high at 73%; 3. It is known that graduates going for graduate level jobs with no experience are at a disadvantage. It is therefore important to support students to think about their career and gain relevant experience; 4. Students are asked 3 questions: what stage they are in, any experience they have gained for their career plan, and to indicate this experience (i.e. volunteering, internships etc); 5. The Dashboard in the Business Intelligence Portal shows the data over the last 3 years. There is a background page with summary information, then an overview report at which staff can drill down at a Faculty and Department level. This displays the stages students are in with their career progression and the response rates;

	<ol style="list-style-type: none"> 6. A programme tab shows staff the portion of students which are at planning, applying or deciding stages. A further summary tab can show data across faculty and departments, and a cohort tracking tab can look across level 3 students, for example. This can identify students who may not have progressed and support can be targeted; 7. Further promotion of the questionnaire will help get more data and allow for more targeted communications and support by tutors; 8. The 360 programme will use the career registration data to see evidence of travelling forward or backward. This will also work alongside the new learner analytics software, although it will not formally be part of this as different data will be used; 9. A digital experience programme will look at the various different systems showing different data, and considering one coherent way of showing this information to students. This will be considered as part of the development of the new student record system; 10. The student and programme report will show stages and how many steps they have taken forward in their career progression, allowing a tutor to see if the student is making progress in gaining experience; 11. The target is to have 90% of students into the 'I'm ready' and 'I'm sorted' at level 3. Students at level 3 who are still in 'I'm deciding' stage are targeted, especially those in the poorest performing programmes; 12. Students are offered one to one coaching and workshops. Positive responses from these students stated they wouldn't necessarily have thought to engage with careers and that it has been useful and they felt more confident. Many who responded said the reason was a personalised, friendly and informal email at the right time; 13. The next steps will be to take the data and portal to staff to show how it can be used, and to work in partnership to support student career progression.
LTSEC19.03.11.2	<p>During extensive discussions, member noted:</p> <ol style="list-style-type: none"> 1. Students are asked the questions at entry and then at each level, therefore direct entry students would be captured; 2. A pilot for postgraduate students took place this year, and data will be available soon. The aim will be to roll this out to all students; 3. Consideration will be made as to whether the questions should be compulsory at every enrolment year. A fourth check when students finish their studies will also be added; 4. This work can link into the previous discussions around the student engagement plan and what makes students want to engage; 5. The project considering personal tutoring is progressing, and this will be the perfect place to encourage students to engage further. Alternative methods will work with different students, i.e. some will respond well to email, others may not check

	<p>their emails. Facebook and posters are other useful ways to encourage engagement. Student representatives can also push this work, along with programme leaders and module leaders when looking at the cohort data;</p> <p>6. The slides from the presentation will be shared so that the student representatives can use them during their rep group meetings.</p> <p style="text-align: right;">Action: Committee Officer</p>
LTSEC19.03.12	Free Printing pilot and Hidden Costs Project
LTSEC19.03.12.1	<p>The Pro Vice Chancellor (Student Experience) provided a verbal report on the progress to date with the free printing trial and the project considering hidden costs:</p> <ol style="list-style-type: none"> 1. There is increased scrutiny for value for money, and the University has made a commitment to eradicate any hidden costs. These are costs that students have to incur in order to meet the learning outcomes of the programme. Where there is real need for these costs to be incurred, the University will ensure they are met within the tuition fee; 2. The black and white free printing trial was put in place in response to student feedback, and the pilot has been extended until the end of the academic year. This trial is under review as there have been some worrying trends identified resulting in doubling of printing in some areas. If this continues the University may have to consider different ways to manage printing; 3. Information regarding this review has been made available to students via posters by the printers; 4. There is some anecdotal evidence that some of this increase may be down to students being required to print more teaching material, as print requests from some academic areas has reduced whereas students printing has increased. Investigations are underway to get a clearer picture of why this has happened in these particular areas; 5. An internal audit by PWC considered hidden costs. This confirmed that the main area to consider further concerns ensuring greater clarity regarding those costs that incurred in meeting the learning outcomes of the programme and those that are subject to student choice (e.g. in Art and Design, if students choose to use more expensive materials than those provided by the Department then this will be at their cost); 6. Clearer communications about additional costs is needed, and work is in progress; 7. Further reports will come to LTSEC regarding the outcomes of the printing pilot and the hidden costs work. <p style="text-align: right;">Action – Pro Vice Chancellor: Student Experience</p>
LTSEC19.03.12.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. Data from the Departments showing the issues in printing will be shared with Associate Deans so that this can be analysed;

	<ol style="list-style-type: none"> 2. Student representatives stated that it would be unfair to stop the trial if the printing increase was not down to them. It could be a small amount of students or staff abusing the system in which case this could be tackled directly. The data will be considered further; 3. Datasheets are being pulled together showing the challenges of recommending books for students to buy, and how this relates to hidden costs. A further consideration is how Programme Leaders are engaging with electronic books and printing costs; 4. A cultural change is required in the use of resource. Students can now raise concerns about how this sits in a more sustainable culture which the University is preparing them for. There will be some legitimate uses for some physical resource, but other circumstances where there is not; 5. There is good practice in Architecture and the Built Environment in supporting students to identify the additional costs in studying architecture; this will be shared more widely.
LTSEC19.03.13	Mental Wealth Strategy update
LTSEC19.03.13.1	<p>The Healthy University Co-ordinator provided an update on further progress within the development of the Mental Wealth Strategy:</p> <ol style="list-style-type: none"> 1. The presentation slides provided a re-cap of the strategy journey so far, and a focus on what has happened since; 2. The vision is to move away from the traditional model of having one counselling service to meet all demand. The aim is to create a landscape provision, with 24 access so that students can get help as and when they need it. There is also a push towards equipping all students to achieve in later life; 3. The aim is for all students to know what help exists, that they can access it and that it is modern and meets their needs; 4. A forum was held in December, and students were impressed with the level of provision; 5. Partnership working between the SU and UWE Communications teams will mean students will get one communication, one poster, and have one URL for all services, which will be the same across all campuses; 6. UWE Bristol will be the first in the UK to have a 24 hour crisis text line; this will be a big piece of work over the next few months. Posters will be made available to all faculties soon, and more tailored communications will be sent; 7. Further work will be considering areas such social prescribing, coaching programmes and evidence showing that exercising 3 times a week can be as good as other support services. Trials are also being considered for gardening and music projects, a coffee morning at the farmhouse and casual student drop ins; 8. The Charlie Waller Memorial Trust training has been launched, and all staff have been asked to complete the first 20 minutes; 9. The Learner Analytics software will be considered as a tool for wellbeing as it will be a powerful way of identifying those students who need support at an earlier stage.

LTSEC19.03.13.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. At present the waiting list for access to support is 2/3 weeks due to the upcoming Easter holidays; usually they are 13 days. This is still below the sector average and will be monitored. Staff vacancies in this area have been through recruitment and when the new starters arrive the service will be back up to full numbers; 2. Staff available via Kooth Student are trained counsellors. Further communications will be sent to make students aware of this; 3. Some students referred to Wellbeing are not technically experiencing wellbeing issues, and the new triage signposting will help direct these to the right place in the future, whilst recognising that these students still need support; 4. A priority for further work is looking into mirroring the physical service offer across all campuses. The digital offer is already the same for all.
LTSEC19.03.14	Enhancement Session – Mental Health
LTSEC19.03.14.1	<p>The Chair opened up a discussion on the focus for the mental health enhancement session; it would be important not to duplicate any of the work currently happening in the Healthy University's Team:</p> <ol style="list-style-type: none"> 1. There is a lot happening in the extra curricula aspects of wellbeing, and more work will be needed around the curriculum aspects of mental health and developing staff to be able to deliver this; 2. Work has been happening around the stress order of a programme i.e. the stress points, assessment strategies, feasibility of assessment timings. These aren't exclusive to but can link into mental health; 3. Given that 420 relevant initiatives were identified within the initial audit, we wouldn't want to start more initiatives; 4. The question of how mental health fits across all of the University's policies and governance was raised, e.g. student conduct and wellbeing and how these relate; 5. The next iteration of the enhancement framework will consider the curriculum and mental health and how better curriculum design can help. <p>The Chair confirmed that a working group will be set up with the Pro Vice Chancellor (Student Experience), The Healthy University Co-ordinator, the Deputy Director of Student Support and Wellbeing, the Director of Teaching and Learning and Committee Officer to consider which aspects to cover, ensuring that this threads through work we are already doing and does not create more projects/initiatives and that outcomes can be mapped to existing activity. Members can email the Committee Officer if they wish to be included in the working group.</p> <p style="text-align: right;">Action: Committee Officer and LTSEC members</p>
	ITEMS FOR MONITORING

LTSEC19.03.15	Access and Participation Plan
LTSEC19.03.15.1	<p>The Head of Equality provided the following overview of paper LTSEC19.03.10:</p> <ol style="list-style-type: none"> 1. One of the conditions of registration with the Office for Students (OfS) is an access and participation plan; 2. This requires the University to set out commitments for the future, focusing on home students paying UK fees, and how the University will widen access to HE and graduate employment; 3. The new plan replaces the existing access agreement; 4. A timeline has been created with the aim to submit in May. This date is slightly earlier than required by the OfS who have stated a deadline for July 2019. The May date is more in line with University planning, and will allow time for any OfS comments on areas to be worked on further before the final July deadline; 5. The OfS have provided a large dataset which is complex but will allow the University to look at gaps across the student journey in demographic groups. Business Intelligence will support the team to put together a model to support the analysis of this data; 6. The data also provides sector level information which will allow the University to compare, and it is expected that the OfS will release this to the sector with a data dashboard so that providers can see their position and allow more commonality across the sector; 7. Each Institution will have been given some conditions within the registration letter, and one is to continue working on the attainment gap. Work will continue to look at strategic aims, and undertake a literature review and research to link these together; 8. Predicted student numbers, family income etc. will be considered initially at an Institutional level, and can then look at whether the data can also be used at a Faculty and subject level; 9. The completed data analysis will be considered via Chair's action, and a retrospective update will come to LTSEC at the June meeting of LTSEC.
LTSEC19.03.15.2	<p>Members noted that Academic Standards and Quality Committees (ASQCs) have previously discussed whether there is a need for a Widening Participation IT strategy for students who need high speed technology but who can't afford to access this. There has been work looking into access of software but not hardware, and so this will be considered further.</p> <p style="text-align: right;">Action: Head of Equality</p>
LTSEC19.03.16	ANY OTHER BUSINESS
LTSEC19.03.16.1	None to report

Confirmed

LTSEC19.03.16	DATE OF NEXT MEETING 08 th May 2019