



## ACADEMIC BOARD

### LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 21<sup>st</sup> November 2018 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present: Jane Harrington (Chair), Aida Abzhaparova, Suleiman Al-Sa'Di, Sara Bird, Jackie Chelin, Elizabeth Cleaver, Mia Collins, Rachel Cowie, Jenny Dye, Megan Glynn, Freddie Gough, Lisa Harrison, Jade Kirby, John Lanham, Mandy Lee, Jim Longhurst, Heather Moyes, Vicky Nash, Derek Norris, Ayden Pocock, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer), Fiona Tolmie,

Apologies: Ayed Ali, Lucy Madahar, Jo Midgley, Kate Mori, Vicky Nash

In attendance: Lisa Connors (for item LTSEC18.11.9), Chris Evans (for item LTSEC18.11.18), Georgina Gough (for item LTSEC18.11.17), Rob Ingram, Fiona Jordan (for item LTSEC18.11.11), Ellie Mayo-Ward (for item LTSEC18.11.8), Iain Mossman (for item LTSEC18.11.14+15), Hannah Newmarch, Sarah Paine (for item LTSEC18.11.9), Jess Winkler (for item LTSEC18.11.13)

LTSEC18.11.1	<b>APOLOGIES FOR ABSENCE</b>
LTSEC18.11.1.1	Apologies for the meeting were recorded.
LTSEC18.11.2	<b>MINUTES OF THE LAST MEETING</b>
LTSEC18.11.2.1	The following changes were confirmed to the minutes of the last meeting, held on the 20 <sup>th</sup> June 2018: <ol style="list-style-type: none"> <li>1. Item LTSEC18.06.10 – wording would be updated to reflect that Turnitin does not pick up digital images and assessment using coding;</li> <li>2. Item LTSEC18.06.14 – Item 2.b would be changed to 'allowing them to be involved in the design of measures';</li> <li>3. Item LTSEC18.06.16 – the minute should state that there will be a dialogue between the Library and the faculty if students are requesting specialist IT equipment and resources;</li> </ol> The rest of the minutes were confirmed as an accurate record.
LTSEC18.11.3	<b>Terms of Reference</b>

LTSEC18.11.3.1	Members noted the Terms of Reference, which remained unchanged for the start of the 2018/19 academic year.
LTSEC18.11.4	<b>MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA</b>
LTSEC18.11.4.1	<b>Pilot for Turnitin</b> – The Associate Dean for Learning and Teaching in ACE confirmed that a progress report will be submitted to the February 2019 meeting of LTSEC.
LTSEC18.11.4.2	<b>Standards of Academic Personal Tutoring (APT)</b> – The project is ongoing with further meetings scheduled. This will be subsumed into a wider project including the work around programme roles, with a report coming to LTSEC at the March 2019 meeting.
LTSEC18.11.4.3	<b>Collaborative Provision Committee membership</b> – The Director of Student and Academic Services confirmed that the membership for CPC did not include a representative from the Graduate School. This will be looked at as part of the wider review of academic governance.
LTSEC18.11.4.4	<b>Academic Professional Apprenticeships</b> – A report will be brought to the February 2019 meeting of LTSEC.
LTSEC18.11.4.5	<b>Student Conference</b> – Work is underway to incorporate the Student Conference into the Festival of Learning, with a project group being set up to take this forward.
LTSEC18.11.4.6	<b>Harvard Referencing</b> – Faculty Librarians will be taking this item to Faculty Academic Standards and Quality Committees (ASQCs) to discuss further. This will be brought back to LTSEC at the February 2019 meeting.
LTSEC18.11.4.7	<b>Annual Indicative Business Plan</b> – The committee agreed with the annual business plan for LTSEC, and confirmed the following additional business which will come forward within the year: <ol style="list-style-type: none"> <li>1. The Student Life Board is being incorporated into the wider work managed by the Student Journey Programme, and will be reported to LTSEC through the L2020 reports;</li> <li>2. Academic Board has commissioned work to scope the potential for multiple entry points to the academic year – an interim report will come to the February 2019 LTSEC meeting with the main report for the March 2019 meeting;</li> <li>3. Learning Analytics pilot – A report will come to the June 2019 meeting;</li> <li>4. Annual report for accredited CPD Framework will come to the March 2019 meeting;</li> <li>5. Wider work on Programme Leaders' roles and APT will come to the March 2019 meeting;</li> <li>6. Graduate Outcomes Survey – the timings of the reports will change with the new survey replacing the existing Destinations</li> </ol>

	<p>of Leavers from Higher Education Survey. The business plan will be updated to reflect this.</p> <p style="text-align: right;"><b>Action : Committee Officer</b></p>
LTSEC18.11.4.8	<p><b>Review of Academic Governance</b> – The Director of Student and Academic Services provided a verbal report on the ongoing review of academic governance:</p> <ol style="list-style-type: none"> <li>1. As a result of the review the Academic Board Terms of Reference (TOR) and membership has been changed for the 2018/19 academic year;</li> <li>2. The next step will be to review the TOR and membership of LTSEC and the University Research and Knowledge Exchange Committee (URKEC);</li> <li>3. Meetings with the Chairs of LTSEC and URKEC will consider how the business is meeting the TOR and the requirements of the Board of Governors (BoG) in providing assurance to the Office for Students (OfS);</li> <li>4. Further consultations will be run to ensure colleagues have an opportunity to contribute. This will also consider how the governance in each Faculty feeds into the University governance, including the direction of the strategic programmes;</li> <li>5. There will also be changes to the LTSEC schedule of meetings to ensure that LTSEC meets before Academic Board (AB) and the business can flow through the governance structure appropriately. The changes will include: <ol style="list-style-type: none"> <li>a. The first meeting of the committee in September;</li> <li>b. a regular meeting in November;</li> <li>c. the enhancement session will be changed from the May meeting to February, with the meeting in May taking normal business;</li> <li>d. the March meeting will be removed from the schedule. If there is urgent business a small section of the February enhancement meeting could be used;</li> <li>e. the final meeting will remain in June.</li> </ol> </li> <li>6. The above changes to the LTSEC schedule will now mean that the annual reports from sub groups/committees and key areas of work will need to come to the September meeting. This is key to ensuring the BoG has the relevant information to feed into the assurance report to OfS;</li> <li>7. Consideration will be given to different methods of ensuring the first meetings of LTSEC and AB have student representation. This could include a rollover of the existing reps for the first meetings, or holding elections at the end of the academic year. The SU were considering holding earlier elections for lower level committees such as SRSFs, and will discuss this further with the Director and Deputy Director of Student and Academic Services.</li> </ol>
LTSEC18.11.5	<b>CHAIR'S INTRODUCTION</b>

LTSEC18.11.5.1	The committee received paper LTSEC18.11.4, and noted progress with the L2020 strategic programme. Groups of students will be involved in considering enhancements to the learning environments strand, considering whether digital environments meet students' requirements. The flexible calendar will be added to ensure it is being used as hoped. Changes to the student representation structure at Department level, including the renaming of reps and providing specific remits, could provide an opportunity to include relevant reps in strategic programmes, e.g. academic resource reps.
	<b>STUDENT VOICE AND ENGAGEMENT</b>
LTSEC.18.11.6	<b>Update from the Students' Union (SU)</b>
LTSEC18.11.6.1	<p>The Vice President (VP) Education provided a verbal report to LTSEC on the recent activities underway in the SU:</p> <ol style="list-style-type: none"> <li>1. The Black History Month campaign had again been a success;</li> <li>2. The SU are currently looking at the implementation of a Part-Time and Distance Learning Officer so students from these demographics have representative voice within the executive of the Students' Union. New roles for a men's officer and trans officer have now been ratified;</li> <li>3. £700 has been raised for United through Sport at the 'sports does strictly' event. The SU have also been supporting Movember and have raised almost £2000;</li> <li>4. The VP Education and VP Society and Communities attended a 3 day government funded trip to Auschwitz, along with SU reps from other UK Universities. This had been a difficult trip, with reps coming away with a strengthened commitment to 'not being a bystander' to that type of behaviour or to bigotry of any kind. An <a href="#">article</a> in the Guardian Newspaper provided more information about the trip.</li> </ol>
LTSEC18.11.7	<b>Summary of Quality Metrics</b>
LTSEC18.11.7.1	<p>Paper LTSEC18.11.5 was welcomed by the committee. The Director of Student and Academic Services provided an overview:</p> <ol style="list-style-type: none"> <li>1. The paper provides a summary of the metrics from the 2017/18 academic year, and sets out the key outcomes from the National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and the Destination of Leavers survey for HE (DLHE);</li> <li>2. The taskforce has been working since the results have been published: <ol style="list-style-type: none"> <li>a. A University level taskforce for the NSS has met with programmes that performed really well or are below a certain threshold. Programmes in the middle band meet with the Faculty Executives. There will be a second round of meetings in January to monitor action plans and keep track of the faculty action plans in the middle band;</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>b. PTES is managed through the Faculty as the numbers are a lot lower than undergraduate level;</li> <li>c. A taskforce focusing on DLHE outcomes has been established, Chaired by the DVC/Provost.</li> </ul>
LTSEC18.11.7.2	Members welcomed the report, and noted that the 2018/19 report will come to the September meeting of LTSEC in 2019/20.
LTSEC18.11.8	<b>Plans for the NSS 2019</b>
LTSEC18.11.8.1	<p>The Student Led Enhancement Manager from Student and Academic Services provided an overview on the plans for the launch of the NSS in 2019:</p> <ol style="list-style-type: none"> <li>1. There are no big changes planned for the launch of the survey. The University will use the same 2 optional questions on careers and employability, with a Likert scale response;</li> <li>2. Ipsos Mori will open the survey nationally on 07 January but will not begin contacting UWE students until after UWE's institutional launch, which will be on 28<sup>th</sup> January 2019;</li> <li>3. Programme teams have some flexibility to vary the start of their own local promotion of the survey to their students where appropriate, for example to take into account the timing of student placements or field trips. Response rate reports will start from the end of January, so those that decide to do a soft launch can see whether this has had an impact;</li> <li>4. The prizes will remain the same with 15 in total. This includes graduate packages, 2 guest tickets, a photography package and a voucher for a balloon ride in the UWE sponsored hot air balloon. The service are working to include a 'status' package so that students can "grandstand" in front of their guests e.g. including champagne and seats at the front;</li> <li>5. Promotional material will be sent to Student and Academic Services, and posters will be put up on the 28<sup>th</sup> January 2019. Faculties planning an earlier launch can have their material and put posters up earlier if required;</li> <li>6. Briefings will start shortly, raising awareness of the survey before the launch in January.</li> </ol> <p>The committee welcomed the verbal report.</p>
	<b>ITEMS FOR APPROVAL OR ENDORSEMENT</b>
LTSEC18.11.9	<b>Assurance Report for Development and Approval of the Taught Portfolio 2017/18</b>
LTSEC18.11.9.1	<p>LTSEC welcomed paper LTSEC18.11.6, and the Curriculum Review and Accreditation Manager and Quality Account Manager for HAS provided the following overview:</p> <ol style="list-style-type: none"> <li>1. The annual report replaces the previous Curriculum Approval Panel report, which would have been considered at AB;</li> <li>2. The paper summarises all activity into one coherent report, and is split into sections covering the University Curriculum Panel (UCP), University Validation Panels (UVPs), Special UVPs,</li> </ol>

	<p>ASQCs, Apprenticeships, student engagement, PSRB and Programme Enhancement Review (PER) activities;</p> <ol style="list-style-type: none"> <li>3. Initial feedback and discussions at ASQCs have shown that the Enhancement Framework's (EF) risk based approach to curriculum approval has been a success. Low/medium impact changes are approved at ASQCs and high impact changes and new programmes are approved at UVPs or Special UVPs;</li> <li>4. The annual report on the outcomes and themes arising from accreditation and PER (replacing Periodic Curriculum Review) activities have been incorporated into the report;</li> <li>5. Within 2017/18 each Faculty put through a cluster of programmes to be considered under the new PER process. To review this pilot, the service has completed some analysis of the process and requested feedback from programme teams and panels, including an online survey. This reflected that the pilot on the whole has been a success with no proposed changes to processes. A number of recommendations have been highlighted as follows: <ol style="list-style-type: none"> <li>a. Working with programme teams to ensure they understand the process further through initial scoping meetings;</li> <li>b. Providing training for panel members. The service were already running training for student representatives acting as panel members;</li> <li>c. Further training, in conjunction with the Academic Practice Directorate, on the guiding principles of the EF;</li> <li>d. The team will also consider whether panel members should take on a particular focus, to ensure any areas of enquiry gets the level of focus needed.</li> </ol> </li> </ol>
LTSEC18.11.9.3	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> <li>1. It would be useful to have a discussion with the SU regarding focussed training for student representatives and an overview of the role;</li> <li>2. The loss of accreditation by a PSRB will now need to be reported to the OfS. This hasn't happened to date at UWE Bristol, but in the event of this happening the Directorate and BoG would be made aware, along with AB and LTSEC;</li> <li>3. Additional to the training being provided for student representatives, training for professional services on the new process and acting as a panel member was welcomed;</li> <li>4. With regard to the recommendations for managing the student experience and expectations for apprenticeships, previous learning within FET when managing placements can feed into this.</li> </ol> <p>Members welcomed the detailed report and agreed with the recommendations made.</p>
LTSEC18.11.10	<b>ASQC Annual Reports – 2017/18</b>

LTSEC18.11.10.1	<p>Papers LTSEC18.11.7-10 were received by the committee. The Associate Deans for Teaching and Learning provided highlights to note and discuss:</p> <p>FET –</p> <ol style="list-style-type: none"> <li>1. Student engagement - The student representatives on ASQC and Departmental Committees have been fantastic, including contributing to the report by writing the student engagement section. One key feature is that the Faculty worked in partnership with students and have obtained great feedback. Further work will continue with Lead Department Reps (LDRs) on supporting them further in their roles;</li> <li>2. Closing the feedback loop – The Faculty were working with LDRs on how departments could engage more fully with the widening participation agenda, changes to the assessment schedule, the mental health agenda, reasonable adjustments and increasing engagement and development of academic personal tutoring;</li> <li>3. The scrutiny of curriculum development work is completed by the Curriculum Development Group which allows more discussion and engagement of the areas above at ASQC;</li> <li>4. The Faculty and SU won the partnership award as a result of the great work the representatives contribute at ASQC.</li> </ol>
LTSEC18.11.10.2	<p>FBL –</p> <ol style="list-style-type: none"> <li>1. The annual report coming to LTSEC in November this year meant that it was possible to discuss the draft at ASQC before it then came to LTSEC. In the future this will come to the September meeting so this may not be possible;</li> <li>2. The extended membership made ASQC work better for more people in the Faculty, however with only 3 departments the student representation has not been as strong. The Faculty were working with the SU to see if they could increase the amount of student reps on the committee;</li> <li>3. One main area of work has been ensuring consistency of assessment and feedback across the Faculty;</li> <li>4. A presentation from sustainability officers initiated considerable discussion about printing. The Faculty has agreed that the printing of pedagogic materials is not permitted unless there is a specific requirement for it;</li> <li>5. From September 2019 in the Bristol Business School and Sept 2020 for the Department of Law, students will be required to take a work experience or study abroad module.</li> </ol>
LTSEC18.11.10.3	<p>HAS –</p> <ol style="list-style-type: none"> <li>1. The Faculty expressed their gratitude to the student representatives for bringing a strong student voice to the work of the committee;</li> <li>2. Placement related activities have been a key discussion at the committee; two departments have a high volume of placements, with the others having more standard placement activities within academic programmes;</li> </ol>

	<ol style="list-style-type: none"> <li>3. An extra ASQC meeting helped monitor and finish off the business by the end of the academic year;</li> <li>4. Professional Services representatives have given great support, for example library and careers;</li> <li>5. Curriculum approval activity has been stable, there will be a higher level of accreditation and re-validation events within 2018/19, rolling into the new process;</li> <li>6. ASQC helped monitor the impact of estates work, e.g. the lab infrastructure project at Frenchay, which will have a huge impact on students and space;</li> <li>7. Moving forward, the committee will focus on the increase of reviews for this year and monitoring the impact of having approx. 450 degree additional apprenticeship students joining the faculty.</li> </ol>
LTSEC18.11.10.4	<p>ACE –</p> <ol style="list-style-type: none"> <li>1. The Faculty echoed the level of good input from student representatives, showing real commitment and helping shape agendas. The input from professional services was also welcomed;</li> <li>2. There has been a lower level of curriculum approval activity within 2017-18, but again there would be more within 2018-19;</li> <li>3. A library project has been brought to the committee from the student representatives at Frenchay campus, providing constructive debate to move forward;</li> <li>4. There has been a lot of discussion on improving engagement with the student voice, and the new principles for academic representation were well received;</li> <li>5. The committee has also shown a real commitment to engaging with online module evaluations;</li> <li>6. Future work will look into the lives at City campus versus Frenchay campus, and the parity of the student experience at the different campuses.</li> </ol>
LTSEC18.11.10.5	<p>A discussion with all Associate Deans Teaching and Learning regarding 'no printing' could encourage the rest of the University to move in the same direction as FBL. It would be important to ensure there is a whole University approach, feeding into ongoing discussions at the Sustainability Board regarding the increased use of printing. This would need to be compared with the free printing trail to determine whether this has been the cause for the increase, and whether it has been abused. It would also be useful to combine this with the work taking place on submissions, and the cost to students and environmental issues. The Assistant Vice Chancellor: Environment and Sustainability and the Deputy Director (Policy Development and Student Experience) Student and Academic Services will develop actions to take this forward, ensuring a coordinated institutional approach. A report will come back to LTSEC at the February meeting;</p> <p style="text-align: center;"><b>Action: Assistant Vice Chancellor: Environment and Sustainability &amp; Deputy Director (Policy</b></p>

	<b>Development and Student Experience) Student and Academic Services</b>
LTSEC18.11.10.6	LTSEC agreed that the ASQCs have conducted their business in line with the TOR.
LTSEC18.11.11	<b>Annual Report from the International Student Experience Group (ISEG) – 2017/18</b>
LTSEC18.11.11.1	LTSEC received paper LTSEC18.11.11, and the Associate Dean FBL – Strategic Partnerships provided an introduction: <ol style="list-style-type: none"> <li>1. The revised Internationalisation Strategy was approved by LTSEC in 2017/18. The start of year activities have also been a key area of work;</li> <li>2. Since the introduction of the Global Centre, the focus of the group has shifted. The group has a large diverse membership making it difficult to get agreement, with a wide area of work spanning a number of different areas. This has made it difficult to determine where oversight should sit. The wider review of the academic governance could consider this further, reviewing the overall student experience agenda. The TOR and membership will be revisited, linking to the 4 key objectives within the Internationalisation Strategy.</li> </ol>
LTSEC18.11.11.2	LTSEC welcomed the annual report, and agreed with the recommendation to review the TOR and membership as part of the wider review of academic governance. The VP Education would also review whether the union rep on the group should be the International Officer rather than the VP Communities and Welfare. <b>Action: Director of Student and Academic Services with Associate Dean FBL – Strategic Programmes, and VP Education</b>
LTSEC18.11.12	<b>Degree Apprenticeship Framework</b>
LTSEC18.11.12.1	Paper LTSEC18.11.12 was welcomed by the committee. The Assistant Vice Chancellor –Strategic Regional Partnerships provided an introduction which covered the following: <ol style="list-style-type: none"> <li>1. Work has taken place over the summer, involving the Director for Teaching and Learning and faculty colleagues, to draw together a framework for programmes when setting up degree apprenticeships;</li> <li>2. This work has involved drawing together faculty experiences of developing degree apprenticeships, explaining that it is not just a qualification but a combination of experience and academic learning involving on and off the job activities;</li> <li>3. The framework is an adaption of the Enhancement Framework with core units of study, and draws on activities and good practice from UWE Bristol and other institutions.</li> </ol>
LTSEC18.11.12.2	During detailed discussions, members noted:

	<ol style="list-style-type: none"> <li>1. There is a sense check before step 1 when developing an award to determine whether there is a sound business case for setting up the apprenticeship. It would be useful to make this more explicit in the framework;</li> <li>2. More information on the role and requirements of being in a design team would be useful, including the risk based process to consider the time commitment involved;</li> <li>3. It would be useful to state the inclusion of degree apprenticeship students in the NSS. Monitoring the student experience will be key as they may not be on campus for up to 80% of their apprenticeship;</li> <li>4. The Employability and Enterprise Team have tools and resources to support students off campus, including access to the extra curricula offer. This could be considered as part of setting up the detail of the framework;</li> <li>5. 20 credit modules have been mentioned in the core unit structure, although UWE Bristol's credit structure is based on 15 and 30 credit modules. Exceptions to this can be agreed by LTSEC with a sound rationale, although this may need to be monitored as more employers are asking for apprenticeships to get set up in 20 credit modules.</li> </ol> <p>LTSEC broadly agreed with the framework, with some amendments reflecting the discussions above.</p> <p><b>Action: Director of Teaching and Learning and Assistant Vice Chancellor – Strategic and Regional Partnerships</b></p>
LTSEC18.11.13	<b>Revised External Speakers Policy</b>
LTSEC18.11.13.1	<p>Changes to the policy were received in paper LTSEC18.11.13. The Safeguarding Manager provided an overview:</p> <ol style="list-style-type: none"> <li>1. There were no changes to the meaning of the policy, the revisions reflected clearer definitions and processes;</li> <li>2. The definition of 'event' has been clarified further, and the organisation of an event section has been expanded to reflect what needs to be done if an event is cancelled;</li> <li>3. There is a new link to the SU and their policy when booking an external speaker, and clarifying that all students and speakers should be respectful of others beliefs;</li> <li>4. Reference to HEFCE has been changed to OfS, and links to the prevent duty have been added (it is a requirement of prevent to have an external speakers policy);</li> <li>5. The review was required after 1 year of operation, and once approved will fall into the normal cycle of re-approval every 3 years.</li> </ol>
LTSEC18.11.13.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> <li>1. The University has only refused to hold an event once as this did not go with the beliefs of the University and the safeguarding of the student body could have been compromised;</li> <li>2. There are students and staff who have strong views against the prevent duty, and clarification will be communicated</li> </ol>

	<p>shortly by the SU to confirm that they will work with the University to ensure all issues are covered. Prevent is a requirement by law, and further clarification of what prevent is will be issued.</p> <p>The committee agreed to approve the changes to the policy.</p>
LTSEC18.11.14	<b>Interim Report on Student Behaviour 2017/18</b>
LTSEC18.11.14.1	<p>Paper LTSEC18.11.14 was received by the committee. The Head of Student and Academic Policy Enhancement provided an introduction:</p> <ol style="list-style-type: none"> <li>1. The interim paper has been submitted in place of a full annual report, partly down to the workload of the team. The report covers student misconduct cases and ill health, fitness to study and professional suitability policy cases;</li> <li>2. The work coming through all of these areas has increased, in particular a notable increase under fitness to study. A marginal increase has been seen in cases of student ill health, in the region of 100% more than the previous academic year, arising under professional suitability and fitness to study. The numbers for the 2018/19 academic year already shows approx. a 40% increase on top of this;</li> <li>3. Caution remains as this is still a small number in comparison to the size of the student body, however it does highlight that student ill health is increasing.</li> </ol>
LTSEC18.11.14.2	<p>Following discussions, LTSEC members noted:</p> <ol style="list-style-type: none"> <li>1. The fitness to study policy is part of wider work in progress to support students at risk of dropping out permanently, and the Mental Wealth First Strategy is part of this proactive approach;</li> <li>2. Student have access to a mental health nurse at the University Health Centre, as well as support via the Wellbeing service including drop-in and scheduled appointments. Work is progressing around ensuring triage is effective and working with faculties to identify very vulnerable students, as well as those who may be at risk of crisis, to ensure they get the support they need. LTSEC will be updated as this work progresses as part of the development of the Mental Wealth First Strategy;</li> <li>3. The labelling of tables should be adjusted to make clear that levels refer to stages of each process, not to year of study. It could also be useful to compare the level of severity to the level of study within the main report;</li> <li>4. Personal Circumstances were also being looked at, reviewing each on a case by case basis and considering whether something more concrete could be put into place to support these students.</li> </ol> <p>LTSEC noted that the full report will come to the February 2019 meeting.</p>
	<b>ITEMS FOR DISCUSSION</b>
LTSEC18.11.15	<b>Annual Reports on Complaints and Appeals 2017/18</b>

LTSEC18.11.15.1	<p>The Head of Student and Academic Policy and Enhancement provided an introduction to paper LTSEC18.11.15:</p> <ol style="list-style-type: none"> <li>1. The annual report brings together an analysis and summary of all of the complaints and appeals related case work in student and academic services, and also volume and timescales of undertaking the investigations in 2017/18;</li> <li>2. The volume of academic appeals has decreased again, however all other casework has increased, including complaints, procedural appeals against other processes and OIA submissions;</li> <li>3. This increase has caused a number of delays to these procedures, with work needed in terms of completion of these in a timely manner;</li> <li>4. The number of academic appeals has declined over a number of years, and statistics regarding the types of appeal is consistent with the previous academic year. Approximately 2/3 of academic appeals are rejected, and 1/3 accepted or partially accepted;</li> <li>5. Complaints have seen a significant increase. More complaints have been submitted about professional services, particularly in the area of tuition fees and funding. There has been a decline in complaints being submitted in the faculty. The Team will progress a further piece of work analysing the complaints received for professional services and identifying underlying areas to consider further. There has also been an increase in stage 2 and 3 complaints and OIA submissions, however the overall outcomes have not shifted and are generally the same;</li> <li>6. Procedural appeals are in line with the previous year, although there are more cases going to the OIA. More analysis will be done to consider the way the team are engaging with faculties and services to see whether there is a bigger picture to consider.</li> </ol>
LTSEC18.11.15.2	<p>During extensive discussions, LTSEC noted:</p> <ol style="list-style-type: none"> <li>1. The student representatives highlighted discussions they have had with students on their experiences of the complaints process, reflecting that it is clunky and can take time to get a resolution. More work could be done to consider time sensitive cases on a quicker basis, which could feed into academic appeals too;</li> <li>2. There can be a fine line between what is 'feedback' and what a 'complaint' is at stage 1. Students can go to different people within departments and therefore it can be difficult to get an overview at faculty level as to how many are being submitted. It would be useful to get an idea of these numbers and the time it can take to complete;</li> <li>3. It is interesting to see the number of complaints from the fees policy, and the committee agreed it would be worth looking at how the University manages withdrawals;</li> <li>4. Guidance to students on processes that involve academic judgement, such as moderation, could also be strengthened;</li> </ol>

	<ol style="list-style-type: none"> <li>5. It was noted that regular feedback to Faculties in terms of any themes arising would be helpful in supporting institutional learning from complaints and appeals;</li> <li>6. The committee welcomed the report, and the Head of Student and Academic Policy Enhancement would consider the feedback for future development.</li> </ol>
LTSEC18.11.16	<b>Annual DLHE Report 2017/18</b>
LTSEC18.11.16.1	<p>Paper LTSEC18.11.16 was received by the committee. The Associate Head of Employability and Enterprise – Students and Curriculum, and the Associate Head of Employability and Enterprise – External Relations, provided an introduction to the annual report:</p> <ol style="list-style-type: none"> <li>1. This is the final DLHE report before the new Graduate Outcomes survey is introduced;</li> <li>2. The UWE Bristol target by 2020 is to have 80% of Full time/Sandwich (FTSW) students in graduate employment after 6 months. UWE Bristol has seen a slight decrease in the KPI performance within 2016/17 for the first time in 7 years by 1.5%, and 0.9% below the market KPI of 76.5%;</li> <li>3. There has also been a decrease in graduates moving to managerial work, although UWE Bristol was still ahead of the market in this area;</li> <li>4. There has been an increase in the number of graduates moving to a higher level of study at UWE Bristol;</li> <li>5. 4.4% of UWE Bristol graduates went on to self-employment, which is a similar score to previous years;</li> <li>6. The Employment Performance Indicator (EPI) score was 95.6%, which is up 0.5%. UWE Bristol performs well with a low score of graduates being unemployed;</li> <li>7. The average salaries of UWE Bristol graduates is slightly higher than the market;</li> <li>8. Subject level data will be looked at further as this has highlighted pockets of poor performance;</li> <li>9. The recommendations and targets within the report align with a wider piece of work on curriculum design and expanding practice based learning activity, along with actions which have come out of the DLHE taskforce which will be implemented at Faculty level by April 2019.</li> </ol> <p>The committee welcomed the report and recommendations, and noted that the survey will be different in subsequent years and a comparison of like for like will not be possible.</p>
LTSEC18.11.17	<b>Education for Sustainable Development annual report 2017/18</b>
LTSEC18.11.17.1	<p>The Assistant Vice Chancellor: Environment and Sustainability and the Associate Professor in Education and Sustainable Development provided an overview of the annual report:</p> <ol style="list-style-type: none"> <li>1. The Knowledge Exchange for Sustainable Education team have won a collaborative award for teaching excellence (CATE) from the HE Academy;</li> </ol>

	<ol style="list-style-type: none"> <li>2. The SU have won two Green Gown awards: The Student Engagement award and the Sustainability Champion award;</li> <li>3. The annual report has been to the Sustainability Board for discussion and approval before coming to LTSEC;</li> <li>4. The report sets out progress with the action plan, and actions to take forward;</li> <li>5. The main action is to continue to grow both in the quantity and depth of activities, which add value to students and enables programme teams to demonstrate alignment to teaching and learning activities;</li> <li>6. A number of other Institutions have visited UWE Bristol and the SU to view the collaborative work taking place;</li> <li>7. A set of objectives have been confirmed, with the aim of achieving the highest score in accreditation;</li> <li>8. There is a notable appetite for this area of work within the Students' Union: the Green Team has approx. 1500 students, showing alignment with student interests.</li> </ol> <p>The committee welcomed the report and agreed with the recommendations.</p>
LTSEC18.11.18	<b>Grade Inflation</b>
LTSEC18.11.18.1	<p>The Deputy Director (Policy Development and Student Experience) within Student and Academic Services and the Head of Business Intelligence (BI) provided an introduction to paper LTSEC18.11.19:</p> <ol style="list-style-type: none"> <li>1. Grade Inflation is part of the Teaching Excellence Framework (TEF) metrics. UWE Bristol has reviewed the data over a 10 year period which, prior to the data for 2017/18 being available, had shown the University being consistently ahead of the market. This gap has now closed;</li> <li>2. When this data is broken down by Faculty: <ol style="list-style-type: none"> <li>a. ACE have remained consistently above the market;</li> <li>b. FBL had a fluctuation in the middle of the timeline but mostly remained in line with the University data;</li> <li>c. FET data has also shown some fluctuation but has come back in line with the market in 16/17;</li> <li>d. HAS again have shown fluctuation and a slight decline in 16/17;</li> </ol> </li> <li>3. There is some variation in the data at subject level;</li> <li>4. The breakdown of data at classification level shows that the number of firsts awarded has increased slightly, and the level of 2:1s decreased slightly, although this is relatively flat in line with the market.</li> </ol>
LTSEC18.11.18.2	<p>Following discussions, LTSEC members noted:</p> <ol style="list-style-type: none"> <li>1. Where large fluctuations have been identified, BI has picked this up with the relevant faculty;</li> <li>2. The Quality Assurance Agency (QAA) visited UWE Bristol recently and confirmed that the University was in the top 5% of best Institutions for classification algorithms, and therefore the current method used is appropriate;</li> </ol>

	<p>3. Fluctuations in data do not always represent issues, sometimes it can be as a result of changes to practice or year-on-year changes in cohort performance;</p> <p>4. Grade Inflation metrics could be looked at in the future as part of subject level TEF (although it is not proposed at present). In preparation for this, it would be beneficial to start reviewing this data and understand the big variations/patterns.</p> <p><b>Action: Deputy Director (Policy Development and Student Experience) Student and Academic Services</b></p>
LTSEC18.11.19	<b>University Health Centre</b>
LTSEC18.11.19.1	<p>The Duty Manager was unable to attend the meeting, and the Chair provided commentary from a written update:</p> <ol style="list-style-type: none"> <li>1. The University Health Centre has 5280 students registered. This number, offset with the number of students which have been de-registered due to their courses finishing this year, shows a growth of patient list size by approx. 2200 students annually;</li> <li>2. 6 new General Practitioners (GPs) have been recruited, along with 2 new nurses and a clinical pharmacist;</li> <li>3. The centre has now been allocated the whole of the Carroll Court building, and two offices. The waiting room has been expanded, along with the reception area, and there were now 6 consultation rooms;</li> <li>4. The 2 main reasons students accessed the centre were sexual health and mental health;</li> <li>5. The centre works closely with the UWE Wellbeing service, with improvements in handover of care and sessions for low level mood and stress being introduced. There has also been an event on male suicide awareness as part of the Movember charity;</li> <li>6. A second mental health nurse will be advertised soon, and there will be a pilot of an e-consultation app which will allow patients to use a symptom checker and a triage tool to direct them to the correct service;</li> <li>7. The centre continues to grow and expand, and forge strong links with the University.</li> </ol>
LTSEC18.11.19.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> <li>1. The cost of a GP certificate has doubled to £30, which is the typical cost from a general practice. The SU proposed there should be a subsidy for students as this can be a lot of money out of their weekly budget. Also, if a student is in crisis it could prevent them from accessing the support they need to evidence their personal circumstances;</li> <li>2. Student and Academic Services are doing a piece of work on why students may struggle to access the services that they need, and will be working in collaboration with the mental health nurse. They will also work with the substance misuse health worker to consider this further;</li> </ol>

	<p>3. A dialogue with the Unity sexual health centre in the centre of Bristol would be useful as they run a drop in clinic; how could we support students to engage with this further. Could a delay of 2/3 week for an appointment put students off accessing the clinic? A drop in clinic on campus could help, along with increased access to tests which can be done by post e.g. chlamydia test kits.</p> <p style="text-align: right;"><b>Action: Director of Student and Academic Services</b></p>
LTSEC18.11.20	<b>Enhancement Event Themes</b>
LTSEC18.11.20.1	<p>The Chair asked members for ideas for an enhancement theme for 2018/19. Proposals included:</p> <ol style="list-style-type: none"> <li>1. Preparation for subject level TEF and evidencing impact at subject/cluster level;</li> <li>2. A recent presentation by Kings College London on how to engage differently with the student body; it could be interesting to explore this further;</li> <li>3. Inclusive Curriculum;</li> <li>4. Mental Health: how to embed this into the curriculum and further resilience resources.</li> </ol> <p>Members will send any additional suggestions to the Committee Officer, and these will be collated and brought back to the next meeting of LTSEC for a decision.</p> <p style="text-align: right;"><b>Action: LTSEC Members and Officer</b></p>
LTSEC18.11.21	<b>ANY OTHER BUSINESS</b>
LTSEC18.11.21.1	There was no further business for the committee.
	<p><b>DATE OF NEXT MEETING</b> 06<sup>th</sup> February 2019</p>