

## Academic Board

**LEARNING TEACHING AND STUDENT EXPERIENCE COMMITTEE**Minutes of the meeting held on 10<sup>th</sup> June 2020**Membership:**

- Present: Amanda Coffey (Chair), Suleiman Al-Sa'Di, David Barrett, Sarah Bateman, Jackie Chelin, Rachel Cowie, Chris English, Myra Evans, Lisa Harrison, Rob Ingram, Helen King, Neidi Lemos, Cathy Minett-Smith, Iain Mossman (Secretary), Heather Moyes, Jane Ojiako, Gerry Rice, Andrew Rogers, Jackie Rogers, Richard Strange, Luke Rudge, Rebecca Smith (Officer).
- Apologies: Evan Botwood, Jenny Dye, Stanley Egeonu, Delia Fairburn, Saharla Ismail, Jo Midgley, Vicky Nash, Jasmine Pow.
- In attendance: Caroline Ponting (for item LTSEC20.06.11)

<b>MINUTES OF THE MEETING</b>	
LTSEC20.06.01	<b>MINUTES AND MATTERS ARISING</b>
LTSEC20.06.01.1	Members approved the minutes of the meeting held on 29 <sup>th</sup> April 2020 as an accurate record.
<b>MATTERS ARISING</b>	
LTSEC20.06.02.1	<b>LTSEC19.09.17.1 – Academic Apprenticeship Framework (external statements)</b> – Members noted the update.
LTSEC20.06.02.2	<b>LTSEC19.09.19.2 - Student Conference</b> – Members noted the update.
LTSEC20.06.02.3	<b>LTSEC19.11.13.2 – Complaints and Appeals Annual Report</b> – Members noted the update.
LTSEC20.06.02.4	<b>LTSEC20.02.11.1 – CI Tool</b> – Members noted the good practice in FBL in using the CI Tool.
<b>STANDING AGENDA ITEMS</b>	

<b>MINUTES OF THE MEETING</b>	
LTSEC20.06.03	<b>Learning 2020</b>
LTSEC20.06.03.1	<p>The Chair introduced the presentation slides in paper LTSEC20.6.2 detailing of the evaluation of Learning 2020.</p> <ol style="list-style-type: none"> <li>1. The final report will come to the first meeting of LTSEC in 2020/21, reflecting lessons learnt and further reflections moving into 2030;</li> <li>2. The immediate recovery response and longer-term changes in response to the Covid-19 pandemic have had an impact on learning and teaching, with wider use of digital learning. A bridging piece of work between Strategy 2020 and 2030 will be considered and some areas re-prioritised, any changes will be made before it is sent to the Board of Governors;</li> <li>3. The future Regulatory Framework helped the University move more swiftly with changes in response to the pandemic;</li> <li>4. Arrangements for oversight of the new learning and teaching strategy for 2030 will be presented at a future meeting of the committee.</li> </ol>
	<b>Action: Officer</b>
LTSEC20.06.04	<b>Covid-19 pandemic</b>
LTSEC20.06.04.1	<p>The Chair provided the following update:</p> <ol style="list-style-type: none"> <li>1. The Vice Chancellor continues to give regular updates on the recovery period;</li> <li>2. There has been significant work to draft force majeure regulations, deliver alternative assessments, reshape the academic calendar and develop the "Block Zero" preparatory programme. The Chair expressed thanks to all staff for their continued work;</li> <li>3. The next stage is managing examining boards, reviewing policy and moving to a new set of academic regulations for 2020/21.</li> </ol>
LTSEC20.06.04.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> <li>1. The Education and Student Experience Readiness Group is coordinating work to adapt the teaching timetable and consider how we bring students back onto campus;</li> <li>2. The Academic Regulations Operational Group is currently considering which elements of the new regulatory framework agreed by Academic Board in December 2019 should be brought forward in addition to the removal of capping and the requirement for controlled conditions assessments;</li> <li>3. The University will hold virtual celebrations for graduating students before physical ceremonies can be arranged. Consideration is also being given to how and when the University may be able to open labs and other specialist spaces, enabling graduating students to complete final pieces of work to support their employability.</li> </ol>

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	<b>Student Voice and Engagement</b>
LTSEC20.06.05	<b>Update from the Students' Union</b>
LTSEC20.06.05.1	<p>The Vice President for Education provided a brief overview of paper LTSEC20.6.3:</p> <ol style="list-style-type: none"> <li>1. A statement has been released by the SU in response to racism on campus and global events. They will also work with the Equality and Parity Group in Bristol to help educate students on the issue;</li> <li>2. The SU and Chair would like to encourage staff to attend the Festival of Learning and work with students on the Inclusive Curriculum Toolkit.</li> </ol>
LTSEC20.06.06	<b>Review of the principles for academic representation</b>
LTSEC20.06.06.1	<p>The Deputy Director (Policy Development and Student Experience) of Student and Academic Services provided a brief overview of paper LTSEC20.06.04:</p> <ol style="list-style-type: none"> <li>1. LTSEC had agreed in June 2019 that the Students' Union and University would undertake a joint review the principles for academic representation over the course of 2019/20, working with this year's cohort of reps;</li> <li>2. The SU had gathered feedback from student representatives at key points but plans to consult with academic staff during the Spring were put on hold due to the pandemic, delaying completion of the work;</li> <li>3. It would be particularly important to engage effectively with students over the next academic year, in light of covid-19 and the impact that would have on the student experience;</li> <li>4. A Student Consultation Panel has been established to support the Recovery Co-ordination Groups over the summer to shape how we move forward into the next academic year and beyond. Scope to continue this into 2020/21 would be considered alongside the outcome of the review of the principles, to be presented at the first meeting of LTSEC of 2020/21;</li> </ol> <p><b>Action: Deputy Director (Policy Development and Student Experience) of Student and Academic Services</b></p>
LTSEC20.06.07	<b>Student representation at the start of the academic year</b>
LTSEC20.06.07.1	The Chair confirmed that the University is working with the SU to ensure there are student representatives in place for the start of the 2020/21 academic year.
	<b>ITEMS FOR APPROVAL OR ENDORSEMENT</b>
LTSEC20.06.08	<b>Annual Assurance Report from LTSEC to Academic Board</b>

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LTSEC20.06.08.1	<p>The LTSEC Officer provided an overview of paper LTSEC20.06.5:</p> <ol style="list-style-type: none"> <li>1. This is the first year providing assurance under the new framework and template;</li> <li>2. The report covers the orderly conduct of business, with a number of proposed actions relating to encouraging diversity and engagement with governance elections and working with the SU to ensure all of the student representation roles are filled;</li> <li>3. Recommendations regarding the management of business include increasing the lead in time for agenda items and papers to 3 weeks from 2, and to strengthen student engagement in helping to shape Agendas;</li> <li>4. To strengthen oversight of sub-committees and other committees which have a reporting line to LTSEC, there is a recommendation to include time once a year in the Agenda for each to report on business and matters of interest. The actions arising from the sub-committees' assurance reports will also be monitored by LTSEC over the next academic year;</li> <li>5. There are no changes currently proposed to the Terms of Reference (TOR); they will be reviewed as the implementation and monitoring plans for S2030 are developed;</li> <li>6. The report will be updated with members in attendance and business from the June meeting before it is submitted to Academic Board;</li> <li>7. The report provides assurance to Academic Board that the committee has conducted its business in line with the TOR.</li> </ol>
LTSEC20.06.08.2	<p>During discussions, members noted that it will be useful to include the SU and student representatives in helping to shape Agendas, but also recommended that we ask the SU to suggest how representatives can feed in on top of this. One example identified is to have a section of the Agenda allocated to the students. Members were happy to <b>endorse</b> the report to Academic Board.</p>
	<b>Action: Committee Officer and Secretary</b>
LTSEC20.06.09	<b>Annual Assurance Reports from LTSEC sub-committees</b>
LTSEC20.06.09.1	<p><b>Strategic Partnerships sub-committee</b> - The Secretary of LTSEC provided a brief overview of the assurance report paper LTSEC20.06.6</p> <ol style="list-style-type: none"> <li>1. The sub-committee has raised an action to strengthen student representation as they have not had a student rep attend any of the committee meetings in 2019/20;</li> <li>2. There is also a recommendation to change the frequency of meetings;</li> <li>3. The sub-committee are giving assurance that they have satisfactorily discharged their responsibilities in line with the TOR.</li> </ol>
LTSEC20.06.09.2	During discussions, members noted:

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	<p>1. Student representatives are appointed through the SU. LTSEC student representatives could be invited on rotation to attend sub-committee meetings, depending on their interests;</p> <p>2. It is important to get diverse student representation across the academic governance structure. A wider review of the student representation system to ensure it is fit for purpose would be useful, making it pertinent to their experience and enabling students to have insight into and ask relevant questions on University Strategy. Student and Academic Services will work with the SU over the summer to think further how student reps can be supported to engage with academic governance.</p> <p><b>Action: Deputy Director (Policy Development and Student Experience) of Student and Academic Services</b></p> <p>Members agreed to <b>approve</b> the assurance report and the actions identified.</p>
LTSEC20.06.09.3	<p><b>Employability and Enterprise sub-committee</b> – The Secretary of LTSEC provided a brief overview of the assurance report paper LTSEC20.06.7:</p> <ol style="list-style-type: none"> <li>1. The sub-committee is satisfied that it has operated in accordance with its TOR;</li> <li>2. There are two actions identified:             <ol style="list-style-type: none"> <li>a. Action planning around the Graduate Outcomes Survey;</li> <li>b. Operationalising the UWE Employability and Enterprise Plan (EEP) through the sub-committee.</li> </ol> </li> </ol>
LTSEC20.06.09.4	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> <li>1. There are different challenges across each of the faculties, therefore formalising connectivity between faculties/departments and institution-wide structures would be complex. Within FET there is an Employability Advisory Board, and further thinking would be needed on an effective communication channel through to LTSEC rather than formalising this into the academic governance structure;</li> <li>2. The focus of the sub-committee over the next academic year will be to consider live briefs and virtual employability activity.</li> </ol> <p>LTSEC agreed that the report and action 1 could be <b>approved</b>. The action to operationalise the EEP through the sub-committee was not approved.</p>
LTSEC20.06.09.5	<p><b>University Curriculum Panel (UCP)</b> – The Secretary provided a brief overview of the annual assurance report in paper LTSEC20.06.8:</p> <ol style="list-style-type: none"> <li>1. The sub-committee is satisfied that it had discharged its responsibilities in line with its TOR;</li> <li>2. There is one action around how the committee maintains oversight of the University portfolio.</li> </ol>
LTSEC20.06.09.6	<p>During discussions, members noted:</p>

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	<p>1. It is also useful to look forward when maintaining oversight of the strategic portfolio. The business case template could be reviewed to allow slight nuances and allow this to be incorporated;</p> <p>2. The UCP did not hold a horizon scanning event in 2019/20. Further consideration of how to maintain this oversight will be discussed with the Chair of LTSEC.</p> <p>LTSEC members agreed that the report and actions could be <b>approved</b>.</p>
LTSEC20.06.09.7	<p><b>Peer Assisted Learning (PAL) Stakeholder Group</b> – The Deputy Director of Library, Careers and Inclusivity confirmed that this is a Specialist Interest Group of LTSEC, not a formal sub-committee. In the future the group will not provide a formal assurance report but will report when required to LTSEC. A brief overview of the reported was provided:</p> <ol style="list-style-type: none"> <li>1. The situation has changed since the group was first established. The PAL team work well with Faculty PAL co-ordinators, and now use different means of communication. Therefore, a review of how to manage the stakeholder groups in the future will take place;</li> <li>2. It is recognised that all PAL stakeholders, including those from Finance, HR and timetabling, now provide a lot of online support for students.</li> </ol>
LTSEC20.06.09.8	<p><b>Academic Literacy Forum (ALF)</b> – The Deputy Director of Library, Careers and Inclusivity provided a brief overview:</p> <ol style="list-style-type: none"> <li>1. The forum is a community of practice which brings people from across the University together to discuss study skills support for students;</li> <li>2. There is now an Access West of England team within Library Services who provide a study support scheme, therefore it would be useful to consider the membership of ALF and how this steers the work across the University.</li> </ol>
LTSEC20.06.10	<p><b>Action plan arising for the review of LTSEC sub-committee assurance reports</b></p>
LTSEC20.06.10.1	<p>The committee received paper LTSEC20.06.11, which brings together all of the actions arising from the annual assurance reporting cycle above. The proposal to develop a further Special Interest Group for inclusive curriculum will be looked at further, along with a review of what LTSEC needs to have oversight of and ensuring there is the right balance between these areas.</p> <p style="text-align: right;"><b>Action: Chair, Secretary and Officer</b></p>
LTSEC20.06.11	<p><b>Outcomes of the MyEngagement Pilot &amp; Attendance and Engagement Policy</b></p>

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LTSEC20.06.11.1	<p>Members considered paper LTSEC20.06.12. The Student Journey Programme representative provided the following introduction:</p> <ol style="list-style-type: none"> <li>1. The paper includes a new policy to support two new systems, My Engagement and My Attendance.</li> <li>2. A pilot of the My Attendance tool only ran for 2 weeks prior to the national lockdown and move to online teaching, although it does now include monitoring of online attendance. Once the pilot is running again in the new academic year, the aim is to review the tool after a year to 18 months;</li> <li>3. Both tools focus predominantly on support for students, although there is a specific section for students on a Tier 4 visa who will have to show a percentage of attendance;</li> <li>4. The tools and policy cover students on placement and postgraduate research students.</li> </ol>
LTSEC20.06.11.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> <li>1. The style of the policy is very different to existing UWE policies. The student representatives agreed that it is very readable from a student perspective. A Policy Governance Framework is currently in development, which will include guidance of style and language and this feedback will be taken into account;</li> <li>2. When submitting the policy to Academic Board some context could be included reflecting the positive feedback in the different style.</li> </ol> <p>LTSEC members agreed to <b>endorse</b> the policy to Academic Board.</p>
<b>ITEMS FOR DISCUSSION</b>	
LTSEC20.06.12	<b>Annual Assurance Reports from Faculty Academic Standards and Quality Committees (ASQCs)</b>
LTSEC20.06.12.1	<p>The committee received the Annual Assurance Reports of the four Faculty Academic Standards and Quality Committees (papers LTSEC20.06.13-16), noting that each ASQC now reports formally to the respective Faculty Board. Members noted good practice and university level issues as follows:</p> <ol style="list-style-type: none"> <li>1. FET: <ul style="list-style-type: none"> <li>a. an area of good practice is the level of student engagement prior to and at ASQCs. There has been active working with the lead department representatives, and in particular in response to the Covid-19 pandemic;</li> <li>b. The main challenge is to reflect a more diverse membership through more governance elections; most members are role holders;</li> </ul> </li> <li>2. ACE: <ul style="list-style-type: none"> <li>a. The student lead department representatives have been excellent, focusing on enhancement and ensuring</li> </ul> </li> </ol>

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	<p>ASQCs focus on student issues, particularly across the split campuses;</p> <p>3. HAS:</p> <ul style="list-style-type: none"> <li>a. HAS echo the good practice identified with student lead department representatives. The support from the SU co-ordinator role is also very positive, supporting the professional placement sub group which works with a huge amount of placement providers;</li> <li>b. A further area highlighted from HAS and the wider university is the response to the pandemic, the building of a Nightingale hospital and making personal protective equipment and hand sanitiser.</li> </ul> <p>4. FBL:</p> <ul style="list-style-type: none"> <li>a. It can be more difficult to engage student representatives in FBL and a digital readiness model will be considered.</li> </ul> <p>5. It will be essential to ensure there is good engagement with student representatives moving forward and through the recovery period. Digital engagement will be the main method, allowing the student voice to be gathered in a different way; initial evidence shows an increased level of engagement virtually. Pre ASQC meetings with student representative have been extremely useful; this will be considered for LTSEC.</p> <p style="text-align: right;"><b>Action: Chair, Secretary and Officer</b></p>
LTSEC20.06.13	<b>Grade Inflation</b>
LTSEC20.06.13.1	<p>The Associate Deans for Teaching and Learning introduced paper LTSEC20.06.17, summarising the outcome of each Faculty's review of subject level degree classification data first presented to LTSEC in November 2019:</p> <p>Members noted:</p> <ol style="list-style-type: none"> <li>1. It will be difficult to compare this year's data directly to previous years because of the pandemic, however Field Boards will consider types and ordering of assessments;</li> <li>2. There are challenges in considering data across different disciplines which have their own nuances, however considering peaks and troughs in some modules in HAS has helped;</li> <li>3. In 2019/20 data provided by Business Intelligence following Award Boards gave an early indication of classification profiles ahead of receipt of market comparisons and it would be useful to have this data again for 2019/20.</li> </ol> <p style="text-align: right;"><b>Action: Business Intelligence</b></p>
LTSEC20.06.13.2	Members noted that Business Intelligence will work on providing data for demographic indicators during the 2020/21 academic year.
LTSEC20.06.13.3	Members also noted that the Degree Outcomes Statement, which was sent to LTSEC for comment, will be sent to SPCC in June 2020.

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<b>ITEMS FOR INFORMATION</b>	
LTSEC20.06.14	<b>Update on the actions from the 2018/19 LTSEC Enhancement Session – Mental Health and the Curriculum</b>
LTSEC20.06.14.1	Members noted progress on the actions identified in paper LTSEC20.6.18 from the 2019/20 enhancement session on mental health and the curriculum.
LTSEC20.06.15	<b>Report on the Academic Integrity Project</b>
LTSEC20.06.15.1	Members noted the report in paper LTSEC20.6.19.
LTSEC20.06.16	<b>Technicians commitment presentation</b>
LTSEC20.06.16.1	Members noted the presentation slides in paper LTSEC20.6.20.
	<b>DATE OF NEXT MEETING</b> 23 <sup>rd</sup> September 2020, 2-5pm on Microsoft Teams