



## LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 14 September 2022.

**Present:** Amanda Coffey (Chair), David Barrett, Tim Brailsford, Jacqueline Butler, Suzanne Carrie, Jackie Chelin, Peter Clegg, Rachel Cowie, Lily Diyemowei, Bethel Ekaette (present for Items 1 to 6.2 only), Nadine Fry, Helen King, Hannah Mathias, Jo Midgley, Cathy Minett-Smith, Heather Moyes, Gerry Rice, Jackie Rogers, Ian Stratton (Secretary), Neil Willey

**Apologies:** Laura Harrison, Antony Hill, Selen Kars, Jeanette Sakel

**In attendance:** Nicky Bolt (Item 1.1), Jenny Dye (representing Antony Hill), Myra Evans (Item 1.1), Ian Hope (Item 1.1), Jamie Jordon (Items 6.4–6.6), Claire McMullan (Item 6.3), Callum Reilly (Officer)

### LTSEC.22.09.1 EQUALITY, DIVERSITY AND INCLUSIVITY

#### LTSEC.22.09.1.1 Subject Readiness Review: Sprint Show and Tells

LTSEC.22.09.1.1.1 Members considered the outcomes of two cross-institutional sprints undertaken under the auspices of the Subject Readiness Review.

LTSEC.22.09.1.1.2 The Senior Mentoring Practitioner presented an overview of the Access and Participation sprint: "How can we ensure that students with autistic spectrum conditions can thrive and succeed in undergraduate study at UWE?"

LTSEC.22.09.1.1.3 Members heard that:

- i) Autistic students face particular challenges in terms of communication, social integration, flexibility and routines.
- ii) The sprint was about ensuring that autistic students can thrive academically and socially, beginning in their first semester.
- iii) On average at UWE, autistic students are 10 times more likely to drop out and one-third of students

subject to fitness to study procedures have autism spectrum conditions.

- LTSEC.22.09.1.1.4 The Deputy Head of Disability Service explained three proposed actions identified by the sprint:
- i) Helping the wider University community to understand the lived experiences of autistic students better
  - ii) Maximising upstream work to identify students with potential support needs, beginning at the point of application to UWE, to support their transition to university life
  - iii) Ensuring autistic students have a dedicated point of contact so that UWE can engage with and support them more closely, in line with the Target Operating Model.
- LTSEC.22.09.1.1.5 Members were asked to support the creation of a named autism lead in each school. A task and finish group was suggested across academic and professional services staff.
- LTSEC.22.09.1.1.6 The Director for Inclusive Curriculum (CHSS) introduced the Curriculum sprint: "How might we ensure that our curriculum is fit for our multicultural society of 2030?"
- LTSEC.22.09.1.1.7 Members heard that:
- i) The challenge raised issues of valuing student culture, methods of assessment, providing a diverse student population with opportunities, and supporting staff to develop inclusive teaching practices.
  - ii) The Transforming Assessment conversation was highlighted as an example of work already in place.
- LTSEC.22.09.1.1.8 The sprint generated potential solutions including:
- i) Making assessment and submission more flexible to allow students to find their own way within a framework
  - ii) Resource and budget to develop personal student experiences
  - iii) Establishing a student- and staff-facing inclusivity lead in programme teams, supported by a knowledge-sharing platform, which could potentially encompass work proposed for autism leads.

LTSEC.22.09.1.1.9 Members commended the sprint processes as a way of enabling diverse voices and making connections, and noted that both sets of sprint outcomes were in line with Strategy 2030.

LTSEC.22.09.1.1.10 In discussion, members commented that:

- i) There is a need to be agile and deliver on smaller-scale actions quickly and then scale up; otherwise, there is a risk that no action will be taken.
- ii) Appointing a school-level lead may be implemented more quickly but there may be an advantage in having programme-level leads, due to the different cultures across programmes.
- iii) Although there is a need to consider neurodiversity more broadly (beyond autism), the increasing prevalence of autism diagnoses makes this a priority area in which to pilot inclusivity leads.
- iv) The Target Operating Model would be relevant; there is a need to work collaboratively (involving programme coordinators, school managers and success coaches) to avoid duplication of work.
- v) Nominating an inclusivity or autism lead should not replace the expectation that school management share responsibility for inclusive learning and teaching.
- vi) A wider programme-level inclusivity lead programme would be built upon the EDI Champions programme.

LTSEC.22.09.1.1.11 **Action:** Registrar and Pro Vice-Chancellor Student Experience to follow up with the sprint leads and identify what actions can be delivered quickly based on existing inclusivity work.

## LTSEC.22.09.2 WELCOME AND APOLOGIES

LTSEC.22.09.2.1 The Chair welcomed members to the meeting and members introduced themselves.

LTSEC.22.09.2.2 No declarations of interest were raised.

## LTSEC.22.09.3 LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE 2022/23

**LTSEC.22.09.3.1.1 LTSEC Terms of Reference**  
*Paper LTSEC.22.09.01 was received.*

LTSEC.22.09.3.1.1.1 The revised terms of reference were noted, subject to minor amendments. It was clarified that these are the terms of reference

to which LTSEC will be moving once college- and school-level posts are appointed.

**LTSEC.22.09.3.1.2 LTSEC Membership**

*Paper LTSEC.22.09.01 was received.*

LTSEC.22.09.3.1.2.1 The current membership and forthcoming changes to it were noted, subject to college- and school-level posts being appointed.

**LTSEC.22.09.3.2 UQSSC Terms of Reference**

*Paper LTSEC.22.09.02 was received.*

LTSEC.22.09.3.2.1 The revised terms of reference were noted. It was clarified that these are the terms of reference to which UQSSC will be moving during the academic year.

**LTSEC.22.09.3.3 LTSEC Business Plan 2022/23**

*Paper LTSEC.22.09.03 was received.*

LTSEC.22.09.3.3.1 The committee secretary introduced the business plan and explained it will be kept as a live document. Members were invited to recommend adjustments to committee business for the year.

LTSEC.22.09.3.3.2 Members commented that:

- i) Throughflows and responsibility around items on the Risk Register should be captured on the business plan. Strategic and tactical risks are on the agenda for the April meeting but data relevant to them ought to be reviewed more regularly.
- ii) Assurance reporting on recruitment, outcomes, student experience, apprenticeships and collaborative provision should be included in the business plan, to be scheduled according to risk owners' accountability updates.
- iii) The Access and Participation Plan and dashboard metrics should also be brought back to LTSEC and scheduled on the business plan.
- iv) There is likely to be only one more formal LTSEC meeting before the TEF submission. TEF should be included in the November LTSEC meeting, potentially with a post-submission update in the February meeting.

LTSEC.22.09.3.3.3 **Action:** Secretary/Officer to incorporate the above items into the business plan and recirculate to membership.

**LTSEC.22.09.4 MINUTES AND MATTERS ARISING**

**LTSEC.22.09.4.1 Previous Minutes**

*Paper LTSEC.22.09.04 was received.*

LTSEC.22.09.4.1.1 The minutes of the meeting on 8 June 2022 were approved as a true and accurate record of discussions.

**LTSEC.22.09.4.2 \*Action Sheet and Matters Arising**

*Paper LTSEC.22.09.05 was received.*

LTSEC.22.09.4.2.1 An outstanding action (LTSEC22.04.4.3) was raised, relating to the Degree Awarding Algorithm review. Members requested that learnings from the review be brought to a future meeting.

**LTSEC.22.09.4.3 \*Chair's Actions**

*Paper LTSEC.22.09.06 was received.*

LTSEC.22.09.4.3.1 The approval of LTSEC's annual assurance report to Academic Board (for 2021/22) was noted.

**LTSEC.22.09.5 STANDING AGENDA ITEMS**

**LTSEC.22.09.5.1 Chair's Report and Policy Update**

*Paper LTSEC.22.09.07 was received.*

LTSEC.22.09.5.1.1 The Chair's report and policy update was noted for information.

**LTSEC.22.09.5.2 Update from The Students' Union**

LTSEC.22.09.5.2.1 The Vice President Education and Vice President Societies and Communication gave a verbal update on The Students' Union's activities since June.

LTSEC.22.09.5.2.2 Members heard that the SU Presidents have been working on a range of matters including:

- i) Work to mitigate the cost-of-living crisis for students, with food, clothing and travel support; hardship funds; daytime events to be made free of charge; and job shops for employment support
- ii) Student wellbeing, with plans in place to ensure changes to the support system do not result in students missing out, and a drugs and alcohol practitioner soon to be appointed. UWE and the SU have received national Drug and Alcohol Impact Accreditation.

- iii) Welcome Week for new students, to include workshops, sustainable food tours of Bristol, guided bike rides and swap-shops
- iv) The green agenda, noting that the SU has been awarded an Excellent ranking in the SOS-UK Green Impact Awards.

LTSEC.22.09.5.2.3 The Chair thanked the SU representatives particularly for their work on the green agenda.

LTSEC.22.09.5.2.4 The committee noted the need for UWE and the SU to continue to work closely on wellbeing issues, including those related to drugs and alcohol.

**Action:** Director of Student and Academic Services to meet with SU to outline the wellbeing support available.

## **LTSEC.22.09.6 QUALITY, STANDARDS AND THE STUDENT EXPERIENCE**

### **LTSEC.22.09.6.1 Behaviour and Health Framework**

*Paper LTSEC.22.09.08 was received.*

LTSEC.22.09.6.1.1 The Head of Student and Academic Policy Enhancement introduced the paper, explaining that it was an updated version of that brought to LTSEC in June 2022 following two more rounds of consultation with student representatives (through the SU) and staff.

LTSEC.22.09.6.1.2 Members heard that:

- i) Minor revisions have been made, including incorporating Professional Suitability into the single document structure (alongside Fitness to Study and Student Conduct).
- ii) The framework enables general referrals to be addressed through the most appropriate route depending on the student's individual circumstances.
- iii) It will also enable de-escalation from formal meetings and allow for early intervention when concerns are first emerging, before they become significant.
- iv) The framework is a foundation but must be delivered in line with Customer First and Shared Operating Principles.

- v) Actions to support the framework implementation include guidance and training for colleagues, especially for proposed panel members and chairs.

LTSEC.22.09.6.1.3 In discussion, members commented that:

- i) The language around 'fitness to study' risks creating a potential barrier to engaging with students referred under this policy.
- ii) Students should be given appropriate choices, and the information necessary to make the choice that is right for them, regarding behaviour and health risk assessments.
- iii) The framework marks a shift towards increasing staff responsibility for pastoral, as well as academic, support.

LTSEC.22.09.6.1.4 The Chair recommended that future amendments to existing policies be presented more clearly when submitted for approval so that members understand exactly what they are asked to approve or consider. The Chair also asked that closer attention be paid to the quality of written work.

**Action:** Secretary to include clearer guidance on what the committee is asked to approve for updates to existing policies in future, and to address any writing issues.

LTSEC.22.09.6.1.5 The framework and its implementation plan were approved, subject to minor corrections of typographical errors, role titles and replacing faculty terminology with the college equivalent.

**LTSEC.22.09.6.2 Summary of Proposed Updates to the Assessment Offences Policy**

*Paper LTSEC.22.09.09 was received.*

LTSEC.22.09.6.2.1 The Head of Student and Academic Policy Enhancement summarised the proposed updates to the policy.

LTSEC.22.09.6.2.2 Members heard that:

- i) These would refine the process of working with students through assessment offences procedures and would clarify students' right to appeal.
- ii) The Assessment Offences Policy must be in place by the time assessments begin in the Autumn term; this means that final approval will likely be needed before the November LTSEC meeting.

LTSEC.22.09.6.2.3 Members noted that work is ongoing with Student Voice and Academic Policy to promote a values- rather than sanctions-based message about assessment offences on student-facing webpages.

LTSEC.22.09.6.2.4 Members noted the proposed updates and agreed to delegate a final approval decision to LTSEC Chair's action. If the Chair deems this to be inappropriate, the policy may be approved by consulting members remotely.

**Action:** Secretary to share the revised policy and associated documentation with the Chair for review as soon as possible.

### **LTSEC.22.09.6.3 Survey Results Update**

LTSEC.22.09.6.3.1 The Senior Business Intelligence Developer presented the survey results for the most recent National Student Survey, Postgraduate Taught Experience Survey and the Graduate Outcomes Survey.

LTSEC.22.09.6.3.2 NSS

Members heard that:

- i) In 2022, UWE's overall satisfaction score decreased slightly to 76.8% but remains above the market average of 76.3%.
- ii) Year-on-year performance is also in line with market trends, showing a relatively static picture overall.
- iii) The largest themes increase was for learning resources (IT, library and course-specific). The largest theme decreases were for learning opportunities and assessment and feedback.
- iv) In terms of programme-level performance, there was a significant decrease in overall satisfaction in midwifery and some nursing subjects.

LTSEC.22.09.6.3.3 PTES

Members heard that:

- i) Overall satisfaction increased to 85% up from 83% in 2021, meaning that UWE is ahead of the market.
- ii) A slight decrease in theme scores for organisation and management was reported; other theme scores either increased or remained the same.
- iii) The response rate decreased to 32%, down from 39% in 2021, but remains above the sector average.
- iv) Six programmes or programme clusters scored 100% overall.



LTSEC.22.09.6.3.4

GOS

Members heard that:

- i) In terms of positive graduate outcomes for 2019/20, UWE remains stable and above the market average, with a very slight increase in the percentage of graduates in professional employment compared with 2018/19.
- ii) The percentage of unemployed 2019/20 UWE graduates has decreased compared with previous cohorts, remaining below the market average.
- iii) The percentage of UWE 2019/20 graduates in further study increased slightly but stayed below the market average.

LTSEC.22.09.6.3.5

**Action:** Officer to circulate the missing paper detailing the survey results for NSS, PTES and GOS (Paper Ref. LTSEC.22.09.10) to members for information.

LTSEC.22.09.6.3.6

In discussion about the results of all three surveys, members commented that:

- i) Addressing problematic results is important but there is a need also to consider programmes that are excelling to understand what is working well. This will enable insight to be applied to improve lower-performing programmes.
- ii) The NSS bounce-back strategy appears to have been positive for most programme clusters.
- iii) However, there is a general question over how to attribute improvements in survey results to actions taken; cycles in results are often explained anecdotally.
- iv) It will be important to look at post-COVID changes in the market, especially in how students want to study, noting that many competitors are already working on this.
- v) It remains difficult to attract home students onto PGT programmes. The PGT portfolio must be informed by market research on changing delivery models; this will already be within the scope of the Subject Readiness Review.

LTSEC.22.09.6.3.7

Members also noted that:

- i) League tables for the year 2022/23 are due to be published imminently.
- ii) UWE has participated in a pilot for the proposed PGT NSS; results for internal viewing only are expected in November.
- iii) An OfS consultation on potential changes to the NSS has just closed; the outcome of this will be monitored.

LTSEC.22.09.6.3.8 Members agreed that specific actions in relation to NSS outcomes should be incorporated in the subject improvement roadmaps, and monitored via the CI tool.

LTSEC.22.09.6.3.9 In the case of programmes with significant drops in satisfaction, specific assurance will be needed.  
**Action:** College Deans of Learning and Teaching to provide assurance to LTSEC of work undertaken to address any significant issues raised in the above surveys, to be incorporated in the business plan.

**LTSEC.22.09.6.4 Programme Survey Pilot Review and Implementation Plan for 2022/23**

*Paper LTSEC.22.09.11 was received.*

LTSEC.22.09.6.4.1 The Senior Policy Adviser introduced the paper and described the initial results of the pilot programme survey.

LTSEC.22.09.6.4.2 Regarding the pilot survey, members heard that:

- i) The programme survey aimed to target cohorts not already surveyed through NSS or PTES.
- ii) The pilot, conducted in FET, involved a range of stakeholders, including academic and professional services staff, students and the SU.
- iii) Better response rates were found in programmes where a strong student–staff partnership was already embedded.
- iv) Students were asked to give feedback on the survey question-set. They reported that more questions about assessment and feedback and how lecturers might improve would be useful.

LTSEC.22.09.6.4.3 Regarding the implementation plan, members also heard that:

- i) The plan would give ownership over the survey implementation to programmes and schools, allowing

them to customise it to serve their needs. This would mean that it need not necessarily be conducted at a prescribed point in the academic year.

- ii) The survey could either be used as a precursor to the NSS or to review teaching at the end of the year (for cohorts not participating in the NSS).
- iii) In either case, it should be conducted in a way that ensures that students can see that their feedback has been acted on. It will be important to engage student representatives in implementing the survey.
- iv) There has been work with Business Intelligence to create a survey reporting tool, enabling school and college leadership to identify areas for improvement.

LTSEC.22.09.6.4.4 In discussion, members commented that:

- i) Programme-level surveys are expected to be a tool for programme leaders that can be brought into business-as-usual as part of continuous improvement. Assurance reporting would be needed.
- ii) Programme leaders having the ability to customise the survey will make it difficult to obtain a reliable measure of student satisfaction across UWE as a whole or to compare performance between programmes or between schools.
- iii) There is a need to ensure that questionnaires are valuable for students and to consider 'survey fatigue', advising against running the survey for final-year cohorts already due to undertake the NSS.
- iv) It would be useful to incorporate further questions indirectly related to the programme, including questions on how students' digital skills have developed and how effective careers and study support have been.
- v) The question-set should also be reviewed in response to feedback from students participating in the pilot.

**Action:** SVAP to establish a 'pilot plus' working group to ensure the survey can be easily implemented by schools and programme leaders this academic year, without inundating students.

LTSEC.22.09.6.4.5 The implementation plan was endorsed.

**LTSEC.22.09.6.5 Changes to the Student Rep System and Updates to the Associated Principles of Academic Representation Documents**

*Paper LTSEC.22.09.12 was received.*

LTSEC.22.09.6.5.1 The Senior Policy Adviser introduced the paper, drawing attention to the proposed changes. These comprised adjustments to terminology and other changes necessary to align the Student Rep system to the new college and school (and associated governance) structure.

LTSEC.22.09.6.5.2 The proposed changes to the Student Rep system and updates to the associated documents were noted.

**LTSEC.22.09.6.6 Student Voice Project Report**  
*Paper LTSEC.22.09.13 was received.*

LTSEC.22.09.6.6.1 The Senior Policy Adviser provided an overview of the Student Voice Project.

LTSEC.22.09.6.6.2 Members heard that:

- i) The project group comprised staff and students, including cross-faculty academics, professional services staff, students and SU representatives.
- ii) Regular meetings were conducted, each on a different area of the student voice including communications and marketing, the apprenticeship student experience, and academic engagement.
- iii) Closing the feedback loop was an ongoing conversation across all areas of the project.
- iv) Areas of development identified include improving the accessibility of information on the student voice by collating it in a single place; this is currently split between the SU and UWE websites.

LTSEC.22.09.6.6.3 In discussion, members commented on the need to consider how to engage with and involve hard-to-reach students. This is particularly important as student voice is a priority focus area of the NSS.

LTSEC.22.09.6.6.4 **Action:** SVAP to provide an update on project actions recorded as due for September in a paper to be brought to the November LTSEC meeting, and to bring a progress update paper on longer-term student voice actions for assurance to the April meeting. Secretary/Officer to add to the agenda for LTSEC November and April meetings.

**LTSEC.22.09.6.7 Policy Review Update**  
*Paper LTSEC.22.09.14 was received.*

LTSEC.22.09.6.7.1 The Head of Student and Academic Policy Enhancement gave an overview of policies due for review. Work is ongoing for several policies, as set out in the paper. Due for review imminently are the Work Based Learning Policy and the Student Pregnancy, Maternity, Adoption and Partner Leave Policy and Procedure.

LTSEC.22.09.6.7.2 Members recommended that policy drafts be assigned to a critical reader on the committee, who will then present and speak to the paper when put to the committee for approval. This process could be adopted as a model for future policy reviews.

**Action:** Head of Student and Academic Policy Enhancement to send the updated Student Pregnancy, Maternity, Adoption and Partner Leave Policy to College Dean of Learning and Teaching (CATE) and the Faculty Head of Department representative (HAS/CHSS) for critical review, to be brought back to LTSEC November meeting for approval.

**LTSEC.22.09.7 TRANSFORMING FUTURES LEARNING STRATEGY 2030**

**LTSEC.22.09.7.1 Transforming Assessments Conversation Update**

*Paper LTSEC.22.09.15 was received.*

LTSEC.22.09.7.1.1 The College Dean of Learning and Teaching (CBL) provided an overview of the paper.

LTSEC.22.09.7.1.2 Members heard that a recurring theme in the Transforming Assessments conversation was the assessment ecosystem and how processes of assessment can come together and support, rather than constrain, transformation in assessment.

Members heard that three proposals have been developed:

LTSEC.22.09.7.1.3

- i) Programmatic assessment by design, accounting for the student experience of assessment across the whole term. This will also enable more inclusive assessment and improve planning of reasonable adjustments.
- ii) Making feedback effective through partnership with students, with a focus on students' academic and personal development.
- iii) Effective use of educational technology, including the use of digital assessment and embedding Turnitin as a tool for students to support their own academic development.

- LTSEC.22.09.7.1.4 Members also heard that:
- i) During the autumn term of 2022/23, a tool to visualise the student journey across terms will be developed, to be implemented by the spring term.
  - ii) A 'myth-busting' internal campaign is planned to cover what module leaders can do in terms of assessments.

- LTSEC.22.09.7.1.5 Members commented that:
- i) The proposed actions are designed to reduce the assessment burden on staff and students.
  - ii) Assessment should be recognised as part of the learning process and an opportunity for students to demonstrate what they have learned rather than what they do and do not know.
  - iii) External examiners are a part of the assessment ecosystem and there is a need to ensure that assessment continues to meet the expectations of examiners, as well as students.
  - iv) For apprenticeships, there is a need for assessments to consider behaviours as well as skills and knowledge.

LTSEC.22.09.7.1.6 Members welcomed the progress made so far. The Chair thanked the paper authors, recognising that Transforming Assessments will have a significant impact on key areas, including award gaps, inclusive assessment and the student journey.

## **LTSEC.22.09.8 DATES OF 2022/23 MEETINGS**

LTSEC.22.09.8.1 Next meeting dates for Academic Year 2022/23:

- Thursday 17 November 2022
- Wednesday 1 February 2023
- Wednesday 19 April 2023
- Wednesday 7 June 2023.