



## LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 17 November 2022.

**Present:** Amanda Coffey (Chair), Manar Amasha, David Barrett, Suzanne Carrie, Rachel Cowie, Lily Diyemowei, Bethel Ekaette, Laura Harrison, Antony Hill, Selen Kars, Helen King, Natalie Leung, Jo Midgley, Cathy Minett-Smith, Heather Moyes, Kezia Paul, Gerry Rice, Jackie Rogers, Jeanette Sakel, Ian Stratton (Secretary)

**Apologies:** Jackie Chelin, Peter Clegg, Lindsey Ellis, Neil Willey

**In attendance:** Matthew Amor (item 4.1), Annette Britton (item 4.1), Chris Evans, Callum Reilly (Officer), Lloyd Williams

### LTSEC.22.11.1 WELCOME AND APOLOGIES

LTSEC.22.11.1.1 The Chair welcomed the new student representatives to the committee and members introduced themselves.

LTSEC.22.11.1.2 The apologies were noted as above.

LTSEC.22.11.1.3 No declarations of interest were raised.

### LTSEC.22.11.2 MINUTES AND MATTERS ARISING

#### LTSEC.22.11.2.1 Previous Minutes

*Paper LTSEC.22.11.01 was received.*

LTSEC.22.11.2.1.1 The minutes of the meeting on 14 September 2022 were approved as a true and accurate record of discussions.

#### LTSEC.22.11.2.1 Action Sheet and Matters Arising

*Paper LTSEC.22.11.02 was received.*

LTSEC.22.11.2.1.1 Members noted the action sheet and agreed to close the following actions:

1. LTSEC.22.09.1.1.10 – Inclusivity sprint outcomes
2. LTSEC.22.09.5.2.4 – Wellbeing support (drugs and alcohol)
3. LTSEC.22.09.6.1.4 – Presentation of revisions to existing policies.

LTSEC.22.11.2.1.2 The Registrar and Pro Vice-Chancellor Student Experience confirmed that recommendations from the inclusivity sprints were being piloted in CHSS, with an approved business case for pre-screening work

**LTSEC.22.11.2.2**

**Chair's Actions**

*Paper LTSEC.22.11.03 was received.*

LTSEC.22.11.2.2.1

The approval of the revised Assessment Offences Policy was noted without further discussion.

**LTSEC.22.11.3**

**STANDING AGENDA ITEMS**

**LTSEC.22.11.3.1**

**Chair's Report and Policy Update**

*Paper LTSEC.22.11.04 was received.*

LTSEC.22.11.3.1.1

The report was noted without further discussion.

**LTSEC.22.11.3.2**

**The Students' Union at UWE Report**

*Paper LTSEC.22.11.05 was received.*

LTSEC.22.11.3.2.1

The VP Education provided an overview of the paper, highlighting the following updates:

1. Approximately 15,000 students welcomed at the Frenchay Campus Freshers' Fair, with 600 attending the Glenside Welcome Fair and 400 at Bower.
2. Events including Human Library Day, UWE Got Talent, and a range of activities organised as part of Black History Month (October) and Disability History Month (November).
3. The launch of the Celebrating Culture Hall of Fame at Frenchay Campus.
4. The launch of Speak Up week, in partnership with the University, with staff and students encouraged to pledge to speak up against racism, discrimination and inappropriate behaviour.

LTSEC.22.11.3.2.2

It was additionally noted that an SU survey of students suggests that some are having to choose between studying and participating in non-academic activities including sports and religious prayer.

LTSEC.22.11.3.2.3

Regarding this, members heard that:

1. This was due to the scheduling of teaching, particularly on Wednesday afternoons (affecting sports participation) and Friday afternoons (affecting prayer for Muslim students).
2. Students have also reported that not all lectures were routinely recorded. It was unclear whether this was an occasional issue affecting individual sessions or across whole modules.

LTSEC.22.11.3.2.4

In discussion, members noted that:

1. University policy outlines the expectation that lectures be recorded and that teaching staff should adhere to this where the facility is available.

**Action:** To assess the extent of lectures not being recorded and take steps to address and report back to LTSEC as necessary (**Director of SAS**).

2. The scheduling of teaching on Wednesday afternoons is a capacity issue; totally reserving Wednesday afternoons for extracurricular activities would require more teaching activities to be timetabled later into the remaining evenings.
3. A compromise is currently in place whereby only non-core modules are considered for Wednesday afternoon timetabling, thus making it a matter of student choice.

**LTSEC.22.11.4 QUALITY, STANDARDS AND THE STUDENT EXPERIENCE**

**LTSEC.22.11.4.1 Student Pregnancy, Maternity and Adoption and Partner Policy**

*Paper LTSEC.22.11.06 was received.*

LTSEC.22.11.4.1.1 The College Dean of Learning and Teaching (CATE), as a critical reader of the paper, introduced the revised policy and explained that:

1. The policy was originally created in 2017 but has been revised to make it more inclusive and student-facing, using accessible language.
2. Guidance notes for students have been consolidated as a separate appendix, which also makes it more accessible.
3. Though there are no significant changes to the substance of the policy, its scope has been made more inclusive in terms of definitions used and the range of pregnancy outcomes.

LTSEC.22.11.4.1.2 Members commended the progress made with the policy, noting that the tone of the policy was much improved, being more positive and supportive and with clear explanatory notes and advice.

LTSEC.22.11.4.1.3 In discussion, members noted that:

1. Although the policy could potentially fall under the ownership of the EDI Committee, it is fundamentally a policy to support students to succeed academically. It was agreed that LTSEC should remain the owner.
2. There are specific regulatory requirements for maternity, adoption and partner leave affecting apprentices.

**Action:** To consult Apprenticeship Hub on alignment with the revised policy (**Director of Apprenticeships**).

LTSEC.22.11.4.1.4 The revised policy was approved.

LTSEC.22.11.4.1.5 Members were reminded that the critical readership approach taken in reviewing this policy will be adopted as a model to follow for other policy reviews in future.

**Action:** To ensure critical readers are identified for all future policy reviews (**Secretary**).

**LTSEC.22.11.4.2 Teaching Excellence Framework**

*Paper LTSEC.22.11.07 was received.*

- LTSEC.22.11.4.2.1 The Deputy Director (Policy Development and Student Experience) SAS provided an overview of the paper, noting that:
1. Since the September meeting of LTSEC, the OfS has released the full specification of the TEF assessment, which will consider student outcomes data and other quantitative indicators, the institutional submission and a separate student submission.
  2. The paper presents an overview of content and the structure of the final submission as well as an overview of the University's performance data against TEF indicators.
  3. The OfS has acknowledged that the HE sector is not yet able to define or evidence 'educational gain', despite its inclusion in the TEF. TEF 2023 will therefore set a baseline for this criterion in the next cycle.
- LTSEC.22.11.4.2.2 The Deputy Director of Planning and Business Intelligence provided an overview of the data, highlighting that:
1. The paper refers to institutional performance against TEF indicators, highlighting eight indicators under three modes of attendance.
  2. The TEF assessment considers NSS performance over the past four years, during which the University's overall satisfaction rates have consistently been above the sector average.
  3. In terms of student experience measures, performance was strongest in the NSS for full-time students.
  4. In terms of student outcome measures, the completion rate for full-time students (which is below the sector average) and continuation and completion rates for part-time students are areas of concern. It was also noted that there is some low performance for apprenticeships.
- LTSEC.22.11.4.2.3 In discussion, members noted that:
1. Unlike previous iterations of the TEF, there is no indicative result provided to assess the University's expected performance internally.
  2. OfS briefings indicate that the assessment for TEF 2023 will not be as reliant on data as previously, with more emphasis the narrative presented, and evidence of very good or outstanding. A strong narrative is therefore essential to address our understanding of our data, and how we are responding (particularly in underperforming areas).
  3. There is a need to relate highlights of strong activity at school level to the overall institutional picture, as well as demonstrating significance and impact.
  4. The University has partnered with two other HEIs to share approaches to the TEF, which has been productive and revealed that other universities have had a similar experience with TEF 2023. A similar approach could be adopted for the SU's student submission.

- LTSEC.22.11.4.2.4 It was noted that, with few direct HE comparisons for apprenticeships, benchmarks for apprenticeships data will be particularly useful to the Apprenticeship Hub.
- LTSEC.22.11.4.2.5 The Chair reminded members that there will not be another formal meeting of the committee before the January 2023 submission deadline. Members may therefore be asked to support with critical readership of the full submission before this time.
- LTSEC.22.11.4.2.6 Members endorsed the progress made so far and noted that the final approval of the TEF submission will be given by the VC.
- LTSEC.22.11.4.3 Student Surveys 2023**  
*Paper LTSEC.22.11.08 was received.*
- LTSEC.22.11.4.3.1 The paper outlining the plans for implementing student surveys in 2023 was noted without further discussion.
- LTSEC.22.11.4.4 Student Voice Partnership Project – Update on Actions**  
*Paper LTSEC.22.11.09 was received.*
- LTSEC.22.11.4.4.1 The Head of Student and Academic Policy Enhancement provided an overview of the paper, highlighting:
1. Work in progress to identify hard-to-reach students who do not fall within the 'typical' student profile (for example, those on apprenticeships) and the intersection of 'atypical' profiles.
  2. Some action deadlines extended due to adapting to feedback received so far.
- LTSEC.22.11.4.4.1 The Chair commended the current level of progress.
- LTSEC.22.11.4.5 Policy Review Updates**  
*Paper LTSEC.22.11.10 was received.*
- LTSEC.22.11.4.5.1 Members noted that several policies were due for review in the first half of 2023; the paper was noted without further discussion.
- LTSEC.22.11.5 EQUALITY, DIVERSITY AND INCLUSIVITY**
- LTSEC.22.11.5.1 Speak Up and OfS (Statement of Expectations) Compliance Update**  
*Paper LTSEC.22.11.11 was received.*
- LTSEC.22.11.5.1.1 The Head of Student and Academic Policy Enhancement provided an overview of progress 1) on the Speak Up programme of work and 2) in reaching full compliance with the OfS seven expectations regarding harassment and sexual misconduct.
- LTSEC.22.11.5.1.2 *Speak Up*  
Members heard that:
1. The paper highlights recommendations adopted following the Speak Up 2020 review and reports on actions taken in response.

2. The majority of the recommendations are actively being progressed with the involvement of the Wellbeing Service and EDI Team, among others.
3. Examples of actions already underway include supporting staff in dealing with disclosures from students, training potential case panel members, and the continued use of Report and Support.
4. Further work includes focusing on the long-term impact on students (support following case conclusion) and reviewing information on data protection to clarify the University's position on responsibly sharing case outcomes with appropriate parties.

*Statement of Expectations*

LTSEC.22.11.5.1.3

Members heard that:

1. The paper indicates that of the seven OfS expectations, the University is compliant with three and working towards compliance with four others.
2. For areas in which the University is confidently compliant, current actions include:
  - a. Resuming the work of the anti-sexual violence working group, which has strong student representation.
  - b. The introduction of a centralised casework management system to improve data flow and recording, allowing early intervention.
3. For areas approaching compliance, current actions include:
  - a. Raising awareness and active bystander training for students as part of induction.
  - b. Outreach across the University community for training, including parts not normally engaged with (e.g. Centre for Sport).
  - c. Ongoing engagement with Culture Shift (provider of the Report and Support tool).
  - d. Feasibility assessments for the use of external case investigators.

LTSEC.22.11.5.1.4

In discussion, members noted that:

1. The paper's rationale for assessing whether the University has achieved compliance or is working towards compliance for each area is unclear; similarly, it is unclear what further actions would enable compliance.

**Action:** To disaggregate compliance from enhancement work in the self-assessment against the seven OfS statements of expectation, with the revised paper to be presented to Academic Board in December (**Head of Student and Academic Policy Enhancement**).

2. Some actions appear to go beyond compliance, approaching enhancement. Moreover, there is a distinction between having effective policies in place and actions to provide assurance of policies being applied consistently.

LTSEC.22.11.5.1.5 Members were assured by the actions already in place against the statements of expectations and agreed that the University was in a stronger position regarding compliance than was suggested by the paper.

**LTSEC.22.11.5.2 Access and Participation Plan (APP) Update**

*Paper LTSEC.22.11.12 was received.*

LTSEC.22.11.5.2.1 The Deputy Director of LCI: EDI provided an overview of work on the APP, noting that:

1. A variation was submitted to OfS in July, with an accessible summary and outlining further commitments and work to raise attainment. There was less emphasis on evaluation, but it is recognised that this will be an area of focus for the 2024 submission onwards.
2. OfS have proposed changes to APP requirements, including evaluation measures and investment for each intervention strategy. The OfS will also publish judgements of progress for each university.
3. The Equality of Opportunity Risk Register is to be used by each university to set its access and participation objectives.
4. The OfS formally noted in its monitoring outcome for 2020/21 that the University has not made sufficient progress in addressing ethnicity and disability awarding gaps targets. Award gaps are a current whole institutional priority

LTSEC.22.11.5.2.2 In discussion, members noted:

1. The importance of evaluation of impact. Some evidence and evaluation insights are available but not for every intervention strategy proposed in the APP.
2. Although the University can decide which objectives to focus on in its APP, there is a strong expectation that all universities will support raising attainment in schools through their APPs.

**LTSEC.22.11.6 TRANSFORMING FUTURES LEARNING STRATEGY 2030**

**LTSEC.22.11.6.1 Bridging the Awarding Gap 2022/23**

*Paper LTSEC.22.11.13 was received.*

LTSEC.22.11.6.1.1 The Deputy Director of LCI: EDI presented an overview of awarding gaps and the current work underway address them.

LTSEC.22.11.6.1.2 Members heard that:

1. Teaching and assessment practices are key to addressing unexplained awarding gaps.
2. The largest gap in good honours rates for the University is currently between Black and white UK-domiciled students; this gap increased in 2021/22.

3. Analysis of the Black/white gap across the sector shows that the University is performing below the sector average. The current internal data shows the gap is not narrowing.
4. Actions to measure the effect of awarding gaps across the University are being prioritised, at school, programme and module levels.

LTSEC.22.11.6.1.3 The Deputy Director of Planning and Business Intelligence presented analysis of the impact of awarding gaps across the University, noting that:

1. Some of the largest programmes are expected to have the greatest potential impact on closing awarding gaps across the whole University. It was clarified that this was not necessarily due to those programmes having larger awarding gaps.
2. In terms of modules, project and dissertation-based modules consistently have the highest gaps across the three colleges.

LTSEC.22.11.6.1.4 The presentation concluded with a summary of work underway to bridge the awarding gap, focusing on teaching and assessment practices as well as targeted support.

LTSEC.22.11.6.1.5 In discussion, members noted that:

1. The gap for some L2 modules has reversed, indicating that effective actions are deliverable.
2. Even among project-based modules, variations in the size of awarding gaps are related to the assessment regime and weighting.
3. There is ongoing work on developing inclusive curricula, but to deliver rapid impact the immediate focus for addressing ethnicity awarding gaps will be on teaching and assessment.
4. Addressing awarding gaps is a whole University effort; for modules with the largest gaps, module leaders should remain accountable but not bear sole responsibility for reducing them.

**LTSEC.22.11.6.2 Careers and Enterprise 2022-2023: High-level overview**  
*Paper LTSEC.22.11.14 was received.*

LTSEC.22.11.6.2.1 The Head of Careers and Enterprise presented an overview of the Careers and Enterprise Team's work and goals for the academic year.

LTSEC.22.11.6.2.2 Members heard that:

1. The team is taking a devolved, college-first approach and wishes to strengthen accountability through relevant governance structures, and working to a shared set of priorities.
2. The careers and enterprise components underpinning Strategy 2030 include:



- a. Inclusive learning experience (considering needs of international and home students, and global mobility).
  - b. Enterprise culture (with involvement of ventures team and colleges)
  - c. Personalised student journey (with data on student outcomes used to inform this).
3. The University is in a solid position in the latest Graduate Outcomes Survey but the team hopes to increase further beyond the sector average for positive outcomes. The team is also engaging with colleges about what outcomes mean for them.
  4. Potential goals for 2023 are to embed the Careers Management Skill Cycle and work-integrated learning in every programme, and to use data better to target careers and enterprise provision.

LTSEC.22.11.6.2.3 In discussion, members commended the approach taken by the team regarding accountability and college involvement, which will be key to delivering more targeted support.

LTSEC.22.11.6.2.4 Members noted a clear need to share the same organisational priorities; for example, work-integrated learning and placement opportunities will be important for addressing awarding gaps.

## **LTSEC.22.11.7 ASSURANCE REPORTING**

**LTSEC.22.11.7.1 Annual Quality Report**  
*Paper LTSEC.22.11.15 was received.*

LTSEC.22.11.7.1.1 The Deputy Director (Policy Development and Student Experience) SAS introduce the report, noting that:

1. In contrast to the previous annual academic assurance report, which focused on quality assurance processes, the new report format is more reflective regarding actual quality and standards.
2. Outlined for each aspect are processes for assurance of quality and standards, a measure of confidence in those processes and actions to be taken for areas of concern or as part of enhancement.
3. This is intended to enable more detailed assurance and closer oversight of quality and standards for the Board of Governors, especially considering the revised OfS B conditions.

LTSEC.22.11.7.1.2 Members were invited to comment on any gaps in the report or further evidence that might enhance it, noting that:

1. The committee does not have sight of all elements of the quality framework; the committee does not necessarily require this but members will need assurance that those elements are monitored elsewhere.

2. The report incorporates a comprehensive assessment of quality and standards in one place, which will better equip the committee to identify the assurance pipeline.

LTSEC.22.11.7.1.3 The report was endorsed for submission to Academic Board, with minor amendments.

**Action:** To group actions in the executive summary by theme before presenting to Academic Board (**Deputy Director (Policy Development and Student Experience) SAS**).

**LTSEC.22.11.7.2 Degree Outcomes Statement 2022: Interim Update**

*Paper LTSEC.22.11.16 was received.*

LTSEC.22.11.7.2.1 The Deputy Director (Policy Development and Student Experience) SAS outlined the interim update on the Degree Outcomes Statement, noting that:

1. Over the summer, UUK made a commitment on behalf of the sector to return to pre-pandemic degree classification profiles, with universities to set out how this will be achieved through their Degree Outcomes Statements.
2. The commitment was made to raise confidence in the quality of university qualifications. UUK has also committed to universities restarting any actions paused during the pandemic.
3. The update includes internal analysis showing that degree outcomes for the University in 2021/22 have already returned to the levels recorded in 2018/19 (pre-pandemic).
4. The update also reports on the progress of actions identified in previous Degree Outcomes Statements, including Bridging the Awarding Gap.
5. Regarding actions affected by the pandemic, the University had in many areas accelerated rather than paused its activity.
6. Per UUK requirements, the University will publish the interim update by the end of 2022. A fully updated Degree Outcomes Statement will be published in July as usual.

LTSEC.22.11.7.2.2 In discussion, members noted that:

1. The University had a less prominent rise in the rate of good honours outcomes during the pandemic, which has meant that it has returned more quickly to pre-pandemic levels.
2. There remains some inconsistency between programmes, with some much more difficult to get a first than others; this will need to be addressed in future statements.

LTSEC.22.11.7.2.3 The update was endorsed for approval by Academic Board on 7 December 2022.

**LTSEC.22.11.8 SUB-COMMITTEE REPORTING**

**LTSEC.22.11.8.1 \*Graduate School Sub-Committee Legacy Statement**

*Paper LTSEC.22.11.17 was received.*

LTSEC.22.11.8.1.1 Members noted the legacy statement and were assured that the business and responsibilities of the former sub-committee have been successfully transferred to the new Doctoral Academy Sub-Committee.

**LTSEC.22.11.9 ANY OTHER BUSINESS**

**LTSEC.22.11.9.1 Research ethics for taught programmes**

LTSEC.22.11.9.1.1 It was noted that a communication about the new student research ethics review record is due to be shared with all staff within the next week.

**LTSEC.22.11.10 DATES OF 2022/23 MEETINGS**

Next meeting dates for academic year 2022/23:

- 1 February 2023
- 19 April 2023
- 7 June 2023.