



Academic Board

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 5 February 2025 in Room 2E027 on Frenchay Campus.

Present: Amanda Coffey (Chair), Umar Abbasi, Rubina Akhtar, Abdullahi Arabo, David Barrett, Georgie Benford, Maria Casado-Diaz, Jackie Chelin, Fiona Cottrell, Rachel Cowie, Kim Duffy, Richard Falle, Georgina Gough, Bernhard Gross, Antony Hill, Khadiza Hossain, Moya Lerigo-Sampson, Cathy Minett-Smith, Heather Moyes, Blossom Oo, Gerry Rice, Jackie Rogers, Lucy Scott, Celina Tomas, Lloyd Williams, Jonathan Winfield, Fiona Yeung, Osman Yukselturk

Apologies: Richard Falle, James Hazzard, Jo Midgley, Rachael Miles, Archie Veale, Viljo Wilding

In attendance: Dan Bougourd (item 4.4), Harriet Castor Jeffery (Secretary), Sally Clark (item 6.1), James Cooke (item 4.4), Lizzie Johnson (item 4.1), Mark Webster (item 4.2), David Young (Officer)

LTSEC.25.02.1 WELCOME AND APOLOGIES

LTSEC.25.02.1.1 The Chair welcomed attendees to the meeting, including the Lead School Reps recently trained and recruited by the Students' Union, who will attend the remainder of the LTSEC sessions this academic year. The Chair mentioned that, as UWE Bristol implements its new Professional Services structure in March 2025, the possibility may present itself to refresh certain aspects of the Committee membership. Apologies were recorded in the normal way.

LTSEC.25.02.1.2 No declarations of interest were received.

LTSEC.25.02.2 DEEP DIVE PRESENTATION

LTSEC.25.02.2.1 SU Priorities
Presentation was received.

- LTSEC.25.02.2.1.1 The VP Presidents Education and Societies & Communities presented the 2024/25 priorities of the Students' Union.
- President:* Representing the diversity of the student voice, action on cost of living, and student employability.
- VP Education:* Increasing the effectiveness of the student rep system, improving the assessment experience, enhancing graduate employability, and improving student wellbeing during periods of assessment.
- VP Community & Welfare:* Prioritising mental health and wellbeing, strengthening student support systems and campus safety, and celebrating diverse student achievement.
- VP Societies & Communications:* Ensuring communication channels remain effective, nurturing the developments of student societies, promoting collaboration, and fostering a greater sense of belonging.
- VP Sports & Health:* Promoting physical and mental wellbeing, improving athletic performance, and increasing community participation and inclusion in sports activities.
- LTSEC.25.02.2.1.2 In the subsequent discussion, the collective actions of the SU were highlighted. These included actions on employability, diversity, and a successful 'No More Guarantors' campaign with NSS that has led to parliamentary amendments to the scheme by which letting agencies and landlords require money upfront when a student is signing their housing contract.
- Details of the recent Diversity Days and the rearranged International Modern Languages Day were also mentioned.

LTSEC.25.02.3 MINUTES AND MATTERS ARISING

LTSEC.25.02.3.1 Previous minutes

Paper LTSEC.25.02.01 was received.

- LTSEC.25.02.3.1.1 Before members approved the minutes of the meeting on 6 November 2024, an amendment was requested in the section discussing the new regulatory framework paper. The comment was made that the unconfirmed minutes did not sufficiently highlight

that uncapped resits had been raised as a quality issue in some annual external examiner reports.

Work to be taken offline to agree a revised wording, followed by confirmation via Chair's action and recirculation to members [**Action:** Committee Officer].

LTSEC.25.02.3.2 Action sheet and matters arising

Link to online tracker provided.

LTSEC.25.02.3.2.1 Starred item. It was noted that the action tracker has been updated.

LTSEC.25.02.4 ITEMS FOR DISCUSSION

LTSEC.25.02.4.1 Anti-Racism Strategy and LTSEC

Paper LTSEC.25.02.02 was received.

LTSEC.25.02.4.1.1 The Head of EDI and Health and Wellbeing Strategy presented the University's Anti-Racism Strategy. Underpinned by its four guiding principles, the strategy is designed to systematically change the culture, advance equity, inculcate a sense of belonging, increase support and visible signposting, and ensure that all staff and students take responsibility for furthering its objectives.

LTSEC.25.02.4.1.2 The question for wide group discussion: how can this strategy be effectively embedded into committee work? Various examples of how the AR Strategy can impact upon daily UWE practice were raised (e.g. recruitment processes, equality analyses). Members were then given an opportunity to discuss how LTSEC business can best be viewed through an AR lens going forward.

The following points were raised in discussion:

- 1) The agenda of LTSEC could be structured more purposively, and AR highlighted.
- 2) Ideally, the membership should be racially diverse to ensure that different voices inform all business that comes to the Committee. It was acknowledged however that the root cause of any academic committee lacking diversity lies in the initial lack of diversity in official positions (as well as the unpredictability of election outcomes for those voted into their role).

- 3) The suggestion was made that the committee coversheet could be adapted with a mandatory AR Strategy section (similar to its Student Voice section).
- 4) Finding ways to determine measurables across the full range of LTSEC business is vital in capturing progress.
- 5) Empowering members to speak out on any inappropriateness should be encouraged.
- 6) VP Education gave an example of an item of regular LTSEC business that could potentially be seen through an AR lens: the academic offences process (i.e. international students coming from different educational systems being investigated for academic misconduct).
- 7) The Committee was reminded that, whatever structural changes are made, the onus to be anti-racist falls on every member of the University.

LTSEC.25.02.4.1.3 Work on viewing all LTSEC business through an AR lens to be commenced by restructuring the LTSEC agenda more purposively
[Action: Secretary, Committee Officer]

LTSEC.25.02.4.2 Risk assurance overview

Paper LTSEC.25.02.03 was received.

LTSEC.25.02.4.2.1 The Head of Business Resilience presented an overview of how LTSEC can effectively embed risk assurance, making it a key part of its annual business plan. Members were informed that LTSEC has oversight of the University's academic risks around Student Outcomes and Student Experience (as well as, via UQSSC, Collaborative Provision).

LTSEC.25.02.4.2.2 Members were informed of the following:

- 1) Risk assurance is a framework through which to build evidence-backed certainty that risk provisions are working.
- 2) Committees are the "second line of defence" in controlling and mitigating tactical and strategic risk.
- 3) To build confidence and assurance, LTSEC needs to identify the right critical actions (those that are essential to reducing the level of risk) and critical control indicators (showing the ongoing effectiveness of risk controls).
- 4) Risk indicators (showing whether the level of threats/impacts are getting better or worse) need to be continually monitored.
- 5) Themes are annually considered for inclusion in the internal audit schedule.

- 6) Further assurance reporting: evidence of LTSEC oversight and management of risk needs to be provided regularly to Academic Board and the People, Culture, Quality and Standards Committee (which reports directly to Board of Governors).

LTSEC.25.02.4.3 Student Outcomes, Student Experience and Collaborative Provision risks – Annual Deep Dive review

Paper LTSEC.25.02.04 was received.

LTSEC.25.02.4.3.1 The Head of Business Resilience displayed a draft paper that updated progress against critical actions aligning with latest outcomes of the LTSEC-related deep dives (see LTSEC.25.02.4.2.2, point 4, above).

LTSEC.25.02.4.3.2 The complete risk assurance update paper to be submitted to the May LTSEC meeting.

LTSEC.25.02.4.4 Non-Continuation: update and assurance

Presentation.

LTSEC.25.02.4.4.1 The Business Intelligence Analyst and Head of Student Analytics presented a detailed update on high level outcomes and trends in non-continuation, one of UWE's top-level corporate KPIs.

Members were informed that 2023/24 non-con figures represent an improvement on the previous academic year (with Foundation Year making up half of this improvement).

LTSEC.25.02.4.4.2 The Chair commended the analytics team on the significant work done on non-continuation, commenting that utilising data and evidence is important, including so that the impact of early points of non-engagement can be both determined and mitigated.

LTSEC.25.02.4.4.3 The following points were raised in the discussion:

- 1) Other sets of data are being investigated (e.g. Index of Multiple Deprivation) to establish possible points of intersection.
- 2) It would be helpful for key staff to have access to early warning assessment points.
- 3) That student support exists for those trailing credits.
- 4) The Chair concluded the discussion by emphasising the need for a combined disciplinary and institutional approach.

LTSEC.25.02.4.4.4 The Committee was assured on progress on non-continuation and, particularly, the proactive approach to the data that is being demonstrated.

LTSEC.25.02.4.4.5 Details about accessing data of "non-submission of first assessment" to be sent to Director of Learning and Teaching SSOS [**Action:** CBL Dean L&T and Deputy Registrar].

LTSEC.25.02.4.5 Completion Project update
Paper LTSEC.25.02.05 was received.

LTSEC.25.02.4.5.1 CBL Dean of Learning and Teaching introduced a progress update on the project to reduce preventable student non-completion through identifying a sustainable suite of interventions and gaining understanding of root causes.

LTSEC.25.02.4.5.2 Members heard that the project, which has already started to identify useful data, seeks to identify those students at greatest risk of non-completion, as well as recommending structural changes that can reduce the risk to students across the institution. It was noted that reducing non-completion will strengthen UWE compliance with OfS (Office for Students) Conditions of Registration, as well as providing clear financial benefits.

LTSEC.25.02.4.5.3 In the discussion that followed, consensus was reached on the importance of "leaving well," including enhancing interim awards as a positive option and raising awareness of course alternatives.

The following points were raised:

- 1) The sending out of certificates to interim awardees is now regular UWE practice.
- 2) A side project could be launched on raising student awareness of the Cert HE/DipHE.
- 3) Another reason to encourage the "leaving well" approach is that, particularly with the Lifelong Learning Entitlement, former students become our lifelong advocates.
- 4) Reference was made to those modules which appear unproblematic but whose non-completion are key to those who ultimately leave.

LTSEC.25.02.4.5.4 LTSEC was assured by the progress of the Completion project and looked forward to further updates.

LTSEC.25.02.5 STANDING AGENDA ITEMS

LTSEC.25.02.5.1 Chair's actions

Paper LTSEC.25.02.06 was received.

LTSEC.25.02.5.1.1 The following actions approved by the Chair on behalf of LTSEC were noted:

- 1) Plan for 2024/25 student surveys (NSS, PTES, PRES, Course Survey)
- 2) Student engagement and attendance policy – technical updates
- 3) Amendments to Quality Cycle
- 4) Module Enhancement Boards Terms of Reference
- 5) Adjustment to Reasonable Adjustment to Deadline regulation

LTSEC.25.02.5.2 External environment scan

Paper LTSEC.25.02.07 was received.

LTSEC.25.02.5.2.1 The Chair noted this paper, which surveyed the following external developments in the wider environment that create potential challenges and opportunities for UWE Bristol in the areas of learning, teaching and the student experience:

- 1) *OfS Strategy Consultation:* LTSEC members encouraged to provide individual feedback and contribute to UWE's institutional response.
- 2) *Revision of University Freedom of Speech legislation:* some parts now removed from the bill with others being retained.
- 3) *International student experience:* UKCISA is calling for robust measurables.
- 4) *DfE Policy paper on Generative artificial intelligence (AI) in education:* the way AI is used in schools will likely have future impact on HE assessment offences (and students' approach to academic integrity).

LTSEC.25.02.5.3 The Students' Union report

Paper LTSEC.25.02.08 was received.

LTSEC.25.02.5.3.1 The Students' Union Vice Presidents highlighted substantive areas from their report.

LTSEC.25.02.5.3.2 Assurance was given to the Committee on Academic Representation. More than 1,104 programme level student reps

have been signed up so far, with 832 having completed their improved training programme.

LTSEC.25.02.5.3.3 It was reported that the student elections will be running from February to March 2025, with nominations closing on 12 February 2025. It was further reported that nominations are now open for the Student Experience Awards 2025 which will take place on 6 May.

LTSEC.25.02.5.4 ***Policy update tracker**
Link to online tracker provided.

LTSEC.25.02.5.4.1 The progress of policy updates under the Policy Governance Framework was noted.

LTSEC.25.02.6 QUALITY, STANDARDS AND THE STUDENT EXPERIENCE

LTSEC.25.02.6.1 **MyEngagement update**
Paper LTSEC.25.02.09 was received.

LTSEC.25.02.6.1.1 The Head of Student Admin and Advice introduced a paper which outlined progress achieved since February 2024 as well as future development work on MyEngagement.

LTSEC.25.02.6.1.2 The following developments and activities were noted:

- 1) Attendance data now feed into the student engagement score.
- 2) The student engagement algorithm calculating the engagement score has now been reviewed and re-calibrated.
- 3) Physical library loans have been removed as a feed.
- 4) Student attendance is visible in the student MyEngagement portal.
- 5) Student Support Advisor resources are now reviewed and flexed to meet the support requests from students who receive engagement alerts.
- 6) More postgraduate programmes are now included in MyEngagement.

LTSEC.25.02.6.1.3 Some areas of concern were identified such as the adoption rate of MyAttendance (78%), supplier delays in response to system issues, and instances of code-sharing among students. The Head of Student Admin and Advice to report back to the steering group on work undertaken to resolve these issues.

- LTSEC.25.02.6.1.4 It was noted that, although almost all programmes are in MyEngagement, some have their alerts switched off. The Committee emphasised that the rationale for this needs to be strong, with the switching off of alerts for any programme requiring assurance that equivalent follow-up is provided by another route (e.g. Avon & Somerset Constabulary's action on non-attendance in the case of the Police Constable apprenticeship).
- LTSEC.25.02.6.1.5 LTSEC was assured on progress.
- LTSEC.25.02.6.2 Reimagining Student Representation Project update**
Paper LTSEC.25.02.10 was received.
- LTSEC.25.02.6.2.1 The Academic Registrar presented a further progress update on the delivery of this project.
- LTSEC.25.02.6.2.2 In the "representing effectively" strand, members heard that over 200 students attended the first Student Rep Conference of 2024/25. Also, the impact of training has been evidenced. Staff engaging with reps has helped the effectiveness of the latter, empowering them to make a difference. Meanwhile, the correlation between academic societies and student representation at UWE continues to be explored.
- LTSEC.25.02.6.2.3 Under the "nurturing student leaders" strand, the latest nomination figures for student elections were discussed. Masterclasses are available for all reps, to enable them to build on their training.
- LTSEC.25.02.6.2.4 Under the "setting expectations" strand, the revised benchmarking tools on student representation to come to the next LTSEC meeting [**Action:** Academic Registrar].
- LTSEC.25.02.6.3 Bristol Old Vic Theatre School**
Paper LTSEC.25.02.11 was received.
- LTSEC.25.02.6.3.1 The Academic Registrar introduced a paper on the oversight of the teaching-out of UG provision at BOVTS. The teach-out is being managed by BOVTS in collaboration with the UWE Partnerships Board, which is reporting into UQSSC and subsequently LTSEC and Academic Board.
- LTSEC.25.02.6.3.2 Members were informed that the Student Protection Plan is being enacted according to process. LTSEC received assurance that the

student experience is being safeguarded and any risks to quality are being mitigated.

LTSEC.25.02.7 SUB-COMMITTEE REPORTING

LTSEC.25.02.7.1 *University Quality and Standards Sub-Committee *Paper LTSEC.25.02.12 was received.*

LTSEC.25.02.7.1.1 The minutes of the meeting on 21 October 2024 were noted.

LTSEC.25.02.7.1.2 The summary report of the meeting on 22 January 2025 was also noted.

LTSEC.25.02.7.1.3 The UQSSC Chair noted that an Assessment Offences paper will be submitted for consideration to the May LTSEC.

LTSEC.25.02.8 ANY OTHER BUSINESS

LTSEC.25.02.8.1 The VP Education brought to the attention of the Committee the impact on expiring visas of the timing of some exam boards. Further work being done by CBL in this area, with LTSEC to receive further updates [**Action:** CBL Dean L&T].

LTSEC.25.02.9 DATE(S) OF NEXT MEETING(S)

LTSEC.25.02.9.1 Next meeting dates for academic year 2024/25:

- 1 May 2025
- 5 June 2025