![UWE Bristol | University of the West of England]

Academic Board

# LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 18 November 2025 in room EP1-011 on Frenchay Campus.

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| **Present:** | Abdullahi Arabo, Sarah Bateman, Georgie Benford, Mark Coombs, Maria Casado-Diaz, Jackie Chelin, Rachel Cowie (Chair), Delia Fairburn, Simon Flenley, Xenia Giagli, Georgina Gough, Bernhard Gross, James Hazzard, Antony Hill, Khadiza Hossain, Ana Kvetenadze, Moya Lerigo-Sampson, James MacDonald, Beth Mayhew-Bradley, Rachael Miles, Cathy Minett-Smith, Jackie Rogers, Lucy Scott, Ethan Williams, Jonathan Winfield, Yarden Woolf, Osman Yukselturk |
| **Apologies:** | Amanda Coffey, Jason Briddon, Richard Falle, Beth Page-Mayhew, Jo Midgley |
| **Attendees:** | Amanda Barson (item 7.1), Dan Bougourd (item 7.3), Ellie Cotgrave (item 7.3), Hannah Cavender-Deere (Officer), Jamie Jordon (item 8.1), Petia Petrova (item 7.1), David Young (Officer) |

| LTSEC.25.11.1 | WELCOME AND APOLOGIES |
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| LTSEC.25.11.1.1 | The Chair welcomed attendees to the meeting, particularly to those colleagues attending LTSEC for the first time. Apologies were recorded in the normal way. |
| LTSEC.25.11.1.2 | No declarations of interest were received. |
| **LTSEC.25.11.2** | **DEEP DIVE** |
| **LTSEC.25.11.2.1** | **Collaborative Provision Review and Implementation**<br>*Paper LTSEC.25.11.01 was received.* |
| LTSEC.25.11.2.1.1 | The Deputy Registrar presented a summary of the findings and recommendations arising from UWE's institution-wide review of collaborative provision. |
| LTSEC.25.11.2.1.2 | It was noted that the University is doing well in this area, but there is a need to make sure processes are up-to-date, agile and robust. It was further noted that the report aims to mainstream |

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| | partnership work, showcase best practice, and develop standard partnership models. This is an area of growth for UWE, and there is a need to remain flexible in ways of working with partners. |
| LTSEC.25.11.2.1.3 | Implementation is being overseen by a newly established monitoring group that will report mainly into LTSEC. It was noted that this group has clustered the recommendations, assigning leads and realistic deadlines. |
| LTSEC.25.11.2.1.4 | Regarding the degree to which an anti-racism lens was considered in putting together the report, it was noted that UWE's AR Strategy is of relevance in looking at internal processes, student and staff voice, and the goal to strengthen comparability and close gaps in partner institutions. |
| LTSEC.25.11.2.1.5 | The KPMG report on exiting partnerships will be shared with Board members [**Action:** Deputy Registrar**].** There is an intersection between the two reports in terms of building in upfront processes in case of a partner exit, with the Bristol Old Vic Theatre School as a learning case.<br><br>Further discussion covered topics such as how operational issues are escalated with partners, and how ethical concerns are factored into decisions about which countries and partners to collaborate with. |
| **LTSEC.25.11.3** | **ITEMS FOR APPROVAL OR ENDORSEMENT** |
| LTSEC.25.11.3.1 | **Annual report on quality and standards, 2024/25**<br>*Paper LTSEC.25.11.02 was received.* |
| LTSEC.25.11.3.1.1 | The Interim Senior Adviser (Regulatory and Compliance) introduced the report previously scrutinised at UQSSC and, following discussion, was assured on actions related to academic quality and standards at UWE. It was noted that the report is a key source of assurance in relation to Section B of the OfS Conditions of Registration. |
| LTSEC.25.11.3.1.2 | A RAG rating matrix indicated that most areas are green/appropriate, and that three areas should remain amber/areas of vigilance: awarding gaps, apprenticeships, and collaborative provision. Student partnership and the Student Voice have been elevated to green from amber this year. |

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| LTSEC.25.11.3.1.3 | Members requested a specific action plan to address awarding gaps, including a clear timeline, with particular focus on gaps between Black and White students and Asian and White students. It was noted that sharing discussions from awarding gap working groups would be beneficial to disseminate best practice and extend impact—applying successful approaches to other demographics and Schools.<br><br>The report was endorsed for submission to the 10 December Academic Board [**Action**: Academic Governance Officer] |
| **LTSEC.25.11.4** | **MINUTES AND MATTERS ARISING** |
| **LTSEC.25.11.4.1** | **Previous minutes**<br>*Paper LTSEC.25.11.03 was received.* |
| LTSEC.25.11.4.2 | Members approved the minutes of the meeting on 17 September 2025. |
| **LTSEC.25.11.4.3** | **Action sheet and matters arising**<br>*Paper LTSEC.25.11.04 was received.* |
| LTSEC.25.11.4.3.1 | The following "in progress" actions were noted:<br><br>LTSEC.25.09.3.2.5 - The APP Monitoring Group will report to LTSEC in February 2026 (a mid-year point). Membership and reporting details to be confirmed by the November LTSEC meeting UPDATE: See matters arising 4.2.1. |
| LTSEC.25.11.4.3.2 | LTSEC.25.09.9.1.5 - Pending the clarifications highlighted by the discussion, the revised Complaints Policy and Procedure to be approved via Chair's Action<br>UPDATE: Head of Student Casework and Insight reports revisions are still in process. |
| LTSEC.25.11.4.3.3 | Matters arising:<br><br>4.2.1 UWE's Access and Participation Plan – Members noted an update from the Senior Interim Adviser that arrangements for the reporting cycle and the APPMG revised membership are now confirmed. |
| **LTSEC.25.11.5** | **2025/26 LTSEC BUSINESS** |

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| **LTSEC.25.11.5.1** | **LTSEC Terms of Reference and membership**<br>*Paper LTSEC.25.11.05 was received.* |
| LTSEC.25.11.5.1.1 | The Committee received the updated ToR for 2025/26, with further revisions to the membership section to reflect changes to job roles. |
| LTSEC.25.11.5.1.2 | The amended ToR was endorsed for submission to the 10 December Academic Board [**Action**: Academic Governance Officer] |
| **LTSEC.25.11.5.2** | **UQSSC Terms of Reference and Business Plan**<br>*Paper LTSEC.25.11.06 was received.* |
| LTSEC.25.11.5.2.1 | The Committee approved the updated ToR and business plan for 2025/26, which reflected minor changes to the titles of Education Services and Library services and the number of Heads of Schools. |
| LTSEC.25.11.5.2.2 | The UQSSC Chair shared a summary of the Business Plan, noting that the group is continuing to focus on quality assurance in relation to collaborative provision. They are looking to improve the quality of reports and introducing new interim reports on amber areas to provide additional monitoring through the year.<br><br>Following the momentum of UWE programmes, UQSSC is reviewing QA templates and guidelines, with a schedule for the next 18 months looking at priority areas first. They are also looking to support partnerships, so they have appropriate tools and guidance. |
| **LTSEC.25.11.5.3** | **Nominated readers for key LTSEC agenda items**<br>*Paper LTSEC.25.11.07 was received.* |
| LTSEC.25.11.5.3.1 | The Secretary introduced the pilot scheme for using dedicated readers, explaining the goal of increasing diversity of voice and supporting focused consideration of substantive items. |
| LTSEC.25.11.5.3.2 | A record will be kept of nominated readers to ensure fairness and equity as Academic Governance cycles through committee members over time. Comments can be shared in writing before the meeting or verbally during the meeting. The pilot will run throughout the academic year, and feedback is welcome. |
| **LTSEC.25.11.6** | **STUDENT VOICE** |

| LTSEC.25.11.6.1 | **The Students' Union report**<br>*Paper LTSEC.25.11.08 was received.* |
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| LTSEC.25.11.6.1.1 | The VP Education introduced updates on Students' Union (SU) activity, including latest information on student representative recruitment and representation across different levels. It was noted that 2,000 representatives have signed up, representing an increase on last year. |
| LTSEC.25.11.6.1.2<br><br>LTSEC.25.11.6.1.3 | An update was provided on the first live Student Consultation Panel, which focused on assessment and feedback. The panel achieved strong engagement, with 580 students signing up.<br>The Committee noted that 40% of Advice Service cases relate to assessment offences and welcomed the pilot of the Academic Integrity workshop as a positive intervention. |
| LTSEC.25.11.6.1.3 | Further points of discussion included:<br><br>• UWE was placed third in a national NUS campaign for fair wages.<br>• High levels of engagement with academic societies, with strong sign-up and over 35 events delivered since the start of the year.<br>• SU campaigns for Black History Month and Movember.<br>• Challenges in recruiting student representatives for online programmes and how the SU could collaborate with the Student Representation team to address this.<br>• How to communicate and embed the trans inclusion policy within the wider student body.<br>• The challenges of disseminating information to students (particularly those on different campuses) and how use of communication channels could be improved. |
| **LTSEC.25.11.6.2** | **Student reps report** |
| LTSEC.25.11.6.2.1<br><br>LTSEC.25.11.6.2.2 | Members noted that holding pre-meeting briefings with student representatives ahead of LTSEC has been valuable in building confidence. It was requested that this practice continue.<br><br>A suggestion was made to promote student elections among Postgraduate Research Students in order to sustain engagement. |

| LTSEC.25.11.7 | QUALITY, STANDARDS AND THE STUDENT EXPERIENCE |
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| **LTSEC.25.11.7.1** | **Teaching Excellence Projects**<br>*Paper LTSEC.25.11.09 was received.* |
| LTSEC.25.11.7.1.1 | The Assistant Director: Discovery & Resourcing, the Head of Educational Development, and the CBL and CHSS Deans of Learning and Teaching  gave presentations on latest developments in two of the projects earmarked to support Teaching Excellence. |
| LTSEC.25.11.7.1.2 | A new learning and teaching showcase was introduced, designed as a searchable SharePoint site organised by themes. The showcase will feature examples of teaching excellence with demonstrable impact from across UWE.<br><br>The content will be short-form multimedia, taking approximately five minutes to watch, read, or listen. It was highlighted that users will be able to endorse content, helping to support academic development and networking. Next steps include forming an Editorial Board and creating a schedule for thematic calls. It was clarified that the intention is not to duplicate existing platforms but to complement them by linking and extracting relevant material. Content will be reviewed annually to ensure it remains up to date. Members also discussed how best to promote engagement with the site. |
| LTSEC.25.11.7.1.3 | A new learning and teaching development framework was also introduced. Its purpose is to clarify for staff what activities and training are available and to provide a coherent pathway of development that supports teaching excellence. Connected to this, work is underway to develop an evaluation framework that will capture data on UWE's current offering and its impact. The team aim to also capture activity across communities of practice and create a connected ecosystem. The goal is to establish a single hub where all teaching and learning events can be shared. |
| **LTSEC.25.11.7.2** | **Degree Outcomes Data**<br>*Paper LTSEC.25.11.10 was received.* |
| LTSEC.25.11.7.2.1 | The Interim Senior Adviser presented an early update on the production of the 2024/25 Degree Outcomes Statement. It was noted that the report is a requirement of the Quality Council of the |

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| | Office for Students (OfS) and will reflect recent changes to UWE's degree algorithm. |
| LTSEC.25.11.7.2.2 | Members were informed that due to a delay in the sector regulator's data release, UWE is currently comparing its internal data with national data from the previous year. |
| LTSEC.25.11.7.2.3 | The OfS has published its own reporting on the incorrect use of degree algorithms, emphasising that institutions must not exclude the worst module performance from degree classification. UWE's algorithm currently incorporates the "best of Level 5" approach, which will require further reflection. While a large proportion of the sector also uses "best of" within their algorithms, this practice increases the risk of breaching Condition B4. |
| **LTSEC.25.11.7.2** | **KPI Update – Awarding Gaps and Non-Continuation**<br>*Paper LTSEC.25.11.11 was received.* |
| LTSEC.25.11.7.2.1 | The Head of Student Analytics and the Business Intelligence Analyst presented updates on UWE's awarding gaps, notably the slightly narrowing gaps between Black vs White and the widening gap between Asian vs White. An early forecast for non-continuation data was also shared. |
| LTSEC.25.11.7.2.2 | It was reported that UWE's good honours rates remain consistent and align with OfS data, with classification breakdowns also stable. Students with late outcomes are not expected to affect institutional-level trends, though they may influence detailed breakdowns. Across Schools, changes in good honours rates were modest at 3% or less, with six Schools showing increases and three showing decreases. |
| LTSEC.25.11.7.2.3 | Three awarding gaps are being closely monitored. The Black–White gap has narrowed slightly from 26% to 23%, while outcomes for multiple heritage students have improved, resulting in a negative gap of 1%. The Asian–White gap has widened to 18% in 2024/25. The Non-EU–UK gap has decreased from 20% to 17%, though post-Brexit reductions in EU student numbers continue to affect this measure. Gaps between mature and younger students, and between disabled and non-disabled students, remain consistent. The Student Analytics team is working with the EDI team to explore intersections between IMD and ethnicity. |

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| LTSEC.25.11.7.2.4 | More detailed data was shared at School level, though it was noted that small numbers of certain demographics make the data fragile, with a single student able to shift overall rates by as much as 14%. Variations in programme-level data also contribute to differences. The widening White–Asian gap appears partly driven by lower good honours rates for Asian students and/or unusually high rates for White students in certain programmes. |
| LTSEC.25.11.7.2.5 | Looking forward, the Data Analytics team aim to be able to plot the uplift from Level 4 to 5 across programmes. Whilst the Black Vs White and Non-EU Vs UK awarding gaps from degree outcomes have narrowed, as mentioned above, the gaps modelled from level 5 module data are wider, suggesting focus may be necessary to maintain progress in reducing awarding gaps. |
| LTSEC.25.11.7.2.6 | Non-continuation data remains at an early stage of calculation, but current figures and forecast ranges indicate a slight improvement in this metric. |
| **LTSEC.25.11.8** | **ITEMS FOR DISCUSSION** |
| **LTSEC.25.11.8.1** | **Best Practice in Academic Integrity Workshop** <br> *Paper LTSEC.25.11.12 was received.* |
| LTSEC.25.11.8.1.1 | The Senior Policy Adviser (SVAP) introduced details of a pilot programme to create a facilitated reflective workshop, designed as a developmental intervention for first-time assessment offences. The workshop was likened to a speed-awareness course, encouraging students to reflect on the circumstances that led to the offence and to identify practical strategies for planning and managing future assessments. |
| LTSEC.25.11.8.1.2 | The pilot has been tested with first year students, and feedback has already been incorporated. It was clarified that participation will be voluntary, restricted to first-year students with no previous offences, and limited to Band C cases. |
| LTSEC.25.11.8.1.3 | Members expressed support for the educational approach, noting the value of capturing insights from the workshops and continuing consultation with students. |
| LTSEC.25.11.8.1.4 | Discussion points included: <br> 1. Questions about the administration, logistics, and terminology of the pilot, as well as the distinctions between |

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| | different Bands. It was noted that the scheme could be extended to other Bands in future, and the Bands may shift following a separate policy review. |
| | 2. Whether assessment offences should be removed from the student record as an incentive for completing the workshop, or whether only the associated penalty should be lifted. |
| | 3. Clarification that all students will be required to complete an academic integrity course, aimed at preventing offences and ensuring understanding at an early stage. |
| | 4. Concerns about inclusivity, particularly whether students experiencing mental health challenges would feel comfortable participating in a workshop and discussing offences publicly. An impact assessment for inclusivity was recommended. |
| LTSEC.25.11.8.1.5 | With the above caveats being noted, the Committee endorsed the educational approach and expressed support for the pilot scheme. |
| **LTSEC.25.11.9** | **ITEMS FOR ASSURANCE** |
| **LTSEC.25.11.9.1** | **Student Outcomes and Student Experience Risk** _Paper LTSEC.25.11.13 was received._ |
| LTSEC.25.11.9.1.1 | The Deputy Registrar gave assurance to the Committee that the risks identified in May were still accurate. The annual risk deep dives in January will review in detail the two risk descriptors. The outcome of these reviews will be reported to the February 2026 LTSEC meeting. |
| **LTSEC.25.11.10** | **SUB-COMMITTEE REPORTING** |
| **LTSEC.25.11.10.1** | **University Quality and Standards Sub-Committee** _Paper LTSEC.25.11.14 was received._ |
| LTSEC.25.11.10.1.1 | The Chair of UQSSC gave LTSEC assurance on the activities of its sub-committee. |
| LTSEC.25.11.10.1.2 | Members were updated on key headlines from UQSSC, including the monitoring of annual programme review completion and the proposal of new module delivery terminology to ensure clarity and consistency. Assurance was also provided on compliance with CMA regulations and the adoption of a new PSRB business case process. |

| | In addition, work has commenced on a partnership leads report to reflect the growing number of collaborative provision reports. |
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| **AGENDA B** | **ITEMS FOR INFORMATION** |
| **LTSEC.25.11.B.1** | **Chair's actions**<br>*Paper LTSEC.25.11.15 was received.* |
| LTSEC.25.11.B.1 | It was noted that the following action was approved by the Chair on behalf of LTSEC since the meeting on 17 September 2025:<br><br>1. Approve of proposals for a formal PGR student representation system ahead of planned SU elections for reps in November. Chair's action approved 17 Oct 2025. |
| **LTSEC.25.11.B.2** | **External environment scan**<br>*Paper LTSEC.25.11.16 was received.* |
| LTSEC.25.11.B.2.1 | Members noted this paper, which surveyed 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. |
| **LTSEC.25.11.B.3** | **Policy update tracker**<br>*Link to online tracker provided.* |
| LTSEC.25.11.B.3.1<br><br>LTSEC.25.11.B.3.2 | The progress of policy updates under the Policy Governance Framework was noted.<br><br>Members were informed that the Student Pregnancy, Maternity, Adoption & Partner Policy was reviewed according to schedule with no revisions recommended. In addition, the following policies were noted as works in progress:<br>i. Conduct<br>ii. Fitness to Study<br>iii. Professional suitability |
| **LTSEC.25.11** | **ANY OTHER BUSINESS** |
| LTSEC.25.11.1 | None to report. |
| **LTSEC.25.11.12** | **DATES OF NEXT MEETINGS** |

| LTSEC.25.11.12.1 | Next meeting dates for academic year 2025/26: <br> • 3 Feb 2026 <br> • 22 April 2026 <br> • 10 June 2026 |
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