



Academic Board

## LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 3 February 2026 in room EP1-011 on Frenchay Campus.

**Present** Umar Abbasi, Emmanuel Adukwu, Abdullahi Arabo, Jason Briddon, Maria Casado-Diaz, Amanda Coffey, Rachel Cowie, Jennifer Dye, Richard Falle, Simon Flenley, Pujan Ghosh, Georgina Gough, Bernhard Gross, Tuong Huynh, Jo Midgley, Antony Hill, Khadiza Hossain, James Macdonald, Moya Lerigo-Sampson, Rachael Miles, Cathy Minett-Smith, Carolyn Paul, Aashish Piskala, Lucy Scott, Jonathan Winfield, Mercy Roa Vargas, Osman Yukselturk, Hsu Yar Zar

**Apologies:** Sarah Bateman, Mark Coombs, Delia Fairburn, James Hazzard, Ana Kvetenadze, Gerry Rice, Jackie Rogers

**Attendees:** Jedd Billing (Secretary), Hazel Brown (item 2.1), Dan Bougourd (item 3.1), Hannah Cavender-Deere (Officer), Elizabeth Garnham (item 3.1), Mike Ratcliffe (all meeting), Paul Redford (item 2.1), Nicky Wisdom (items 6.1-6.2)

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| <b>LTSEC.26.02.1</b>   | <b>WELCOME AND APOLOGIES</b>                                                                                                                                 |
| LTSEC.26.02.1.1        | 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.26.02.1.2        | No declarations of interest were received.                                                                                                                   |
| <b>LTSEC.26.02.2</b>   | <b>ITEMS FOR ENDORSEMENT OR APPROVAL</b>                                                                                                                     |
| <b>LTSEC.26.02.2.1</b> | <b>Proposal for Starting Block Refresh</b><br>Paper LTSEC.26.02.09 was received.                                                                             |
| LTSEC.26.02.2.1.1      | A proposal was introduced for a refreshed Starting Block structure informed by staff and student feedback.                                                   |

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| LTSEC.26.02.2.1.2    | The Committee heard how Starting Block, originally conceived before the lockdown and delivered online in 2020, has evolved into a two-week transition period combining programme-level and university-wide activities. Ongoing evaluation indicates it continues to play an important role in supporting student belonging, confidence, and preparedness, though issues such as unclear purpose, variable practice across programmes, and complexity for diverse student groups persist.                                                                                                                                                                                                                                                                                  |
| LTSEC.26.02.2.1.3    | The refreshed proposal centres on a redesigned two-week structure. Week 1 would adopt a festival-style model offering themed, elective activities focused on university experience, study skills, personal development, belonging and understanding the campus and city. These sessions would repeat over three days, enabling choice and flexibility. Week 2 would retain a programme-specific focus, drawing on existing good practice and strengthening consistent student induction. To deliver this effectively, the model would require coordination with central event teams and clarity on resource allocation.                                                                                                                                                   |
| LTSEC.26.02.2.1.4    | It was noted that the proposal has already been shared with programme leaders and initial feedback has been received. Student consultation is also underway and the proposal is scheduled for discussion at the Student Consultation Panel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| LTSEC.26.02.2.1.5    | Discussion from the Committee broadly supported the direction of travel, noting that the clearer division between weeks could ease pressure on programme teams. Key considerations included ensuring evaluation happens immediately after delivery, supporting late starters, incorporating mandatory training (e.g., digital literacy, academic integrity), online provision, and sustaining campus vibrancy beyond the initial induction period. Members highlighted the importance of ensuring activities meet the needs of a diverse student body and contribute to longer-term student engagement and continuation. While some questioned whether the model could be delivered in a single week, it was agreed this would be reviewed after the next implementation. |
| LTSEC.26.02.2.1.6    | The Committee endorsed the proposal while recognising that further work is required on operational detail, and resource planning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>LTSEC.26.02.3</b> | <b>DEEP DIVE – THEMATICALLY LINKED DISCUSSION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>LTSEC.26.02.3.1a</b> | <b>Non-continuation 2024-25</b><br>Paper LTSEC.26.02.01 was received.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| LTSEC.26.02.3.1a.1      | 2024/25 non-continuation data were presented, outlining key trends and student cohorts at heightened risk of withdrawal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| LTSEC.26.02.3.1a.2      | The 2024/25 cohort currently shows an 8.6% non-continuation rate—an improvement from 10.4% the previous year—but still short of the University’s 6% KPI target. While improvements have been made across most key risk factors, non-continuation among foundation year students remains a significant challenge and has plateaued after gains seen in 2023/24.                                                                                                                                                                                                                                                             |
| LTSEC.26.02.3.1a.3      | The Committee heard that College and School-level data show consistent improvement. Key risk factors remain foundation year entry, vocational qualifications, clearing, distance from campus, and accommodation type. Ongoing work across Colleges to support continuation was noted, including the development of programme-aligned skills activities, community-building initiatives, and a more coordinated institution-wide ‘touchpoint’ model to ensure all students—especially those at risk—receive timely contact and support.                                                                                     |
| LTSEC.26.02.3.1a.4      | It was noted that there is now a new University-level intervention team to align College practices, mapping and improving the withdrawal process, and overhauling post-assessment communications. Early indications suggest that improved communications are prompting more students to seek help before reaching crisis point. Discussion explored who should conduct post-withdrawal conversations, how to capture reasons for withdrawal consistently, and the need for clear triage so students speak to the right person at the right time.                                                                           |
| LTSEC.26.02.3.1a.5      | Members also raised the importance of linking early-year support—such as the refreshed Starting Block model—to continuation outcomes, ensuring students begin their studies with strong foundations. Members considered how continuation work could extend beyond undergraduate cohorts to PGT and PGR students, with agreement that this could be modelled and taken forward. While some concerns were raised about engagement—particularly among foundation year students—the overall direction emphasised a holistic, lifecycle-based approach: celebrating student achievements as well as identifying emerging risks. |

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| LTSEC.26.02.3.1a.6      | Members supported a focus on embedding proactive processes that support students to “start well”. The discussion emphasised the importance of knowing our students, maintaining robust and timely data, and identifying cohorts that may benefit from early outreach and targeted support. It was noted that this aligns strongly with TEF expectations.                                                                                                                                                                                                                                                                                                          |
| <b>LTSEC.26.02.3.1b</b> | <b>Teaching Excellence Framework</b><br>Paper LTSEC.26.02.08 was received.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| LTSEC.26.02.3.1b.1      | LTSEC was updated on emerging proposals for the future direction of TEF, set within a broader package of regulatory reforms being consulted on by the OfS.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| LTSEC.26.02.3.1b.2      | The proposed approach for the TEF refresh would apply to all taught provision (including PGT, apprenticeships and TNE), presenting both conceptual and practical challenges for UWE, particularly given more limited student data beyond undergraduate provision.                                                                                                                                                                                                                                                                                                                                                                                                 |
| LTSEC.26.02.3.1b.3      | While implementation is not expected before 2028, proposed changes would increase regulatory risk, notably through the repositioning of a Bronze rating as a trigger for intervention. The Committee discussed the increasingly central role of data in future TEF assessments, including on continuation and progression (B3) metrics. Members reflected on the late publication of OfS data and the absence of updated dashboards, and welcomed WonkHE’s ‘Alterni-TEF’ as a useful interim tool. Initial analysis suggests a mixed institutional picture, with some indicators pointing to outstanding performance while others align more closely with Bronze. |
| LTSEC.26.02.3.1b.4      | A strong theme throughout the discussion was the expectation that institutions demonstrate a deep and nuanced understanding of their student body. Members highlighted the need to be particularly attentive to differential outcomes, including continuation, progression and awarding gaps, and to consistency across student groups. The Committee discussed the importance of tracking student outcomes relative to starting points, and of articulating UWE’s impact on students’ academic attainment, wellbeing and future prospects.                                                                                                                       |
| LTSEC.26.02.3.1b.5      | Overall, LTSEC reaffirmed UWE’s commitment to continual improvement, irrespective of the final shape of the new TEF.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <b>LTSEC.26.02.3.1c</b> | <b>Access Participation Plan Report</b><br>Paper LTSEC.26.02.11 was received.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| LTSEC.26.02.3.1c.1      | LTSEC noted an interim report on UWE's progress against its Access and Participation Plan (APP) targets, marking the second year of reporting through the APP Monitoring Group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| LTSEC.26.02.3.1c.2      | The data indicate that while there is continued institutional commitment to widening access and closing awarding gaps, several demographic gaps are widening, with a lack of significant progress recorded against five of the seven institutional APP targets. This indicates that current efforts are not yet having the scale of impact required. Although the Committee was unable to receive assurance at this stage, the discussion was constructive and focused on identifying how UWE can strengthen its approach to delivering equality of opportunity.                                                                                                                                                                          |
| LTSEC.26.02.3.1c.3      | There was broad agreement that UWE needs to complement targeted interventions with a more systematic, embedded approach to understanding and supporting students across the full lifecycle. Members reflected that there is a need to move beyond project-based activity towards business-as-usual practices. A strength-based, equity-focused approach was strongly endorsed, recognising that different groups of students may require different forms of support. Attention was also drawn to the cumulative nature of awarding gaps, with a clear case made for shifting more emphasis to the front end of the student journey, including early identification of risk, progression through the curriculum, and module-level impacts. |
| LTSEC.26.02.3.1c.4      | Members welcomed emerging developments, including enhanced demographic reporting, early signs of improved outcomes for some groups, and plans to develop a holistic student dashboard to support staff in understanding the whole student experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| LTSEC.26.02.3.1c.5      | Overall, the Committee reaffirmed the need to ensure that UWE has a robust, joined-up understanding of its students and a more coherent framework for closing gaps and improving outcomes over time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>LTSEC.26.02.4</b>    | <b>MINUTES AND MATTERS ARISING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>LTSEC.26.02.4.1</b>  | <b>Previous minutes</b><br>Paper LTSEC.26.02.02 was received.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| LTSEC.26.02.4.1.1      | The Chair highlighted that a couple of minor amendments to the minutes of the meeting held on 18 November 2025 had been raised in writing prior to the meeting.                                                                                                                                                                                                                                            |
| LTSEC.26.02.4.1.2      | With those amendments to be approved via Chairs action, members approved the minutes.                                                                                                                                                                                                                                                                                                                      |
| <b>LTSEC.26.02.4.2</b> | <b>Action sheet and matters arising</b><br>Paper LTSEC.26.02.03 was received.                                                                                                                                                                                                                                                                                                                              |
| LTSEC.26.02.4.2.1      | The following "in progress" actions were noted:                                                                                                                                                                                                                                                                                                                                                            |
| LTSEC.26.02.4.2.2      | LTSEC.25.11.2.1.5 - Collaborative Provision Review and Implementation: The KPMG report on exiting partnerships will be shared with Board members<br>UPDATE: To be resolved shortly and an update to be shared at the next LTSEC meeting.                                                                                                                                                                   |
| LTSEC.26.02.4.2.3      | 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 that the revised policy (split now into two versions: staff and students) is to be finalised week beginning 26 Jan/or 2 Feb. Will be sent for LTSEC Chair's action as soon as available. |
| LTSEC.26.02.4.2.4      | No matters arising were raised.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>LTSEC.26.02.5</b>   | <b>STUDENT VOICE</b>                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>LTSEC.26.02.5.1</b> | <b>The Students' Union Report</b><br>Paper LTSEC.26.02.04 was received.                                                                                                                                                                                                                                                                                                                                    |
| LTSEC.26.02.5.1.1      | Vice Presidents for Education and Societies & Community presented on the Students' Union's current priorities, recent activity, and forthcoming plans.                                                                                                                                                                                                                                                     |
| LTSEC.26.02.5.1.2      | Members heard that a significant focus for the SU is the upcoming Renter's Rights Act, which has major implications for UWE students, the majority of whom rent in the private sector. A spring communications campaign is planned to ensure students understand their rights and feel confident in navigating the new system.                                                                             |

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| LTSEC.26.02.5.1.3      | Members were also updated on the work of the SU Advice Centre, which has opened over 200 new cases, approximately half relating to academic matters, particularly assessment offences. The SU is supportive of UWE's new scheme aimed at supporting students who commit a first-time assessment offence.                                                                                                                                                                                                                                                                                                                  |
| LTSEC.26.02.5.1.4      | Additional updates included an upcoming SU-led careers fair organised in collaboration with school representatives, featuring a programme of themed employer talks, including sessions on disability inclusion and sustainability. Plans were also shared for the permanent relocation of the SU at the Glenside Campus from next Easter. The SU highlighted recent and upcoming campaigns celebrating cultural diversity, including Black History Month and LGBTQIA+ History Month, and encouraged Committee members to actively promote forthcoming SU elections to help maximise student engagement and participation. |
| <b>LTSEC.26.02.5.2</b> | <b>Student reps report</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| LTSEC.26.02.5.2.1      | The reps commented positively on the Starting Block Refresh, noting that the proposed focus on programmes in week 2 could be used to support students from different backgrounds to adjust to UK systems, types of assessments and assignments. It was noted that highlighting which modules are mandatory would help students not miss any important information.                                                                                                                                                                                                                                                        |
| <b>LTSEC.26.02.6</b>   | <b>QUALITY, STANDARDS AND THE STUDENT EXPERIENCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>LTSEC.26.02.6.1</b> | <b>Reimagining Representation Project – Final Report</b><br>Paper LTSEC.26.02.05 was received.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| LTSEC.26.02.6.1.1      | The Student Voice and Academic Policy Team Manager and VP Education introduced the outcome report for the Reimagining Representation Project. Members were assured by the progress made in strengthening student representation across UWE.                                                                                                                                                                                                                                                                                                                                                                               |
| LTSEC.26.02.6.1.2      | The Committee noted key successes, including clearer role definitions for student representatives and more consistent training and induction. The project has also helped create a shared understanding of effective student leadership, providing a stronger foundation for student leaders and the staff who work alongside them. A particularly important step has been the strengthening of                                                                                                                                                                                                                           |

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| LTSEC.26.02.6.1.3      | <p>representation for groups that have historically been less well represented, most notably postgraduate research students.</p> <p>Looking ahead, members were asked to endorse a series of next steps to sustain momentum and address areas beyond the original project scope. Proposed next steps include enhancing programme-level representation, developing clearer student leadership pathways to support progression and continuity, evaluating the effectiveness of mechanisms such as the student voice box in committee papers, and further strengthening inclusion for under-represented groups. These mini-projects would be owned through the SU Partnerships Board.</p> |
| LTSEC.26.02.6.1.4      | <p>The Committee welcomed the project as a positive step forward in enhancing student representation and leadership across the University, noting the strong partnership between UWE and the Students' Union.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>LTSEC.26.02.6.2</b> | <p><b>UG Degree Algorithm implementation review</b><br/>Paper LTSEC.26.02.06 was received.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| LTSEC.26.02.6.2.1      | <p>The Student Voice and Academic Policy Team Manager introduced a review of the implementation of the new undergraduate degree algorithm. LTSEC was assured that, to date, it has not had a significant adverse impact on student outcomes or on awarding gaps.</p>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| LTSEC.26.02.6.2.2      | <p>Recent analysis, now incorporating demographic data, indicates that overall student performance has marginally improved under the new algorithm, although members noted this may reflect a temporary positive bias as cohorts transition from the previous algorithm.</p>                                                                                                                                                                                                                                                                                                                                                                                                           |
| LTSEC.26.02.6.2.3      | <p>The Committee discussed how the new algorithm aligns with emerging regulatory expectations, including OfS concerns about dropping credits at Levels 5 and 6. Members noted that UWE has pre-empted this by retaining all Level 6 credits, positioning the institution ahead of sector requirements. It was also highlighted that a comprehensive equality impact assessment has been undertaken to ensure the algorithm aligns with sector norms.</p>                                                                                                                                                                                                                               |
| LTSEC.26.02.6.2.4      | <p>Members asked about the relationship between the new algorithm and awarding gaps. It was noted that while early demographic analysis looks positive in terms of reducing awarding gaps, conclusions could not be drawn yet given partial datasets.</p>                                                                                                                                                                                                                                                                                                                                                                                                                              |



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| LTSEC.26.02.6.2.5      | <p>Members discussed how interruptions to study and placement activity may interact with outcomes, and emphasised the importance of understanding how factors such as interruption, programme-level and school-level patterns contribute to differential outcomes.</p> <p>Members agreed that continued monitoring over the next two to three years will be essential to building a full picture of the algorithm's impact once legacy cohorts have filtered out. The Degree Outcomes Statement for 2024-25 will be brought to the April LTSEC meeting [<b>Action:</b> Senior Interim Advisor – Regulatory and Compliance].</p>                                                                                                                           |
| <b>LTSEC.26.02.6.3</b> | <p><b>University Assessment Offences data</b></p> <p>Paper LTSEC.26.02.07 was received.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| LTSEC.26.02.6.3.1      | The committee was presented an overview of the University's 2024–25 assessment offences data, alongside an update on priority actions being taken in response to emerging trends.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| LTSEC.26.02.6.3.2      | While an increase in reported offences was noted, members were reassured that overall levels remain broadly in line with sector norms and that assessment offences are not a primary driver of awarding gaps. However, the continued disproportionate representation of Global Majority and international students was recognised as a significant concern, particularly in terms of its impact on student experience.                                                                                                                                                                                                                                                                                                                                    |
| LTSEC.26.02.6.3.3      | The Committee welcomed UWE's move towards a more educational and developmental approach to academic integrity. The review of the Academic Conduct Policy was therefore welcomed, with strong student engagement in the consultation shaping proposed changes. Key themes include reframing the policy with clearer, more accessible language; strengthening its educational emphasis while retaining proportionate penalties for serious offences; promoting authentic authorship as a core principle; and explicitly addressing issues such as generative AI use and contract cheating. Proposals to introduce a penalty matrix that accounts for compounding factors, alongside pilot activity to test revised approaches and timings, were also noted. |
| LTSEC.26.02.6.3.4      | Members discussed the importance of addressing disproportionality through both assessment design and staff and student education. The discussion also placed assessment offences within the wider context of generative AI. Members emphasised the need to adapt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| LTSEC.26.02.6.3.5      | <p>assessment practices to reflect evolving student behaviours. There was strong support for developing assessments that emphasise applied knowledge, transparency and honesty, and for equipping both staff and students to use AI ethically and effectively.</p> <p>Overall, the Committee noted the positive direction of travel, recognising both the necessity of a fair, transparent academic integrity framework and the opportunity for UWE to take a more innovative, strengths-based approach to assessment in response to a changing educational landscape.</p> |
| <b>LTSEC.26.02.7</b>   | <b>ITEMS FOR ASSURANCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>LTSEC.26.02.7.1</b> | <b>Student Outcomes and Student Experience Risk</b><br>Paper LTSEC.26.02.10 was received.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| LTSEC.26.02.7.1.1      | The Deputy Registrar gave assurance to the Committee on risks related to Student Outcomes and Student Experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| LTSEC.26.02.7.1.2      | The Committee heard that while risk levels remain the same, the tactical risks relating to collaborative provision and apprenticeships have been removed and incorporated into this broader risk area, allowing the University to consider all students collectively and more clearly distinguish between risks and areas for enhancement.                                                                                                                                                                                                                                 |
| <b>LTSEC.26.02.8</b>   | <b>SUB-COMMITTEE REPORTING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>LTSEC.26.02.8.1</b> | <b>University Quality and Standards Sub-Committee</b><br>Paper LTSEC.26.02.12 was received.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| LTSEC.25.11.10.1.1     | Members noted key headlines from UQSSC, including a deep dive on the New Ofsted Framework, the Annual Assurance Report on External Peer Review, a report on University Assessment Offences data, a review of the Undergraduate Degree Algorithm Change, a proposal to adopt Cite them Right for referencing support, and a summary of Partnership Lead Reports and Interim Risk Updates.                                                                                                                                                                                   |
| <b>AGENDA B</b>        | <b>ITEMS FOR INFORMATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>LTSEC.26.02.B.1</b> | <b>Chair's actions</b><br>Paper LTSEC.26.02.13 was received.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| LTSEC.26.02.B.1.1                      | It was noted that no actions had been approved by the Chair on behalf of LTSEC since the meeting on 18 November 2025.                                                                                                                                                                                                                                               |
| <b>LTSEC.26.02.B.2</b>                 | <b>External environment scan</b><br>Paper LTSEC.26.02.14 was received.                                                                                                                                                                                                                                                                                              |
| LTSEC.26.02.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.                                                                                                                                           |
| <b>LTSEC.26.02.B.3</b>                 | <b>Policy update tracker</b><br>Link to online tracker provided.                                                                                                                                                                                                                                                                                                    |
| LTSEC.26.02.B.3.1<br>LTSEC.26.02.B.3.2 | The progress of policy updates under the Policy Governance Framework was noted.<br><br>Members noted that the review of the following policies remains a work in progress, with policy authors scheduled to bring them to the April LTSEC:<br><br>i. Conduct<br>ii. Fitness to Study<br>iii. Professional suitability<br>iv. Student Drugs including Alcohol Policy |
| <b>LTSEC.26.02.9</b>                   | <b>ANY OTHER BUSINESS</b>                                                                                                                                                                                                                                                                                                                                           |
| LTSEC.26.02.9.1                        | None to report.                                                                                                                                                                                                                                                                                                                                                     |
| <b>LTSEC.26.02.10</b>                  | <b>DATES OF NEXT MEETINGS</b>                                                                                                                                                                                                                                                                                                                                       |
| LTSEC.26.02.10.1                       | Next meeting dates for academic year 2025/26: <ul style="list-style-type: none"> <li>• 22 April 2026</li> <li>• 10 June 2026</li> </ul>                                                                                                                                                                                                                             |