Academic Board

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 5 June in 2025 in room 4Q004 on Frenchay Campus.

Present:	Amanda Coffey (Chair), Umar Abbasi, Rubina Akhtar, Georgie Benford, Maria Casado-Diaz, Jackie Chelin, Fiona Cottrell, Rachel Cowie, Georgina Gough, Bernhard Gross, James Hazzard, Antony Hill, Moya Lerigo-Sampson, Rachael Miles, Cathy Minett-Smith, Heather Moyes, Blossom Oo, Jackie Rogers, Lloyd Williams, Jonathan Winfield, Archie Veale, Viljo Wilding, Yarden Woolf, Osman Yukselturk
Apologies:	Abdullahi Arabo, David Barrett, Kim Duffy, Richard Falle, Khadiza Hossain, Jo Midgley, Gerry Rice, Lucy Scott, Celina Tomas (student rep), Fiona Yeung
Attendees:	Nick Biggs (item 4.1), Charlotte Evans and Caitlin Flint (item 4.5), Jamie Jordon (item 5.2), Harriet Castor Jeffery (Secretary), David Young (Officer)

LTSEC.25.06.1	**WELCOME AND APOLOGIES**
LTSEC.25.06.1.1	The Chair welcomed attendees to the meeting. Apologies were recorded in the normal way.
LTSEC.25.06.1.2	No declarations of interest were received.

LTSEC.25.06.2	**MINUTES AND MATTERS ARISING**
LTSEC.25.06.2.1	**Previous minutes** *Paper LTSEC.25.06.01 was received.*
LTSEC.25.06.2.1.1	Members approved the minutes of the meeting on 1 May 2025.
LTSEC.25.06.2.2	**Action sheet and matters arising** *Paper LTSEC.25.06.02 was received.*

The following updates were made to the following actions listed "in progress" entering the meeting:

LTSEC.25.06.2.2.1   *LTSEC.25.05.2.2.1 - To provide a report on BOVTS: update on continued safeguarding of the student experience at the June 2025 LTSC meeting.*
UPDATE: Working with BOVTS to ensure a high quality teach out of undergraduate provision, is continuing, with periodic reporting to the OfS.

LTSEC.25.06.2.2.2   *LTSEC.25.05.3.1.2 - To liaise with estates about the space requests for the ESports Society and PGR students.*
UPDATE: Deputy Registrar meeting with the Head of Space Management in the week beginning 2 June 2025.

LTSEC.25.06.2.2.3   *LTSEC.25.05.5.1.3 - To ensure the Awarding Gap work in HSW as part of APP is aligned.*
UPDATE: In progress.

LTSEC.25.06.2.2.4   *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.*
UPDATE: In progress.

LTSEC.25.06.2.2.5   *LTSEC.24.09.3.1.3 - Deputy Registrar to update LTSEC on any changes relating to the terms of reference following the Governance review.*
UPDATE: The governance changes (not ToR) will take place over the summer as UTP settles.

LTSEC.25.06.2.2.6   *LTSEC.24.06.6.1.4 - Director of Apprenticeships and Data Impact Lead to meet to discuss how connections with partnerships might enhance the Future Quest gap.*
UPDATE: In progress.

LTSEC.25.06.2.2.7   *LTSEC.24.04.4.1 - Director of Apprenticeships to follow up with the SDLT in the School of Applied Sciences on Weston College's involvement in OfS bidding for apprenticeships.*
UPDATE: In progress.

The following matters arising were noted:

LTSEC.25.06.2.2.8   *Student Outcomes and Student Experience risk registers*
Following an update of the most recent information on the registers, LTSEC continued to be assured that strategic risks in

these areas are being effectively managed and controlled. Members noted that, in the revised Student Outcomes descriptor, a risk threat has been added on the awarding gap between UK and Non-UK students. LTSEC updates to be included in the Academic Performance and Risk Report (Academic Assurance) going to the 2 July Academic Board [**Action:** Chief of Staff and Secretary of Board of Governors/ Officer].

LTSEC.25.06.2.2.9   *Updates to policy tracker*

i) Governing University Sponsorship – Simon Boyce, Head of Student Data and Systems, and Sean Wright, Student Data and Systems Manager - Points Based System, have reviewed this policy and confirmed that no update is currently needed.

ii) Assessment Content Limit Policy – this policy is being reviewed as part of the ongoing inclusive assessment work. The outcome will come to LTSEC in the autumn [**Action:** Secretary/ Committee Officer].

iii) Transcript and Certificate Policy – Hedd as a verification service option for employers, agencies, embassies, councils and universities is currently being investigating as a way to improve service delivery times. The investigation is due to be completed for the start of 2025/26, at which time the policy will be reviewed to reflect any changes [**Action:** Secretary/ Committee Officer].

LTSEC.25.06.3   STANDING AGENDA ITEMS

LTSEC.25.06.3.1   The Students' Union report
Paper LTSEC.25.06.03 was received.

LTSEC.25.06.3.1.1   The VP Societies and Communication highlighted substantive areas from the SU report.

LTSEC.25.06.3.1.2   Assurance was given to the Committee on Academic Representation. It was noted that, in 2024/25, the total number of signed up student reps increased by 28% and the number of fully trained reps increased by 34% as compared to the previous year. There is also a healthy conversion rate (80%) from sign-up to fully trained, with steps to improve this next academic year. The communication mechanism between School Lead Reps and other reps was identified as an area for further improvement.

LTSEC.25.06.3.1.3   There were also updates on the Student Experience Awards 2025 and the completion of the audit for the SU's SOS-UK's Responsible Futures Accreditation.

LTSEC.25.06.3.1.4   The Chair commended the Students' Union VPs on the excellent standard of their reports throughout this academic year.

LTSEC.25.06.4	QUALITY, STANDARDS AND THE STUDENT EXPERIENCE

LTSEC.25.06.4.1   PRES results
Presentation was received.

LTSEC.25.06.4.1.1   The Academic Director of the Doctoral Academy and the Senior Policy Adviser (Student Voice and Academic Policy) presented a summary of results from the 2025 Postgraduate Research Experience Survey. It was commented that the survey took place in the context of doctorates at UWE being increasingly seen in (talent) developmental terms, with the PGR student journey framed in the same terms as UG students.

LTSEC.25.06.4.1.2   It was noted that the response rate was improved in all categories but one. There were positive responses on "supervision," but more work on "community" was required, especially as a greater sense of belonging is a driver for overall student satisfaction. Regarding benchmarking, it was noted that 2025 sector data are not yet unavailable, and the UWE results have been mapped to 2023 results. In terms of demographics, non-UK domiciled students were more satisfied than domiciled students.

LTSEC.25.06.4.1.3   Research culture was tested by new institutional questions on professional development. There is a need to develop that aspect within supervision, and to improve "the PGR offer" in terms of teaching and further career opportunities. Also, there were new questions on the impact of M-Level provision on the PGR experience.

LTSEC.25.06.4.1.4	In the discussion, the following observations were noted:

1. Research students need a flexible yet structured/co-ordinated offer of training and teaching opportunities.
2. There should be more observational opportunities for PGRs when they are not actually teaching.
3. The PGR offer for teaching needs to be consistent, offering a "carousel of opportunities."
4. A scheme for a fellowship could be useful.
5. Inclusivity is a broad concept, incorporating more than just disability.

LTSEC.25.06.4.2   **Reimagining Student Representation Project Update and Plan, June 2025**
Paper LTSEC.25.06.04 was received.

LTSEC.25.06.4.2.1	The Academic Registrar updated members on the delivery of the Reimagining Student Representation project, which is due to end in December 2025 (aligning with the SU's "Democracy in Structure" review).

LTSEC.25.06.4.2.2	The following was noted:

1. Khadiza Hossain continuing in her role as VP Education into 2025/26 will bring helpful continuity.
2. The project aims to turn creative, innovative ideas into practical methods for strengthening the student voice.
3. Most key indicators will follow after the summer but the Course Survey and PRES results already show positive signs. The Course Survey results were sent out to Schools as soon as possible.
4. There has been slow but steady progress in students assuming senior representative positions (particularly part-time). This is part of the project (the "Nurturing Future Leaders" strand).

LTSEC.25.06.4.2.3	With the Project now entering its final phase, members were assured that there was a positive plan for the remaining six months to progress and embed as business as usual each of the Project's core workstreams.

LTSEC.25.06.4.3   **Student Protection Plan: Update**
Paper LTSEC.25.06.05 was received.

LTSEC.25.06.4.3.1   The Academic Registrar introduced minor amendments to the Student Protection Plan (SPP) to reflect latest developments in the external environment.

LTSEC.25.06.4.3.2   The following was noted:

1. The SPP provides a framework within which to assess key risks within certain situations.
2. The plan updates the financial health of the sector and UWE's position within that context.
3. The latest changes are mainly amendments to language.
4. As having such a plan is an OfS requirement, full approval will be required by Academic Board.

LTSEC.25.06.4.3.3   LTSEC endorsed the updated SPP for submission to the 2 July Academic Board [**Action:** Committee Officer].

LTSEC.25.06.4.4   **Preparedness for TEF 2027**
Paper LTSEC.25.06.06 was received.

LTSEC.25.06.4.4.1   Further to the planned paper on TEF 2027, the Deputy Registrar verbally updated LTSEC with a general update on teaching excellence assessment.

LTSEC.25.06.4.4.2   The OfS have announced that the Teaching Excellence Framework 2027 will not now be going ahead in its current form However, an equivalent process is expected to be put in its place. As such, the key areas of focus remain: UWE will need to evidence a strong institutional narrative in teaching excellence.

LTSEC.25.06.4.5   **Assessment Data dashboard**
Presentation was received.

LTSEC.25.06.4.5.1   Caitlin Flint, Senior Business Intelligence Analyst (IAE), and Charlotte Evans, Digital Assessment Lead, demonstrated an insight dashboard designed to identify and analyse patterns of student success across different modes of UWE assessment.

LTSEC.25.06.4.5.2   The demo showed different levels (College/School, programme, module) filtered by assessment type, enabling users to progress from top-level narrative analysis to ever more specific quantitative data.

LTSEC.25.06.4.5.3   Members of LTSEC were impressed by the functionality and presentational clarity of the dashboard and the ability it gives staff to be purposeful, to increase understanding and to ask challenging questions about the UWE assessment landscape.

LTSEC.25.06.4.5.4   Specific comments were as follows:

1. Where programmes are seen to have unequal assessment, the dashboard will help us determine rationales (the *why* as well the *how*).
2. The data do not currently show student module load (i.e. number of students taking the module at any given time), but that is being factored in.
3. The dashboard does not currently indicate assessment offences.
4. It would also be helpful to see which assessments are most associated with non-submissions.
5. We need to use the insight provided by this dashboard to drive action (via the CI Tool).

LTSEC.25.06.5   **ITEMS FOR DISCUSSION**

LTSEC.25.06.5.1   **Degree Outcomes Statement, 2023/24**
Paper LTSEC.25.06.07 was received.

LTSEC.25.06.5.1.1   The Academic Registrar introduced the full statement covering degree outcomes for 2023/24, following on from consideration of internal data at the May LTSEC.

LTSEC.25.06.5.1.2   It was noted that good progress has been made on actions from previous DOS statements. The current statement contains a new focus on the attainment gap between UK and international students, plus implementation of a revised formula for the University-wide degree classification algorithm.

LTSEC.25.06.5.1.3   The DOS Statement was endorsed for submission to the 2 July Academic Board, following which it will go to Board of Governors prior to publication on the internet [**Action:** Committee Officer].

LTSEC.25.06.5.1.4   The importance of effective, top-level assurance being received on actions to be undertaken in relation to the UK/international attainment gap was emphasised by the Chair.

LTSEC.25.06.5.2 **Reflective Assignment Intervention for First Assessment Offences**
Paper LTSEC.25.06.08 was received.

LTSEC.25.06.5.2.1   The Senior Policy Adviser (Student Voice and Academic Policy) and Deputy Registrar introduced a proposal for a new proportionate and developmental approach to intervening on first time offences: a one-time reflective assignment to support learning rather than a penalty. Members were asked for their views on applying "the speed-awareness course" approach to academic integrity.

LTSEC.25.06.5.2.2   In the ensuing discussion, LTSEC members agreed that a high proportion of first-time academic offences were not committed with dishonest intent, hence a non-punitive approach was warranted. However, they were divided on the current proposal's likely efficacy.

LTSEC.25.06.5.2.3   The following specific comments were made:

1. The current assessment offences banding does already loosely equate with the proposal.
2. The vast majority of AO are one-off incidents, so the more fundamental (and difficult) challenge is preventing that first "mistake."
3. An open conversation with students is important to minimise examples of poor scholarship.
4. Student anxiety should be acknowledged as an issue that often causes these offences. Other university initiatives (e.g. the Manchester RISE model) could be looked at to develop ways to holistically support students.
5. A lack of time is also a key reason for students infringing academic integrity rules. Hopefully UWE Programmes will alleviate this factor. However, the AI challenge remains.

LTSEC.25.06.5.2.4   The Chair thanked members for the discussion. The spirit of the current proposal should be endorsed. Any concerns about resource should not prevent the University from seeking out a "gold standard" solution to this problem. The Chair consequently invited a submission during 2025/26 on what such an ambitious solution would look like. To be included on 2025/26 Business Plan [**Action:** Secretary/ Committee Officer].

LTSEC.25.06.5.3 **UWE's Access and Participation Plan 2024-25 to 2027-28**
Paper LTSEC.25.06.09 was received.

LTSEC.25.06.5.3.1   The EDI Business Partner (Impact and Evaluation) introduced a report from the APP Monitoring Group (APPMG) giving an overview of the APP developments that have taken place in 2024-25, year 1 of 4 in the APP cycle.

LTSEC.25.06.5.3.2   The APPMG highlighted some concerns about a lack of embeddedness and ownership of the work, plus constraints on capacity to deliver, particularly in relation to evaluation expertise. The report proposed various actions to address the concerns, such as publishing our evaluations in a single HE evaluation library.

LTSEC.25.06.5.3.3   Currently proposed actions to be explored further with Colleges and Schools over the summer, and an update to be brought to LTSEC in September 2025 [**Action:** Secretary/ Committee Officer].

LTSEC.25.06.5.3.4   The Chair observed that APP updates at LTSEC have been useful. However, full assurance awaits APP being embedded as business as usual, with collective ownership of the plan.

LTSEC.25.06.5.3.5   The Chair recommended that the APP report be shared with Academic Board members as an appendix to the LTSEC summary report [**Action:** Committee Officer].

LTSEC.25.06.6	**ITEMS FOR ASSURANCE**

LTSEC.25.06.6.1   **Course Survey (2024-25) Analysis and Actions**
Paper LTSEC.25.06.10 was received.

LTSEC.25.06.6.1.1   Following on from the high-level summary of the 2024/25 results at the May LTSEC, the Chair introduced the assurance pieces received by College Deans of Learning & Teaching evidencing that this year's Course Survey results are informing plans for learning and teaching in the coming academic year.

LTSEC.25.06.6.1.2   As an example of such assurance, the CATE Dean for Learning and Teaching reported that the clear actions on the reports received from the Schools effectively identified good practice and potential hotspots. This year's survey is therefore informing learning and teaching plans and driving continuous improvement.

LTSEC.25.06.6.1.3   Qualitative themes taken from the College assurance reports to be submitted as an insight piece to the PAAC [**Action:** Secretary/ Chair].

LTSEC.25.06.6.2   **LTSEC Annual Assurance Report to Academic Board**
Paper LTSEC.25.06.11 was received.

LTSEC.25.06.6.2.1   The Committee considered a draft of the annual assurance report, with members agreeing with the report's summative conclusion that, in the academic year 2024/25, LTSEC effectively discharged its duties in alignment with its Terms of Reference.

LTSEC.25.06.6.2.2   The following comments were nevertheless noted:

1. The size of the Board Packs is still an issue, so shorter, clearer summaries and the use of a paper library/repository could both be useful.
2. Critical readers receiving early sight of papers and providing deep dive assurance could make the conduct of business more efficient.
3. The qualifier "generally" should be removed from the member survey analysis, so that it just says "positive."

LTSEC.25.06.6.2.3   The LTSEC report was endorsed for submission to the 2 July Academic Board [**Action:** Committee Officer].

LTSEC.25.06.7   **SUB-COMMITTEE REPORTING**

LTSEC.25.06.7.1   **University Quality and Standards Sub-Committee**
Paper LTSEC.25.06.12 was received.

LTSEC.25.06.7.1.1   Members considered the summary report of the UQSSC meeting on 19 May 2025. It was noted that the paper on SAR/QIP has been escalated to LTSEC. Paper noted below in LTSEC.25.06.8.5.

LTSEC.25.06.7.1.2   Members received the minutes of the meetings on 31 March 2025.

LTSEC.25.06.8   **ITEMS FOR INFORMATION**

LTSEC.25.06.8.1   **Chair's actions**
Paper LTSEC.25.06.13 was received.

LTSEC.25.06.8.1.1   It was noted that no further actions have been approved by the Chair on behalf of LTSEC since the meeting on 1 May 2025.

LTSEC.25.06.8.2   **External environment scan**
Paper LTSEC.25.06.14 was received.

LTSEC.25.06.8.2.1   Members 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.

LTSEC.25.06.8.3   Policy update tracker
Link to online tracker provided.

LTSEC.25.06.8.3.1   The progress of policy updates under the Policy Governance Framework was noted.

LTSEC.25.06.8.4   School Boards of Studies annual assurance reports, 2024-25
Paper LTSEC.25.06.15 was received.

LTSEC.25.06.8.4.1   LTSEC noted the assurance reports which confirmed that these Boards are fulfilling their remit.

LTSEC.25.06.8.4.2   It was further noted that discussions to review and enhance the SBoS process are planned for the summer.

LTSEC.25.06.8.5   Self-Assessment Report and Quality Improvement Plan (apprenticeship provision)
Paper LTSEC.25.06.16 was received.

LTSEC.25.06.8.5.1   Members noted this year's updated report and that detailed scrutiny has taken place at Apprenticeship Board and UQSSC.

LTSEC.25.06.8.5.2   SAR-QIP report endorsed for submission to the 2 July Academic Board [**Action:** Committee Officer].

LTSEC.25.06.8.6   Review of Chair's actions taken on behalf of the Committee during 2024/25
Paper LTSEC.25.06.17 was received.

LTSEC.25.06.8.6.1   The outcome of the annual audit of Chair's actions undertaken by the CATE Dean Learning and Teaching was noted.

LTSEC.25.06.8.6.2   LTSEC was assured that all the Chair's actions were completed according to established process.

LTSEC.25.06.8.7   Ethical Careers Framework
Paper LTSEC.25.06.18 was received.

LTSEC.25.06.8.7.1   The development of the Ethical Careers Framework from a static policy into a more flexible framework was noted.

LTSEC.25.06.8.8   Casework policies
Paper LTSEC.25.06.19 was received.

LTSEC.25.06.8.8.1   Members were informed that the Casework team, as part of their ongoing policy review and development work, are currently redrafting the Complaints, Student Conduct, Fitness to Study and Professional Suitability policies.

LTSEC.25.06.8.8.2   Chair's action approval for these policies is planned for the end of July 2025, with a view to publication prior to 1 August [**Action:** Secretary/Committee Officer].

LTSEC.25.06.9   ANY OTHER BUSINESS

LTSEC.25.06.9.1   The Deputy Registrar reported that, considering the University Transformation Programme, the membership of LTSEC (together with other committees) will be re-evaluated for 2025/26.

LTSEC.25.06.9.2   The Chair noted that Heather Moyes will be leaving UWE in July to take up a new senior role at Cardiff Metropolitan University. On behalf of all members, thanks were extended to Heather for her major contributions to LTSEC and the UWE Bristol more generally.

LTSEC.25.06.10   DATE(S) OF NEXT MEETING(S)

LTSEC.25.06.10.1   Next meeting dates for academic year 2025/26:
- 17 Sep 2025
- 18 Nov 2025
- 3 Feb 2026
- 22 April 2026
- 10 June 2026