ACADEMIC BOARD

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 21st June 2017 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present:	Jane Harrington (Chair), Elizabeth Cleaver, Rachel Cowie, Stephen Draper, Lisa Harrison, John Lanham, Mandy Lee, Jim Longhurst, Sarah Mackie, Ronnie Mutulili, Olivia Evans, Vicky Nash, Elyshia Neal, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer), Fiona Tolmie, Jayne Storey, Joshua Vaughan, Maggie Westgarth, Teresa Wood.
Apologies:	Iraje Ahmed, Jenny Dye, Jackie Chelin, Jamie Jordan, Timothy Kichwen, Jo Midgley, Chathuranga Nawala, Derek Norris, Alastair Osborn.
In attendance:	Nick Biggs (for item 6.5), Tracey Horton (for items 4.3, 6.1 and 6.5) and Susan Yilmaz (for item 8.2)

LTSEC17.06.1	**APOLOGIES FOR ABSENCE**
LTSEC17.06.1.1	Apologies for the meeting were recorded.
LTSEC17.06.2	**MINUTES OF THE LAST MEETING**
LTSEC17.06.2.1	The minutes of the last meeting, held on the 28th March 2017 were confirmed as an accurate record of the meeting.
LTSEC17.06.3	**MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA**
LTSEC17.06.3.1	LTSEC01.11.1 – Update on teaching minimum expectations – The Director of Student and Academic Services confirmed that this had now been completed.
LTSEC17.06.3.2	LTSEC17.01.14.1 – ILM accreditation for PAL leaders – A verbal update was provided as the Deputy Director of Library Services had sent apologies for the meeting. PAL leaders would be enrolled on the unit 'understanding good practice in workplace mentoring', training would take place in early September and assessed mid-term in order to ensure they are well prepared for their PAL roles. Upon completion

	they would have an accredited ILM level 3 unit in mentoring. Library staff would be involved in the training and assessment. Those students who progress to a Senior PAL leader role would undertake a further two units, 'undertaking mentoring in the workplace' and 'reflecting on workplace mentoring'. As part of their role, they would mentor the PAL leaders. Completion of the three units would result in Senior PAL leaders being awarded an ILM level 3 award in mentoring.
LTSEC17.06.3.3	Committee members queried the costs of implementing this, and requested that these be sent to the Chair to enable consultations with Associate Deans Learning and Teaching as soon as possible. **Action : Deputy Director of Library Services**
LTSEC17.06.3.4	LTSEC17.03.6.2 - Guidance for supervision of dissertations – The committee noted that this was ongoing, and the Chair requested the guidance be sent to Associate Deans and the Chair, prior to the next meeting, for sign off via Chairs action. **Action : Head of Complaints and Appeals**
LTSEC17.06.3.5	LTSEC17.03.9.2 – Training on student vulnerability – Committee members noted the update within the actions list, and the Head of Strategy and Executive Services confirmed that a further communication would be sent to faculty colleagues to confirm this.
LTSEC17.06.4	**LEARNING 2020**
LTSEC17.06.4.1	The Chair gave an update on Learning 2020. UWE Enhancement Framework Roadshows had been taking place to provide faculties with an update on: • Continuous Improvement (including wireframes for the new system which allow users to click through the screens to see how the system would look and work); • Curriculum Approval and PER.
LTSEC17.06.4.2	The Chair confirmed that feedback from the Roadshows had been positive, and an agenda item would be added to the first meeting of LTSEC in 2017/18 to provide a further update on all activity within Learning 2020.
LTSEC17.06.4.3	Enhanced Year Project – The Associate Dean Learning and Teaching from the Faculty of Business and Law introduced paper LTSEC17.06.2, which provided an update on the following: • The 3 strands to the project had been agreed; the UWE calendar, the Successor to the UWE Futures Award and UWE Challenges; • Strand 1 - The main change would be adding an additional week into the UWE Calendar, with some constraints. Outcomes from consultations suggested that most would propose a transition week with a mix of start up activities and teaching, and it was recommended that a group be set up to consider

	this further, with all programmes having to evidence how this would be incorporated when going through PER;
	• Strand 2 – Successor to the UWE Futures award – To allow full support from APTs it had been agreed that all students would be required to access the award. A pilot across a number of programmes would take place during 2017/18 to test the concept. The project identified 4 elements within this:
	    o A non-credit bearing module through blackboard in which students can access the award;
	    o Evidence would be compiled using a pebblepad portfolio tool, the licensing of which students could keep after leaving UWE;
	    o A claim form would be completed by students to evidence how each graduate attribute had been obtained (from both curriculum and non-curricula activities);
	    o A UWE Catalogue was proposed. This would be a searchable online database setting out all activities supported by the University which could provide evidence towards achieving graduate attributes. This would be a longer term project as these lists did not currently exist and a scoping exercise to determine what it would look like and who would manage it would be needed.
	• Strand 3 - Grand Challenges – replaces the 'UWE Week' and would comprise several competitive challenges over the year, ideally sponsored by external stakeholders, reflecting the areas in which UWE research could have an impact.

LTSEC17.06.4.4	The following was discussed: • Resources – There would be various costs to developing each of these strands, although estimated costings had not been provided in the paper; • To avoid confusion it would be useful to clearly identify that students would not risk failing their degree if they did not engage with the successor to the UWE Futures award; • The pebblepad portfolio would have structured reflections for each graduate attribute, however it could be customised for each programme and could allow students to demonstrate their own interests; • The 'Grand Challenges' strand could be quite distinctive and create opportunities for inter-disciplinary working; • The proposals regarding the UWE calendar could be brought to Academic Board as part of the wider work to the Academic Calendar; • The project and paper was very detailed; some aspects of this could be progressed and others required more investigation.
LTSEC17.06.4.5	The Committee agreed to endorse the paper to Academic Board, however further work would be needed to ensure the proposal was concise and detailed exactly what Academic Board would be asked to approve at present (e.g. the pilot project for the successor to the

	UWE Futures award), removing the resources section and making the discussions noted above clearer. **Action : Associate Dean Learning and Teaching in FBL**
LTSEC17.06.5	**Enhancement Framework**
LTSEC17.06.5.1	The Director of Student and Academic Services provided a verbal update on progress to date. The PER pilots were progressing, with the exception that the pilot for English had been delayed. A paper was due to be considered at Academic Board to approve the new processes for curriculum design and approval; aligning this to the planning round and creating more strategic oversight. CAPs would cease from September 2017, and new programmes would either be aligned to a scheduled PER or be held as a validation event. A transitional period would be put in place for those developments which were already in progress.
LTSEC17.06.6	**Academic Quality and Regulatory Review update**
LTSEC17.06.6.1	The Academic Regulations and Policy Manager introduced paper LTSEC17.06.3, which was welcomed by the committee. An Operational Group and separate Steering Group were in place to provide oversight and direction to the review of the academic regulations going forward. The review was in the early stages, with different sections being reviewed at a time. The main changes being proposed to date were as follows: • Move to having 1 type of module rather than 4. This 'shell' could then be designed to contain a variety of assessments; • Remove components and just have assessment tasks with the overall mark for the module being an aggregate of the mark for each assessment; if students failed an assessment task they would only be required to re-sit that individual task; • Adopt the Framework for Higher Education Qualifications, as set out by the QAA; • Introduce maximum periods of registration: for example, on a 1 year programme, students would have 3 years to complete the award; • Extenuating Circumstances – proposing that students apply for specific outcomes i.e. a deferral or an extension to an assessment. The areas of work which would be looked at next would be progression between levels (thresholds and whether students could trail modules), classification methods, condonation and compensation. As each section of the regulations progresses, further consultations and testing of live scenarios would take place.
LTSEC17.06.6.2	The committee welcomed the update and the suggested changes. Further thinking would be needed during the consultation and testing stages around whether the University would want to provide further guidance for some of the proposed changes.
	STUDENT VOICE AND ENGAGEMENT

LTSEC17.06.7	**Progress with Student Life programme**
LTSEC17.06.7.1	The Director of Student and Academic Services confirmed that the direction of travel with regard to setting up a Student Life Board had changed, and an audit was underway reviewing all activity, including community and citizenship support, extra curricula activity and the concept 'More than a degree	a 360°experience'. The audit was due to be completed at the end of June, and the results would feed into a Board to move the work forward, ensuring it was aligned to Learning 2020.
LTSEC17.06.8	**Regulatory Changes for 2017/18**
LTSEC17.06.8.1	The Academic Regulations and Policy Manager provided an introduction to paper LTSEC17.06.4, which detailed changes to the regulations for the next academic year as follows: • Update to the AL/AEL section, mainly removing duplication; • Processes regarding assessment offences had been removed and added to the Assessment Offences Policy; • Extenuating Circumstances (ECs)– Re-written to reflect what students will be applying for when submitting an EC, i.e. an extension to work, a missed assessment or the removal of a mark if the assessment took place but their judgement had been impaired. It was also proposed that the name be changed to personal circumstances to enhance understanding; • Clarification regarding attendance at re-sit Field Boards for External Examiners (EE); if the Department were satisfied that all due process had been applied then the EE would not need to attend, also Module Leaders would only need to attend re-sit Field Boards if there were issues with the marks; • The removal of separate variant regulations for the PGCE and ProfGCE as there were only a few small differences. These programmes would now sit under the University Regulations, and the differences would be reflected within the Programme Specifications; • Further communications and guidance would be provided in relation to these changes to staff and students.
LTSEC17.06.8.2	The committee were happy to agree that the proposed changes could be endorsed to Academic Board for approval.
LTSEC17.06.9	**Draft LTSEC Annual Report for Academic Board**
LTSEC17.06.9.1	The committee received paper LTSEC17.06.5 which detailed the business which had been considered over the 2016/17 academic year, and confirmed that the committee had met its purpose as set by the terms of reference. The paper would be finalised, including business from the June meeting, and sent to the next meeting of Academic Board. **Action : Committee Officer**

LTSEC17.06.10	**Annual Reports from sub-committees**
LTSEC17.06.10.1	**Faculty Academic Standards and Quality Committees** - Each Associate Dean Learning and Teaching, provided a brief introduction to the Faculty ASQC annual reports: • ACE confirmed good engagement from student representatives, who had conducted a survey and produced a useful report on 'what I wish I had known in my first year'. There had also been some challenges throughout the year due to the absence of a permanent Quality Account Manager; • FET had completed a huge amount of curriculum development work throughout the year, including roll outs of existing programmes at partner institutions and the development of degree apprenticeships. The committee had ensured that departmental committees had taken ownership of curriculum review, which had allowed more time at ASQC for engaging conversations. Student representation had again been very positive, including focus work on APT, curriculum development outside of ASQC and writing the student representative section of the annual report. A spreadsheet had been created to facilitate engagement with External Examiner reports, broken down at department and cluster level to allow students to see how these relate, which had been effective in increasing engagement in this area; • HAS advised of issues with some ASQCs clashing with LTSEC. The timing of departmental reports had been considered to allow them to become more meaningful, work with PSRBs had been positive, and curriculum development work had been led by external factors. Student representatives had written the student engagement section of the report, and had engaged well with the student performance template for programme annual monitoring; • FBL confirmed that the composition of the committee would now include some programme heads to facilitate the flow of information to departments. New members of staff had observed meetings as a staff development exercise. External Examiner feedback regarding unhappiness with plagiarism software had been reported into the assessment offences project, and students had raised issues around the cost of text books which was being monitored through student engagement with digital texts. Student representation at meetings had decreased this academic year within the Faculty. • HART would submit their annual report to the first meeting of LTSEC in 2017/18.
LTSEC19.06.10.2	The committee noted the high amount of programme approval work taking place at ASQCs, and raised concerns about how this would be captured in a timely manner through the new proposals within the UWE Enhancement Framework. This would be fed into the project. The excellent student engagement noted within ACE, FET and HAS

	ASQCs was noted, and this good practice would be fed into the FBL ASQC within 2017/18 to help increase student engagement.
LTSEC17.06.10.3	The reports from the Collaborative Provision Committee and the Widening Participation Committee were noted. The report from the International Student Experience Committee was noted, and the wording regarding the request to consider the Internationalisation Strategy would be changed to reflect that the development of the strategy was part of a wider piece of work and would be subsumed within that.
LTSEC17.06.11	**QAA Action Plan Update**
LTSEC17.06.11.1	Committee members noted the paper LTSEC17.06.10, which detailed an update on the QAA action plan and that a majority of the actions had now been completed.
LTSEC17.06.12	**Assessment Offences Policy**
LTSEC17.06.12.1	Paper LTSEC17.06.11 was received by the committee, and the Academic Regulations and Policy Manager provided an introduction to the changes made to the policy : - Language had been updated, and new areas of plagiarism had been included e.g. computer coding and essay writing websites; - Processes for both taught and Postgraduate Research programmes had been removed from the Academic Regulations and included within the policy; - The flow diagram had been updated and the roles of the assessment offences advisor and executive officer had been clarified; - A section for UK and International partners had also been included; - Extenuating Circumstances (ECs) – the processes in which a student could apply for an EC if they reveal a circumstance which has affected them during an investigation had been reviewed (currently wouldn't be allowed to apply for an EC).
LTSEC17.06.12.2	Committee members discussed the area of Extenuating Circumstances further, including the following : - Members agreed that normally an EC should take precedence over an assessment offence (AO) as an AO panel could not act as an EC panel. Therefore, if it becomes evident that there is a case for an EC during the investigation, then the offence should be put on hold until an EC has been applied for and completed; - It would be useful to consider further why students had not initially revealed the EC, and what the University could do to identify and support these students before they offended (whether it is particular group of students this relates to);

	• It would also be useful to keep a record of the initial assessment offence to check whether students then offend again; • How would student conduct and professional suitability cases be taken into account; • FBL noted a high level of assessment offence panels taking place due to students rejecting the allegation (which entitles them to a panel); • How many offences would result in a discussion by an award board?
LTSEC17.06.12.3	The committee agreed that further discussions via a workshop were required to tease out these issues. **Action : Academic Regulations and Policy Manager**
LTSEC17.06.13	**Student Pregnancy Policy**
LTSEC17.06.13.1	Paper LTSEC17.06.12 was received, detailing the 3 year review of the policy and changes being proposed. The main change would be the transfer of operation from the disability service to student support advisors, and terminology around ECs. Further clarification had been added for arrangements of partners and a section had been added for primary adopters.
LTSEC17.06.13.2	The Committee agreed to approve the changes to the policy.
LTSEC17.06.14	**Professional Suitability Policy**
LTSEC17.06.14.1	The Committee received paper LTSEC17.06.13, and again noted that this was a review of the policy after 3 years of operation. The main changes were: • The policy would now be open to practice related programmes (previously it only covered programmes which lead to professional employment); • Clarifications had been included around the support for students' health and wellbeing, the role of the formal investigation, that students could identify someone to attend a professional suitability panel to speak for them, and that the University reserves the right to mention some concerns to employers where there were legitimate and serious concerns about risk to others.
LTSEC17.06.14.2	The following discussions took place: • The student case work manager and Head of Department (HoD) would make a judgement over whether to follow the professional conduct or professional suitability policy to reduce ambiguity, especially for practice led programmes; • Clarification would be useful around when the University could discuss/refer outcomes to a third party such as a PSRB, a placement provider or the Police etc without notification to the student, for example in high risk situations which could put

	others at risk in telling the student. Where PSRBs were involved it would be necessary to consider whether this would expose the University to concerns; • Separate discussions would be useful to consider the complex relationships with employers for degree apprenticeships.
LTSEC17.06.14.3	Subject to the above clarifications, the committee was happy to approve the changes to the policy.
LTSEC17.06.15	**Education for Sustainable Development Report (ESD) and Strategy**
LTSEC17.06.15.1	The Assistant Vice Chancellor Environment and Sustainability introduced paper LTSEC17.06.14: • Part 1 – good progress had been made against the key actions set out from the previous year; • Part 2 – series of targets relating to the sustainability plan and progress to date; • Part 3 – the ESD action plan through to 2020, areas for action within the refreshed sustainability plan and the relationship to the UWE Enhancement Framework; • Part 4 – actions for the 2017/18 academic year.
LTSEC17.06.15.2	The committee noted the awards won within 2016/17 and the strong engagement from the SU, and agreed the direction of travel.
LTSEC17.06.16	**Terms of Reference (TOR) for EEMG and the Employability Plan**
LTSEC17.06.16.1	The Deputy Director Student Success Services confirmed that the TOR and Employability Plan within paper LTSEC17.06.15 had been revised as most of the original actions had been achieved. The profile of employability had increased, and more ambitious targets had been included, along with reference to the graduate attributes. The region in which the University was located, the fact that a high amount of students remain in the region, and the focus on employability at UWE meant that more ambitious targets were achievable.
LTSEC17.06.16.2	The TOR and Employability Plan were approved by the committee, with the exception of adding in reference to the connections with the Sustainability Group.
LTSEC17.06.17	**Terms of Reference for the DSA Modernisation Task and Finish Group**
LTSEC17.06.17.1	The Director of Student and Academic Services confirmed that there would be a severe reduction in disabled student allowance funding over the next few years, and investigations were progressing to consider how to tackle this. Proposed strands had included a digital first approach for pre-entry and out of hours support, inclusive service provision and policies which promote inclusion, bringing together

	support and delivery within the merged Student and Academic Services, staffing structures and what support the University still needed to provide. It had been recommended that a task and finish group be set up, feeding into Learning 2020 and LTSEC to consider these areas further, and the TOR for these had been proposed in paper LTSEC17.06.16.
LTSEC17.06.17.2	The committee agreed that apprenticeships, and the relationship between the responsibilities of the employer and the University would need to be considered further. The Committee agreed to approve the TOR.
LTSEC17.06.18	**Report from the LTSEC Enhancement Meeting 2016/17**
LTSEC17.06.18.1	The Committee received paper LTSEC17.06.17, which provided an update on the outcomes from the LTSEC Enhancement meeting about Learning Gain. It was noted that suggestions for pilots should be sent to the Chair, and agreed that a task and finish group be set up to take the actions forward (including agreeing the pilots).
LTSEC17.06.19	**Update on Degree Apprenticeships**
LTSEC17.06.19.1	The Assistant Vice Chancellor - Director Strategic Regional Partnerships attended the meeting and introduced paper LTSEC17.06.18. A portfolio of programmes was currently going through various stages of the approval process with an aim to launch in September 2017. Level 7 'levy paying' apprenticeships would be the focus for UWE developments, and standards were currently being developed. A working group was currently considering processes for setting up and approving degree apprenticeships, alongside a robust governance structure to ensure effective development and delivery. The Committee were happy with the progress to date.
LTSEC17.06.20	**Faculty updates on Academic Personal Tutors (APT)**
LTSEC17.06.20.1	The Committee received paper LTSEC17.06.19 and the Associate Deans Learning and Teaching provided a brief update on how each Faculty had mapped the new set of standards for APT agreed by LTSEC in September 2016: • ACE had outlined the actions of each Department, what had been working and what needed tweaking. One main challenge had arisen in the Journalism area with APTs struggling to connect with hard to reach students, which would be monitored by ASQC; • FBL had not produced a written paper, but confirmed that work undertaken had been mapped against the standards. There were some logistical problems around meeting expectations which would be looked at in more detail at programme cluster level; • FET confirmed that departmental approaches were aligned to the standards, but noted that student engagement was the

	main challenge which needed addressing. The work around emotional resilience was moving forward and would be embedded in APT and a set of faculty expectations would be developed which would be shared with students; • HAS had agreed additional resources for APT, with the aim to having more structure. New principles and differences in how departments apply APT had been agreed, and pilots on resilience had been well received. The main challenges were around CPD students and supporting students who were effectively 'module gatherers', with a different model for APT being considered. Investigations into increasing student engagement had identified one possible method; a range of mini celebrations at level 2 (between induction and NSS).
LTSEC17.06.20.2	The Committee discussed the common themes arising from each faculty, and agreed that the Associate Deans would meet, with one taking the lead, to discuss these further. **Action : Associate Deans Teaching and Learning**
LTSEC17.06.21	**Consumer Markets Authority (CMA)**
LTSEC17.06.21.1	The Deputy Head of the Learning and Teaching Enhancement Team provided a verbal update on developments with CMA: • CMA had been broken down into application stage, offer stage and enrolment stage; • The material information provided to students on the web at their entry point was compliant, however there were some patterns in wording which needed consideration e.g. sandwich routes and separating BEng's and MEng's; • Strategic communications would be refreshed in conjunction with the web editors; • Terms and Conditions were currently on the policies webpage, and had been amended recently to advise they wouldn't apply to students on degree apprenticeships. Work was also underway with the Bristol Old Vic Theatre School to ensure T+C were cross referred; • A letter would be sent to students this year (as it was last year) where material information had changed since the offer stage; • Student consultations had taken place where programmes had proposed changes, and overall this had worked well although the process of doing this on a case by case basis had been resource heavy. There would be further consideration of student communications and consultations with CPD students. If the University was audited it would be able to provide evidence that consultations had taken place; • Degree apprenticeships would also need to be looked at in terms of running two sets of T+C where a programme was delivered both by UWE and an employer; • Further work was also needed around programme closure.

LTSEC17.06.21.2	The committee noted the update, and that the University was in line with the rest of the sector.
LTSEC17.06.22	**ACE and FBL update on EE Feedback**
LTSEC17.06.22.1	The Associate Deans Learning and Teaching in ACE and FBL provided a verbal update: • ACE confirmed that there had been some broader issues in art and design which had been picked up through module feedback, and these had been addressed through the periodic curriculum review. Space for postgraduate level study had also been identified as an issue, and would be considered further. A faculty LTSEC had been created to help share good practice and a director of student experience had been appointed which would facilitate issues and good practice across the different teaching sites; • FBL confirmed that all of the issues raised had been picked up in a report which went to ASQC.
LTSEC17.06.23	**DATE OF NEXT MEETINGS** 22 November 2017 07 February 2018 28 March 2018 09 May 2018 20 June 2018