



LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting of the Learning, Teaching and Student Experience Committee held on Wednesday 10 November 2021.

Present: Amanda Coffey (Chair), David Barrett, Suzanne Carrie, Caterina Costa, Jacqueline Chelin, Rachel Cowie, Jennifer Dye, Nadine Fry, Antony Hill, Samuel Ikpe, Vanique Kruger, Cathy Minett-Smith, Heather Moyes, Dami Okeyoyin, Gerry Rice, Jackie Rogers, Jeanette Sakel, Richard Strange, Ian Stratton (Secretary), Thomas Wild.

In attendance: Evan Botwood (item 4.1), Nick Biggs (item 6.2), Louise Davis (item 5.2) Jim Longhurst (item 4.1), Helen King, Amy Morgan (Officer).

Apologies: Tim Brailsford, Jacqueline Butler, Peter Clegg, Sasha Chibumbu, Laura Harrison, Jo Midgley, Jeanette Sakel, Simon Scarle, Neil Willey.

LTSEC.21.11.1 WELCOME AND APOLOGIES

- LTSEC.21.11.1.1 The Chair welcomed members to the meeting and noted apologies received.
- LTSEC.21.11.1.2 Each person present introduced themselves and their role at UWE.
- LTSEC.21.11.1.3 The Chair agreed to start with item 4.1 so that colleagues could exit the meeting who were just attending for that item.

LTSEC.21.11.2 EDUCATION FOR SUSTAINABLE DEVELOPMENT

- LTSEC.21.11.2.1 *Paper LTSEC.21.11.07 was received.*
- LTSEC.21.11.2.2 Jim Longhurst, Assistant Vice-Chancellor, Environment and Sustainability presented the ESD guidance.
- LTSEC.21.11.2.3 To note:
- (i) The ESD guidance was published in Spring 2021 and is intended for every discipline within every HE institution.
 - (ii) The ESD guidance is a collaboration between Quality Assurance Agency (QAA) and Advance HE.
 - (iii) The new guidance has built upon the 2014 guidance and offers suggestions to incorporate into processes and procedures within the curriculum.
 - (iv) The guidance lists how ESD is best achieved, and how these are central to ESD engagement.
 - (v) The new guidance is an opportunity for UWE to reflect and reengage with ESD.
 - (vi) Staff development and training will enable ESD to be fully supported.

- LTSEC.21.11.2.4 Members noted:
- (i) Students are eager to support sustainability in the curriculum, essential to the future of higher education.
 - (ii) Creative thinking will be needed to ensure sustainability is at the forefront of programmes and courses.
 - (iii) Thought will be given to the enhancement framework and the alignment to the subject readiness review (SRR).
 - (iv) In accepting the recommendations, there will be significant work to be done.
 - (v) Employers are becoming increasingly interested in sustainable development within HE institutions.
- LTSEC.21.11.2.5 Members approved:
- (i) The recommendation to adopt and implement the ESD guidance within our taught provision.
 - (ii) The recommendation to use the quality management system to assure itself that the ESD guidance is embedded.
 - (iii) The recommendation that external audits are undertaken as part of the ISO14001 certification and Responsible Futures accreditation as 3rd party verification of the presence and use of the guidance within the curriculum.
- LTSEC.21.11.2.6 Jim Longhurst, Assistant Vice-Chancellor Environment and Sustainability presented the ESD Annual Report.
- To note:
- (i) The annual report was approved at the Sustainability Board on 21 October 2021.
 - (ii) The report will be published following the approval of the LTSEC.
 - (iii) Students can be assured ESD is being put in place through a variety of methods; building and changing the culture around sustainability, using process and procedures correctly and using ESD as part of the academics continuing CPD.
- LTSEC.21.11.2.7 Members approved the ESD Annual Report 2020/21.

LTSEC.21.11.3 MINUTES AND MATTERS ARISING

LTSEC.21.11.3.1 Previous Minutes

Paper LTSEC21.11.01 was received

- LTSEC.21.11.3.1.1 The minutes from 22 September 2021 were approved as a true and accurate record of discussions.

LTSEC.21.11.3.2 *Action Sheet and Matters Arising

Paper LTSEC21.11.02 was received

- LTSEC.21.11.3.2.1 Members noted the updated action sheet and the actions (LTSEC20.09.14.2 and LTSEC20.11.13.1) transferred to the new University Quality and Standards sub-committee.

LTSEC.21.11.3.3 *Chair's Actions

Papers LTSEC21.11.03 and LTSEC21.11.04 were received.

LTSEC.21.11.3.3.1 Members noted the approval of the update to the Enhancement Framework's curriculum design principles to better reflect Strategy 2030.

LTSEC.21.11.3.3.2 Members noted the approval of the extension of the partnership between UWE Bristol and International University (IU), Vietnam National University, Ho Chi Minh City.

LTSEC.21.11.4 STANDING AGENDA ITEMS

LTSEC.21.11.4.1 *Chair's Report

Paper LTSEC21.11.05 was received.

LTSEC.21.11.4.1.1 Members noted this was a new format to replace the verbal Chair's update.

LTSEC.21.11.4.1.2 Members confirmed this report was helpful and found it useful.

LTSEC.21.11.4.1.3 Members agreed the Chair's report would continue to come to future LTSEC meetings as a standing item for interest and information.

LTSEC.21.11.4.2 Update from the Students' Union

Paper LTSEC21.11.06 was received.

LTSEC.21.11.4.2.1 Dami (Oluwadaniola) Okeyoyin, VP Education, presented the paper.

LTSEC.21.11.4.2.2 To note:

- (i) The SU have been busy engaging with Starting Block and freshers' fairs across all campuses, promoting their individual manifestos.
- (ii) Sustainability, celebrating culture, student voice and representation, mental health and wellbeing continue to remain as key areas of focus.
- (iii) There have been a variety of activities taking place in all focus areas all outlined in LTSEC.21.11.06.

LTSEC.21.11.5 QUALITY AND STANDARDS AND THE STUDENT EXPERIENCE

LTSEC.21.11.5.1 Starting Block Development

Paper LTSEC21.11.08 was received.

LTSEC.21.11.5.1.1 The Dean of Students present the paper and updated members of the recent Starting Block (SB) evaluation.

LTSEC.21.11.5.1.2 To note:

- (i) A formal thank you to all staff and students for their engagement with the programme.
- (ii) Faculties have been asked to produce a programme feedback report to be collated within the evaluation report.
- (iii) The SB steering group will now focus on fine tuning and further embedding SB.
- (iv) SB will continue to focus on positive beginnings for students and not just about sharing information.

- (v) There is debate about the future of the Inspire me lectures and ensuring these remain real and relevant.
 - (vi) There has been acknowledged about the timetabling issues around freshers' fairs and SB.
- LTSEC.21.11.5.1.3 Members noted:
- (i) The evaluation continues to be a work in progress.
 - (ii) There is further development needed on the starting block design guide.
 - (iii) SB will continue to be specific to programmes and delivered at a local level.
 - (iv) The academic calendar is being reviewed to improve the timing of SB and the start of year.
 - (v) Dean of Students and Director of Apprenticeship will liaise about aligning SB and apprenticeship schedules.
 - (vi) Staff continue to be supported to develop knowledge and skills to enable them to contribute to starting block
- LTSEC.21.11.6 Associate Lecturer Support Framework**
Paper LTSEC21.11.09 was received.
- LTSEC.21.11.6.1 The Associate Dean for HAS, Learning and Teaching gave a presentation.
- LTSEC.21.11.6.2 To note:
- (i) This was a LTSEC initiated project to enhance the consistency of training and support for Associate Lecturers (AL).
 - (ii) ALs are not permanent staff but have responsibility for a wide range of teaching and work over 30 hours per week.
 - (iii) There is a separate challenge about the recruitment of ALs.
 - (iv) The AL support framework is live on the staff intranet and will continue to be developed and updated.
 - (v) The AL welcome pack has recently been updated to remain relevant and effective.
- LTSEC.21.11.6.3 LTSEC approved the recommendation that training should be an expected part of the AL experience, and that we should support ALs to undertake training in a timely fashion.
- LTSEC.21.11.6.4 Members noted:
- (i) Essential training is 'essential' and there should be little to no exemptions.
 - (ii) Line managers currently check in with ALs after 3 months to assess progress of training.
 - (iii) The project will continue to progress, updated and evaluated to allow it to be self-sustainable in the future.
 - (iv) The need to further consider career development opportunities as part of the AL support framework.
- LTSEC.21.11.6.5 It was noted that there was further work to be around recruitment, career pathways and talent management in relation to ALs. – this work will need to have oversight at the appropriate committee/board.

LTSEC.21.11.7	Foreign Trade University Academic Agreement and Partnership Review Report <i>Paper LTSEC21.11.10 was received.</i>
LTSEC.21.11.7.1	The Deputy Director of Student and Academic Service, Policy Enhancement and Student Experience presented the case to approve the recommendation for the renewal of the academic partnership with FTU for a further five years.
LTSEC.21.11.7.2	Members approved the renewal recommendation.
LTSEC.21.11.8	*Student Surveys 2022 <i>Paper LTSEC21.11.11 was received.</i>
LTSEC.21.11.8.1	Members noted the upcoming plans for the NSS and PTES surveys in 2022.
LTSEC.21.11.9	*Update on Subject Readiness Review <i>Paper LTSEC21.11.12 was received.</i>
LTSEC.21.11.9.1	Members noted the update on the progress of phase one of the Subject Readiness Review.
LTSEC.21.11.10	OFSTED Self-Assessment Report (Apprenticeships) <i>Paper LTSEC.21.11.13 was received.</i>
LTSEC.21.11.10.1	The Deputy Director of Student and Academic Service, Policy Enhancement and Student Experience presented the paper. To note: <ul style="list-style-type: none"> (i) Ofsted became responsible for the inspection of all apprenticeship provision in England from 1 April 2021. (ii) UWE apprenticeships are due to receive a full inspection between now and May 2023. (iii) The Ofsted task and finish group exists to prepare for an inspection and oversees the self-assessment report (SAR) and quality improvement plan (QIP). (iv) Ofsted outcomes are vital to business, reputation, employer satisfaction and PSRB attention. (v) It is important UWE reflects honestly in the SAR and QIP, working with a continuous improvement mindset. (vi) The SAR and QIP are both being developed to improve tone of voice and include more data and analysis of performance.
LTSEC.21.11.10.2	It was confirmed the sign off of the SAR and QIP will sit with LTSEC for annual approval.
LTSEC.21.11.10.3	It was agreed all detailed feedback on LTSEC.21.11.14 should be sent to Heather Moyes.
LTSEC.21.11.10.4	Members noted: <ul style="list-style-type: none"> (i) Language and evidence will need to be developed to ensure a more effective SAR.

- (ii) A strong narrative from the student voice would bring the SAR alive and strengthen the document.
 - (iii) A suggestion to reframe the report around core themes.
 - (iv) The group are working with colleagues who have had previous experience or insight with Ofsted/ Estyn.
- LTSEC.21.11.10.5 It was confirmed the SAR and QIP will go to Academic Board for consideration on 8 December 2021.
- LTSEC.21.11.11** **Assessment Offences Annual Report**
Paper LTSEC.21.11.14 was received.
- LTSEC.21.11.11.1 Senior Policy Advisor presented the paper.
 Members heard:
- (i) The report includes the headline data from the AO in 2020-2021.
 - (ii) There has been a significant rise in allegations from 19/20 to 20/21, the contributing factors are evidenced in the report.
 - (iii) The trend of AO increases has been replicated across the HEI's for 20/21.
 - (iv) The report outlines the objectives for 21/22 including the working with the development of the new SIRM.
- LTSEC.21.11.11.2 Members noted:
- (i) The importance of AO data within the apprenticeship provision.
 - (ii) The AO work should be integrated into the assessment project.
 - (iii) The Turnitin project is currently being rolled out and should improve AO data, however may increase detection of cases in the first instance.
 - (iv) The importance of engaging students at the right point and being aware of cultural difference/understanding.
- LTSEC.21.11.12** **Student Casework Annual Report**
Paper LTSEC.21.11.15 was received.
- LTSEC.21.11.12.1 The Head of Student and Academic Policy Enhancement Academic Services presented the paper and members noted :
- (i) The report reviews the operation of the University's Student Casework policies and procedures in the 2020/21 Academic Year, providing assurance to LTSEC.
 - (ii) The report reflects an abnormal year due to the covid pandemic.
 - (iii) These has been an overall rise of 94 cases from 397 cases in 19/20 to 481 cases in 20/21.
 - (iv) Stage 1 complaints are now dealt with at a local level and are not included in the formal casework processes.
 - (v) Appendix 1 presents the learning points from the casework team to take forward.

(vi) Appendix 4 presents the recommendations for LTSEC to consider.

LTSEC.21.11.12.3 Members were assured processes were being followed appropriately and agreed the casework team should take forward to the recommendations as part of the learning and evolving work.

LTSEC.21.11.12.4 Members were reminded LTSEC.21.11.16 will go to Academic Board for consideration on 8 December 2021.

LTSEC.21.11.13 Reports from disbanded LTSEC sub-committees:

LTSEC.21.11.13.1 **Partnerships and Quality Sub-Committee**
Paper LTSEC.21.11.16 was received and noted.

LTSEC.21.11.13.2 **Employability and Enterprise Sub-Committee**
Paper LTSEC.21.11.17 was received and noted.

LTSEC.21.11.14 ANY OTHER BUSINESS

LTSEC.21.11.14.1 There was no other business raised.

LTSEC.21.11.15 DATES OF 2021/22 MEETINGS

2 February 2022

6 April 2022

8 June 2022