Academic Board

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 7 June 2023.

Present: Amanda Coffey (Chair), David Barrett, Suzanne Carrie, Jackie Chelin, Rachel Cowie (until 6.1), Lily Diyemowei, Lindsey Ellis, Miltos Hadjiosif, Antony Hill, Hannah Mathias (until item 5.5), Jo Midgley (until 6.1), Cathy Minett-Smith, Carolyn Paul (alternate for Peter Clegg), Kezia Paul (until 8.3), Gerry Rice, Jackie Rogers, Lloyd Williams

Apologies: Tim Brailsford, Jacqueline Butler, Peter Clegg, Bethel Ekaette, Nadine Fry, Laura Harrison, Selen Kars, Heather Moyes, Jeanette Sakel, Neil Willey

In attendance: Matthew Amour (item 5.12), Nick Biggs (items 5.7–7.2), Vicki Campbell (item 5.4), Sally Clark (item 5.12), Jamie Jordon (items 5.7–7.2), Charlotte Lawrence, Christopher Mason (item 5.4), Helene Pirsch (item 2.1), Callum Reilly (Officer), Ian Stratton (Secretary), Rose Ward (item 5.1), Sue Yilmaz (items 8.2–8.3)

LTSEC.23.06.1	**WELCOME AND APOLOGIES**
LTSEC.23.06.1.1	Members were welcomed to the meeting and apologies were noted.
LTSEC.23.06.2	**PRESENTATION**
LTSEC.23.06.2.1	**Digital Experience Project**
LTSEC.23.06.2.1.1	The Senior Project Manager (Strategic Programmes Office) gave a presentation, which covered the following:

1. The need to improve the accessibility of the current student portal and reduce dependencies on other systems
2. Development of the new student portal (MYUWE), delivered iteratively in three phases using a user-centred

design approach, with the product owner working with students, researchers, analysts and engineers

3. Release of the first iteration (Preview) in November 2022, with the second (Pilot) in March 2023 and an expected launch in summer 2023.

LTSEC.23.06.2.1.2   In discussion, members commented on the accessibility options available within the new platform, some of which could be addressed through in-browser settings. Student representatives were invited to contact the Senior Project Manager if they had any additional feedback.

LTSEC.23.06.2.3   The Chair thanked the Senior Project Manager for the presentation and the wider team's work.

LTSEC.23.06.3   **MINUTES AND MATTERS ARISING**

LTSEC.23.06.3.1   **Previous minutes**
Paper LTSEC.23.06.01 was received.

LTSEC.23.06.3.1.1   Members approved the minutes of the meeting on 19 April 2023.

LTSEC.23.06.3.2   **Action sheet and matters arising**
Paper LTSEC.23.06.02 was received.

LTSEC.23.06.3.2.1   The action sheet was noted for information; a revised version will be circulated in advance of the next meeting. No additional matters were raised.

LTSEC.23.06.3.3   **Chair's actions**

LTSEC.23.06.3.3.1   There were no Chair's actions to report.

LTSEC.23.06.4   **STANDING AGENDA ITEMS**

LTSEC.23.06.4.1   **Chair's report**
Paper LTSEC.23.06.03 was received.

LTSEC.23.06.4.1.1   The report was noted for information.

LTSEC.23.06.4.2   **The Students' Union report**
Paper LTSEC.23.06.04 was received.

LTSEC.23.06.4.2.1	The Students' Union Vice President Education summarised the report, highlighting:

1. The SU President's appearance at the House of Lords Industry and Regulators Committee, giving oral evidence to its inquiry into the statutory duties of OfS
2. Work with the EDI Team to develop the new Access and Participation Plan student submission
3. Awards and recognition, including the Student Experience Awards to celebrate the work of SU student reps and staff, as well as UWE Bristol staff
4. Recruitment for Lead School Reps in 2023/24, with further interviews planned to fill the remaining roles
5. Successful establishment of a working group to develop a new climate education module, intended for delivery in 2023.

LTSEC.23.06.4.2.2	The Chair thanked the outgoing VP Education for her hard work on behalf of students over the year.

LTSEC.23.06.5   QUALITY, STANDARDS AND THE STUDENT EXPERIENCE

LTSEC.23.06.5.1   Children on University Premises Guidance
Paper LTSEC.23.06.05 was received.

LTSEC.23.06.5.1.1	The Safeguarding Manager introduced the paper, noting that the new guidance is presented for LTSEC's endorsement before seeking approval from Academic Board.
LTSEC.23.06.5.1.2	The Chair noted that LTSEC had already agreed to deliver as guidance rather than as a policy. The document must therefore be presented proportionately to emphasise that the University is an inclusive community; this could be highlighted more explicitly in the introduction.
LTSEC.23.06.5.1.3	In discussion, members commented on:

1. Nuances relating to occasions where children are invited onto campus (e.g. as part of outreach)
2. The potential need to refine the guidance on managing problematic behaviour on campus among older unsupervised children
3. The value of discretion in applying the guidance: for example, in the case of doctoral students bringing a young child into a supervision meeting with agreement.

ACTION: To note members' feedback on the messaging of the guidance document and revise accordingly before submission to Academic Board (**Safeguarding Manager**).

LTSEC.23.06.5.1.4   The Committee welcomed with the general principle of the guidance and endorsed it for Academic Board's approval on the condition that LTSEC's feedback be addressed prior to submission to Academic Board.

LTSEC.23.06.5.2   Student Anti-bullying and Anti-harassment Policy
Paper LTSEC.23.06.06 was received.

LTSEC.23.06.5.2.1   The Head of Student and Academic Policy Enhancement introduced the paper, noting that:

1. While the structure of the policy has been revised significantly, the content remains mainly unchanged.
2. The proposed changes include renaming the policy to strengthen its message, adding further explanation of what is meant by harassment, and the addition of signposting for students in relation to harassment.
3. The definition of harassment in relation to religion or belief has been broadened to include political beliefs.

LTSEC.23.06.5.2.2   The College Dean of Learning and Teaching (CHSS), as the policy's critical reader, commented that:

1. While some exceptions to the policy apply for students registered with partner organisations, the scope section should clarify that the policy's overall principles still apply.
2. The definition of bullying adopted includes making threats about academic success or failure "without foundation"; this aspect should be reworded to emphasise that making threats in relation to academic success or job security is never justified.

LTSEC.23.06.5.2.3   In discussion, members commented on:

1. The need for the policy to be read in conjunction with others, such as the Student Conduct Policy
2. Work to be carried out to ensure harassment definitions are consistent with current case law and related staff policies (including the Dignity at Work Policy), and to ensure that the policy aligns with the outcomes of the OfS consultation on regulating harassment.

ACTION: To revise the policy in response to the outcomes of OfS work on harassment (**Deputy Director of Library, Careers and Inclusivity (EDI)/Head of Student and Academic Policy Enhancement**).

LTSEC.23.06.5.2.4 Members agreed to approve the revised policy subject to further work; subsequent changes would be approved by Chair's action.

LTSEC.23.06.5.3 **Academic Appeals Policy**
Paper LTSEC.23.06.07 was received.

LTSEC.23.06.5.3.1 The Head of Student and Academic Policy Enhancement introduced the paper, noting that:

1. The policy has been subject to minor revisions to the wording and how timescales are described. Major changes were avoided to facilitate comparisons before and after academic regulation changes.
2. Appeals against assessment offences are now addressed in the Assessment Offences Policy.

LTSEC.23.06.5.3.2 The Deputy Director of Library, Careers and Inclusivity (LCI), as the policy's critical reader, was satisfied with the revised policy, subject to further minor revisions.
ACTION: To revise the policy to include links to relevant webpages and clarifications to sections 1.1–1.2 and 2.1 (**Head of Student and Academic Policy Enhancement**).

LTSEC.23.06.5.3.2 In discussion, members noted that ahead of assessments beginning in 2023/24, there will be an opportunity to review student communications about appeals.

LTSEC.23.06.5.3.3 The revised policy was approved, subject to the amendments described and further proofreading.

LTSEC.23.06.5.4 **Audio/Video Recording for Educational Activities**
Paper LTSEC.23.06.08 was received.

LTSEC.23.06.5.4.1 The Director of Digital Learning Services introduced the paper, noting that the policy has been revised to clarify types of recordings and to recognise the diverse needs of students more explicitly. It was developed in joint consultation with students and staff (including through UCU).

LTSEC.23.06.5.4.2 In discussion, members commented that:

1. There is contradictory guidance on responsibility for reviewing captions.
2. The onus around recording as part of reasonable adjustments should not fall disproportionately on students.
3. Aspects of the policy's introduction and purpose are worded in a negative light and could be revised.

LTSEC.23.06.5.4.3   The revised policy was not approved. Members agreed to be further consulted via correspondence, subject to comments from the assigned critical reader.
ACTION: To consult LTSEC members, including the policy's assigned critical reader, on further revisions to the policy and seek approval from LTSEC via correspondence (**Director of Digital Learning Services**).

LTSEC.23.06.5.5   **Interim review of the Assessment Offences Policy and Procedures**
Paper LTSEC.23.06.09 was received.

LTSEC.23.06.5.5.1   The update was noted for information.

LTSEC.23.06.5.6   **Late submissions**
Verbal update

LTSEC.23.06.5.6.1   The Director of SAS provided an update, highlighting that the College Deans of Learning and Teaching have reviewed the impact of the five-day late submission window. Any proposed changes to the late submission window would need to be informed by data, but there are early indications that the five-day window may not be helpful for staff or students.

LTSEC.23.06.5.6.2   In discussion, members commented that:

1. Several academic staff and some student representatives have raised concerns with the use of the late submission window, including leading to loss of learning and further assessment conflicts.
2. Data were variable across modules but, for some modules, most submissions were received at the end of the late submission window, suggesting that this point is being treated as a *de facto* deadline.
3. A proportionate solution must consider the student experience underlying the data. Students had reported a range of experiences, including those who submit by the published deadline and who feel unfairly disadvantaged for submitting on time, those who regard the window as a

back-up option to be used in difficult circumstances and those who use the window strategically to spread out their workloads.

4. It is important to consider how the window is communicated, though the wording "late submission window" rather than "grace period" had not necessarily discouraged students from using it.

LTSEC.23.06.5.6.3   Members noted that any proposal for changes to the current regulations on late submission would need LTSEC (and ultimately Academic Board) approval, or would need to be considered as Chair's action by exception.

LTSEC.23.06.5.7   Equality analysis for the new undergraduate Degree Algorithm and uncapped resits
Papers LTSEC.23.06.10a and LTSEC.23.06.10b were received.

LTSEC.23.06.5.7.1   The Senior Policy Adviser introduced the paper on the Degree Algorithm, noting:

1. Work with EDI and Business Intelligence teams in conducting an equality analysis of changes to the awarding algorithm, which will first apply to students finishing in summer 2025
2. That the impact has been tested with 2021/22 graduate marks; on this basis, the change is likely to result in an average reduction of 1.2 from final marks and a 4% drop in the good honours rate
3. That the change is expected to have a slightly increased impact for Asian and non-UK domiciled students
4. Removal of borderline criteria, with some students expected to receive lower classifications than they otherwise would. Retaining this is an option if mitigation against the impact of the changes is desired.

LTSEC.23.06.5.7.2   The Senior Policy Adviser introduced the paper on uncapped resits, noting:

1. A higher resit rate than before the change was introduced, increasing to 2.6 per student and with more students taking resits
2. A more pronounced increase in resit rates for non-UK domiciled and young students
3. The impact on the awarding gap. Under uncapped resits, demographics with otherwise higher failure rates began to

reach the threshold for third- and lower second-class degrees to a greater extent. This has improved overall pass rates but widens the effective awarding gap (since fail outcomes are excluded from this metric).

LTSEC.23.06.5.7.3   In discussion, members commented on:

1. The importance of work to improve pass rates, which would deliver the most meaningful impact
2. The potential impact of student communications encouraging students to undergo first sits on future data
3. The value in comparing results of students who took both a first sit and a resit versus those who only completed a resit. The key measure should be on how uncapped resits enable students to succeed.

LTSEC.23.06.5.7.4   Members agreed that the impact of changes to the awarding algorithm and uncapped resits should be kept under close review, noting the need for further work on uncapped resits particularly.

LTSEC.23.06.5.8   Programme Survey "Pilot Plus" summary
Paper LTSEC.23.06.11 was received.

LTSEC.23.06.5.8.1   The Senior Policy Adviser introduced the paper, presenting two alternative options for decision in light of the low response rate during 2022/23: either to attempt to deliver the programme survey in 2023/24 or to discontinue it and propose an alternative.

LTSEC.23.06.5.8.2   In discussion, members commented on:

1. The disappointing response rates potentially relate to challenges over the timing of the survey, which overlapped with the NSS. Clashes with assessment deadlines were suggested as a further factor, as well as some students perceiving limited value in improving modules they will only complete once.
2. The continued need to monitor student feedback and respond in-year to enhance provision, and to assure Academic Board that the student voice is being acted on.
3. The need for greater rigour about what programme teams need to know from the survey.

LTSEC.23.06.5.8.3   Members agreed that the programme survey should be trialled once more in 2023/24.

ACTION: To work with SU colleagues to further refine the programme survey for deployment in 2023/24 (**College Deans of Learning and Teaching/Student Voice and Academic Policy Team**).

LTSEC.23.06.5.9   **Programme Management Committee (PMC) review**
Paper LTSEC.23.06.12 was received.

LTSEC.23.06.5.9.1   The Senior Policy Adviser introduced the paper, proposing several recommendations to support the administration of PMCs.

LTSEC.23.06.5.9.2   Members agreed that this was not a decision for LTSEC and were satisfied that the work would continue to be managed within Student and Academic Services.

LTSEC.23.06.5.10   **Update on peer-assisted learning (PAL) and data report 2019–22**
Paper LTSEC.23.06.13 was received.

LTSEC.23.06.5.10.1   The Deputy Director of LCI introduced the paper, noting that:

1. PAL, as part of the Coaching Approaches work, aligns with peer-to-peer support initiatives and there is therefore a need to consider the workstreams holistically.
2. There has been a reduction in the number of PAL leader applications in recent years, possibly related to the pandemic and the cost of living.
3. More positively, participation of students with protected characteristics has increased and PAL leaders have reported that involvement in the scheme has significantly built their confidence.
4. Members are encouraged to continue the discussion and share any insights with the Deputy Director of LCI.

LTSEC.23.06.5.11   **Student Life Framework: peer-to-peer student support initiatives**
Paper LTSEC.23.06.14 was received.

LTSEC.23.06.5.11.1   The Dean for Students introduced the paper, noting that:

1. As part of the Student Life Framework, ten peer-to-peer student support initiatives have been identified through a scoping exercise.
2. Students reported that they valued the initiatives but there was significant variation in levels of engagement, recruitment processes and pay. The difficulty of engaging staff limits the extent of student engagement.

3. As well as more robust oversight, further discussion is needed to consider how the initiatives can be better packaged to maximise impact for students.

ACTION: To coordinate with the Deputy Director of LCI further to develop peer-to-peer and related activities **(Dean for Students)**.

LTSEC.23.06.5.11.2   In discussion, members commented on the need for a consistent framework and to avoid duplication of work. It was noted that further work on students employed to support others, and the employability benefits this would bring for them, would return to LTSEC for discussion.
ACTION: To include peer-to-peer student support initiatives work (including monitoring and evaluation) in the LTSEC business plan for 2023/24 (**Secretary/Officer**),

LTSEC.23.06.5.12   **UWE MyEngagement project update**
Paper LTSEC.23.06.15 was received.

LTSEC.23.06.5.12.1   The Head of Student Administration and Advice introduced the paper, explaining that it reports on activities for 2022/23, with proposals for next academic year based on input from the MyEngagement Steering Group. LTSEC is asked to endorse the plan and to consider any risks related to attendance monitoring

LTSEC.23.06.5.12.2   In discussion, members commented on:

1. MyEngagement's potential as a valuable tool to identify instances of students facing difficulties. However, with low staff engagement with it, it is extremely difficult to ensure students are using it.
2. Attendance monitoring being a significant part of compliance for apprenticeships, as well as supporting students to engage with their programmes. There has been useful learning from apprenticeships in CATE but there is a need to share practice more widely.

ACTION: To work together on strengthening the use of MyEngagement among teaching staff (**College Deans of Learning and Teaching**).

LTSEC.23.06.5.13   **Target Operating Model update**
Paper LTSEC.23.06.16 was received.

LTSEC.23.06.5.13.1.   The update was noted for information.

LTSEC.23.06.5.14   **LTSEC policy update register**
Paper LTSEC.23.06.17 was received.

LTSEC.23.06.5.14.1	The update was noted for information.

LTSEC.23.06.6   **EQUALITY, DIVERSITY AND INCLUSIVITY**

LTSEC.23.06.6.1   **Initial draft of UWE's Access and Participation Plan (APP) (2024/25 to 2027/28)**
Paper LTSEC.23.06.18 was received.

LTSEC.23.06.6.1.1   The Deputy Director of LCI (EDI) introduced the draft APP, noting that:

1. UWE Bristol is submitting its new format APP as part of a pilot group, with additional support from OfS through this scheme.
2. The plan relates to UK-domiciled students and undergraduate students only. This includes apprentices but the University is not yet in a position to set realistic targets for this area.
3. The data analysis is primarily based on the OfS data dashboard. Key trends were noted including lower completion rates for male students and those disclosing mental health conditions.
4. The plan aims to address the highest areas of risk to equality of opportunity, some of which have been proposed by OfS; others have been identified internally.
5. Objectives have been set for seven target areas, including Black and Asian awarding gaps, with intervention strategies to progress these under development. The plan includes inputs (e.g. costings) for each activity proposed.
6. The APP proposes to set out a University-level commitment to targeted work in Colleges and Schools on local issues.
7. Student input will be invaluable in further driving development of the APP (including a student submission).

LTSEC.23.06.6.1.2   In discussion, members commented on opportunities for the University to demonstrate leadership in the sector by sharing good practice in APP development. Weston College has already invited UWE to share insights and lessons from this.

LTSEC.23.06.6.1.3   It was noted that LTSEC would have sight of the final draft.
ACTION: To share final draft of the new APP with LTSEC members and to ensure that it is monitored closely over the next year (**Deputy Director of LCI (EDI)/Officer**).

LTSEC.23.06.7	**TRANSFORMING FUTURES 2030 LEARNING AND TEACHING STRATEGY**

LTSEC.23.06.7.1 **Subject Readiness Review (SRR) executive summary**
Paper LTSEC.23.06.19 was received (for information).

LTSEC.23.06.7.1.1 The Chair and Registrar introduced the paper, explaining that the SRR follows on from work commissioned by SAPG; Schools and Colleges are now working through detailed actions, and progress will be reported through SAPG.

LTSEC.23.06.7.2 **Student Futures Manifesto**
Paper LTSEC.23.06.20 was received.

LTSEC.23.06.7.2.1 The Senior Policy Adviser introduced the paper, explaining that the need for a manifesto was first identified in the aftermath of the pandemic. Workshops have been undertaken with staff and students to develop the manifesto.

LTSEC.23.06.7.2.2 In discussion, members commented on the need to measure performance against the manifesto.
ACTION: To incorporate evaluation of performance against the manifesto in the business plan for next year (**Secretary**).

LTSEC.23.06.7.2.3 The Chair commended the partnership approach to the work and the proposed format. Members agreed that the manifesto should be launched in the new academic year and were invited to comment on the draft via correspondence.
ACTION: Final version of the Student Futures Manifesto to be shared with LTSEC members prior to launch in 2023/24 (**Student Voice and Academic Policy Team**).

LTSEC.23.06.8	**ASSURANCE REPORTING**

LTSEC.23.06.8.1 **LTSEC annual assurance report to Academic Board 2022/23**
Paper LTSEC.23.06.21 was received.

LTSEC.23.06.8.1.1 The Secretary introduced the report, noting that it reflects on the committee's business over the 2022/23 academic year and proposes that LTSEC has been effective in discharging its business per the terms of reference.

LTSEC.23.06.8.1.2 In discussion, members commented on the timeliness of papers, the length of boardpacks and the need for rigour in adhering to matters within the committee's remit.

	ACTION: To work to address timeliness, relevance and length of LTSEC boardpacks and papers for next year (**Secretary/Officer**).
LTSEC.23.06.8.1.3	The annual assurance report was approved for submission to Academic Board.

LTSEC.23.06.8.2   **Tactical risk update**
Papers LTSEC.23.06.22a and LTSEC.23.06.22b were received.

LTSEC.23.06.8.2.1   The Director of Apprenticeships introduced the apprenticeships tactical risk register, noting:

1. Significant changes to the apprenticeships landscape externally and within UWE, including achieving an Ofsted "good" rating at UWE's first inspection last December
2. A greater focus now being to deliver the Apprenticeship Plan. While it remains important, the ESFA compliance risk has been downgraded. The risk for operational effectiveness, including contract management, remains.

LTSEC.23.06.8.2.2   In discussion, members commented that the broad approach was appropriate but that a distinction between institutional risks to the University's operation versus risks to strategic ambitions should be considered; the latter need not necessarily be recorded in the tactical risk register. Members also commented on the potential risk relating to capacity for apprenticeship delivery in light of the increasing regulatory environment.

LTSEC.23.06.8.2.3   The Head of Quality Enhancement introduced the collaborative provision risk register, noting a reduction in the overall risk score.

LTSEC.23.06.8.2.4   In discussion, members noted an emerging risk arising from a Joint Education Programme (JEP) in China, relating to the inconsistent application of UWE academic regulations, and a recommendation that any such risks to quality and standards be considered before entering into further JEPs.
ACTION: To escalate the risk relating to JEPs through the Strategic Academic Portfolio Group (**Chair/Secretary of SAPG**).

LTSEC.23.06.8.3   **Proposed annual quality cycle from 2023/24 onwards**
Paper LTSEC.23.06.23 was received.

LTSEC.23.06.8.3.1   The Head of Quality Enhancement introduced the paper, explaining that:

1. The proposed quality cycle would apply to all taught provision (including collaborative provision and

apprenticeships) and is intended to improve module and programme staff engagement with quality enhancement.

2. As part of the changes, learning and teaching enhancement days will be set up to facilitate more dynamic reporting.

3. School Boards of Studies will determine which programmes are to be reviewed in depth, using a risk-based approach. There is further work to be done to make ensure the cycle will work in Schools with large numbers of programmes.

LTSEC.23.06.8.3.2   In discussion, members commented on:

1. The need to assure Academic Board of the quality of provision and to demonstrate continuous improvement approach. The cycle will need to be reviewed to verify that the required assurances are given.

2. The benefits of a risk-based approach, ensuring that the staff (and partner) input required adds value and that duplication of work is avoided.

3. In relation to apprenticeship provision, the potential interest of Ofsted and the need to be able to disaggregate apprenticeship provision for mixed cohorts.

4. The potential to embed APP activity within the cycle.

ACTION: To consider where APP activity can be integrated into the quality cycle (**Head of Quality Enhancement**).

LTSEC.23.06.8.3.3   The proposed annual quality cycle was approved.

LTSEC.23.06.8.4   **Casework annual report 2021/22**
Paper LTSEC.23.06.24 was received.

LTSEC.23.06.8.4.1   Members endorsed the report for submission to Academic Board.

LTSEC.23.06.9   **SUB-COMMITTEE REPORTING**

LTSEC.23.06.9.1   **University Quality and Standards Sub-Committee**
Papers LTSEC.23.06.25 and LTSEC.23.06.26 were received.

LTSEC.23.06.9.1.1   Members noted the minutes of the meeting held on 27 March 2023 and the summary report of the meeting held on 15 May 2023.

LTSEC.23.06.10   **ANY OTHER BUSINESS**

LTSEC.23.06.10.1   **Draft joint commitment to our students on sexual violence and harassment**
Paper LTSEC.23.06.27 was received.

LTSEC.23.06.10.1.1   Members agreed to endorse the joint commitment statement.

LTSEC.23.06.11   DATE(S) OF NEXT MEETING(S)

LTSEC.23.06.11.1   Next meeting dates for academic year 2023/24:
- Wednesday 20 September 2023
- Wednesday 15 November 2023
- Wednesday 14 February 2024
- Wednesday 17 April 2024
- Wednesday 12 June 2024