



University of the
West of England

ACADEMIC BOARD

Learning Teaching and the Student Experience Committee

Minutes of the meeting held on 08th June 2015 at 2pm in 2B015, Frenchay Campus

Present: Jane Harrington (Chair), JJ Clark, John Clarke, Stephanie Downes, Jenny Dye, Mandy Lee, Jo Midgley, Alastair Osborn, Peter Rawlings, Gerry Rice, Fiona Tolmie, Nick Wilton

In Attendance: Rebecca Smith (Officer), Tracey Horton (for LTSEC 15.06.11-12 and LTSEC15.06.13), Patrick Nolan (for LTSEC15.06.21) Jenny Wills (for LTSEC15.06.22) Kevin Lowman (for LTSEC15.06.26)

	APOLOGIES FOR ABSENCE
LTSEC15.06.01	Jamil Alkalouti, Gaynor Attwood, Jackie Chelin, James Longhurst, Stuart Marshall, Rhiannon Jenkins, Derek Norris, Rosie Scott-Ward, Karen West, Teresa Wood, Neil Willey,
	MINUTES OF THE LAST MEETING
LTSEC15.06.02	<i>Paper AQEC 15.04.M was received.</i> The minutes of the AQEC meeting held on 01 st April 2015 were confirmed to be an accurate record of the meeting.
	MATTERS ARISING
LTSEC15.06.03	Assessment Offences/Matching Software – a number of meetings had been held since the recent IT update discussing matching software when submitting assessments online and the support needed to roll this out across the University. Further work was needed around the submission of draft assessments on BlackBoard. Training and guidance would be put in place prior to implementing the software. The Assessment Offences Policy was generally suitable, although further clarification was required around the scope for informal submissions and the transition between informal and formal. Assessment Offence Advisors had been involved in these discussions, although the roles of the Advisors and Officers varied within each Faculty and the guidance would need to clearly reflect this. The Policy would be revised and brought to LTSEC in the next academic year. Action: Head of LTET
LTSEC15.06.04	It Outages – The Web Applications Manager was not in attendance at LTSEC, and the Officer would ask for the written

	update for the next LTSEC if they were again unable to attend. Action: Officer
LTSEC15.06.05	Award Board Data – The LEAN Review of Award Boards had identified the production of programme level data which was to be piloted at the upcoming Award Boards. LTSEC would now take responsibility for this and report back to Academic Board, and therefore it would be added to the first LTSEC meeting of the academic year 2015/16 for review. Action: Officer
LTSEC15.06.06	Data Issues regarding the NSS – The Head of LTET explained that cohorts were defined by the HESA submission and that each faculty would be given more time to review to HESA data. In a change to practice where a placement year existed, students would now be registered onto the 3 year full time route rather than the 4 year sandwich route which they had been enrolled onto in the past. Those students who did decide to take a placement would then be moved to the 4 year route, and funding could be applied for by the students without difficulty. The Committee supported this change, and agreed that a background check of existing students who may have been enrolled onto the 4 year sandwich route would be needed. It would also be important to ensure that colleagues understood why they were being asked to check data, and to confirm that it had been checked (Associate Deans would be contacted if no response was received).
	ITEMS FOR DISCUSSION
	LTSEC Enhancement Led Workshop - Enterprise
LTSEC15.06.07	<i>Paper LTSEC15.06.01 was received.</i> The feedback from the workshop around the existing areas of enterprising at UWE had been positive. Attendees agreed that further work would take place to embed enterprise into the curriculum in a broader and more strategic way. The Professor of Entrepreneurship and Strategy at UWE would take this forward, considering how this and co-curricular activity could be embedded into the practice orientated stream of the strategy 2020. Feedback from the SU showed that students rated the co-curricular activities available at UWE very highly, with a new role within the SU being created to support societies. Action: Professor of Entrepreneurship and Strategy
	Level 0/Foundation Years
LTSEC15.06.08	<i>Paper LTSEC15.06.02 was received.</i> Level 0 programmes, or Foundation Years, had previously been standalone programmes. It was no-longer advisable to structure these in such a way as students were not strictly eligible for funding and it could cause problems if they needed to repeat a year. The proposal to embed this into a new version of an honours degree (one with the foundation year and one without) would protect student funding, and an officer based process to move the

	existing stand-alone programmes into existing honours degrees was suggested (ensuring PSRB requirements in HAS were still being met). A new suite of foundation years had recently been approved as part of honours degrees within FET, and previous discussions in HAS and FET assured that this proposal was appropriate. The Committee agreed to endorse the approach.
	Mapping Learning Outcomes to Intermediate Awards
LTSEC15.06.09	<p><i>Paper LTSEC15.06.03 was received.</i></p> <p>Within the curriculum design and approval process as set out in the Quality Management and Enhancement Framework (QMEF), the learning outcomes and study involved within an intermediate award were considered, however a more consistent method of completing and capturing this was required. Within the current template for a programme specification, learning outcomes were split into 4 groupings, and a clear and concise method of mapping these outcomes to the intermediate and final award (including mapping to Part A of the QAA Quality Code and subject benchmark descriptors) was required. Some of the assessment information within the programme specification could also be moved to the design and consultation document. The proposal recommended that existing programmes were changed as part of the periodic curriculum review process, with new or changes to existing programmes using the new method. The Academic Regulations would also be amended to reflect 'Intermediate Awards' rather than interim awards. The committee agreed in principle, requesting further work to be undertaken (including faculty colleagues), producing examples which would be brought back to LTSEC.</p> <p>Action: Head of LTET and Academic Regulatory Framework Manager</p>
	Widening Participation (WP) Group and Access Agreement
LTSEC15.06.10	<p><i>Paper LTSEC15.06.04 was received.</i></p> <p>The 2015 Access Agreement had now been submitted and was awaiting approval. There were a number of new areas included within the agreement, with a shift in the emphasis looking across the whole student journey and the impact of the funding and support UWE allocates to WP. The new areas covered included:</p> <ul style="list-style-type: none"> • Engagement with primary school children, with a young futures award being implemented within the region. Initial feedback had been encouraging, with a good selection of children being involved. • A shift away from bursary funding towards incentivised recruitment. This, along with information made available to applicants, would make it easier to identify whether they would be eligible for funding. • Financial and transitional support put in place for care leavers. <p>Some of the partnerships listed within the agreement were queried as the statuses of these were changing. The Access Agreement justified UWEs offer for WP, and described what we have done</p>

	over the last year and identified priority actions for next year, however reference to UWEs relationship with CLF would be reviewed. Action: Assistant Vice Chancellor (Student Experience)
	Regulatory Changes – Early Intervention
LTSEC15.06.11	<i>Paper LTSEC15.06.05 was received.</i> The changes would allow students to submit EC's if they had not completed an assessment, which was part of a wider piece of work looking at early engagement with students who may not be well enough to take an assessment. Once an assessment had been completed, the student would not be eligible to submit an EC, although it was recognised that there would be some circumstances where students may be able to. The changes and FAQs would be included within the new Academic Survival Guide, with further communications planned. The early intervention work would mean students and staff would be able to engage with the process at an earlier stage and identify in advance of the assessment whether an EC would be accepted. Further information and guidance making clear the types of ECs and evidence required, including some scenarios, would be needed. It would be important to include information regarding capping marks for re-submissions within the communications.
LTSEC15.06.12	The positive EC aspect of the change reflected that students would be able to submit an EC if they could not complete an assessment due to a sporting or cultural opportunity. It was agreed that the wording would be changed to make it very broad, reflecting on the advice from the Academic Registrars Council. The Committee agreed that, subject to changes reflected within these discussions, the regulatory change could be endorsed for approval to Academic Board.
	Integrated Masters Regulations
LTSEC15.06.13	<i>Paper LTSEC15.06.06 was received.</i> The current method of calculating Integrated Masters Awards was difficult, making it tough for students to gain a differential award of merit of distinction. The proposed change would calculate the marks from 90 credits of level 3 and 120 credits of level M to an overall average aggregate mark. A variation to the change was also proposed to reflect a PSRB requirement where the project module in level 3 would need to be included within the calculation. The proposal would make these regulations simpler, and the Committee agreed that it could be endorsed for approval to Academic Board.
	Enhancing the Personal Academic Tutoring Scheme
LTSEC15.06.14	<i>Paper LTSEC15.06.07 was received.</i> The final report reflecting the outcomes of the review of the Personal Academic Tutoring Scheme was received, reflecting feedback from both students and staff through numerous meetings

	<p>and workshops. The findings had identified that since its inception the scheme had become fragmented, with poor experiences mainly relating to a student's relationship with their tutor. Proposals within the report included integration into the student life (bridging the gap), employability, integrating co-curricular activities, careers support and inconsistencies in the method of managing the scheme across the university. There were 3 main recommendations:</p> <ul style="list-style-type: none"> • To timetable APT; • To obtain data regarding applicants who had accepted their place so that they could be contacted before they started at UWE; • An APT working group (TOR and membership were included). <p>Data regarding acceptations could be provided, which could help early contact and encourage students who might not have turned up. APT was already timetabled in some areas of the University, and the recommendation would ensure consistency of practice. Committee members welcomed the report, and agreed that the NUS Roadmap would be useful to apply to the different methods of conducting APT to ensure that expectations were maintained. The APT working group would take forward the recommendations as a sub group of LTSEC chaired by the ACV Student Experience, and report back up to the Committee.</p> <p>Action: Officer (to add to the working groups within the agenda)</p>
	Student Retention
LTSEC15.06.15	<p><i>Paper LTSEC15.06.08 was received.</i></p> <p>The student retention paper had been linked to a number of different areas of work within the University, for example the Team Entrepreneurship report which had involved a number of team advisors looking at data in the retention area. This work had been informative in supporting the main outcomes already identified by the University; however it would have been useful to have included colleagues from the SU. A workshop had been held with good representation from across UWE, which reflected that the area of retention was a key priority. The report, which was for note at LTSEC, detailed the areas which were being taken forward:</p> <ul style="list-style-type: none"> • Right course, right time – enhancing marketing and recruitment so that students understand the programme • Transition and belonging – this was the area which the Team Entrepreneurship colleagues were looking at • Enabling achievement and development - support for students to tackle the main reason for withdrawal (academic failure) <p>These outcomes would be taken forward through different strands of the 2020 strategy and the Learning 2020, plus the work involving the Management Structures. The themes regarding marketing of programmes would also be considered as part of the changes and guidance for the Consumer Rights Legislation. Feedback from the Committee supported this work, confirming that a programme identity and clear branding and marketing would</p>

	help tackle the area of retention.
	Terms of Reference and Employability Plan for the Employability Management Group
LTSEC15.06.16	<p><i>Paper LTSEC15.06.09 was received.</i></p> <p>An Employability Strategy had been in place for a few years, with the plan building on the successful outcomes and bringing it in with the 2020 strategy. Employability was an area in which the University performed well, and KPIs reflected in the report were extremely ambitious. There remained some inconsistencies in performance across the University which the plan aimed to tackle, bringing in the new graduate attributes. Expanding regional connections and recruitment to WP were also areas identified for further investment. One ambition was to be in the top 20 universities for graduate employability, and some work around the questions within the destinations survey was needed. It was recognised that not all subject areas would fit with the enterprise/entrepreneurial questions within the destinations report, for example nursing and midwifery and teaching students who would aim to find a job within the regulated area. If the questions were worded more in terms of thinking about innovative practice it would be more appropriate, and this could be possible as students completed the survey via telephone. The Committee agreed that it was good to have stretched targets, although UWE would need to ensure they were achievable. The TOR and Employability Plan were approved by LTSEC retrospectively, with the comments above feeding into this.</p> <p>Action: Director of Student Engagement and Success</p>
	Annual Review of the UWE Charter
LTSEC15.06.17	<p><i>Paper LTSEC15.06.10 was received.</i></p> <p>The review had been in collaboration with the SU and focused on the way it had been used rather than the content as it only recently been launched in 2014. The number of people accessing the Charter online via the web was 27,000 which was extremely encouraging. Feedback from students had been positive, although further communications throughout the academic year would be useful. There was further consideration on how it could be more actively used and encouraged through induction, potentially compacting it into some key principles and tying it in with the new graduate attributes. A link could also be provided within joining instructions, and again a link could be included within the communication about the academic survival guide. It wasn't easily accessible through the staff intranet, and this was being considered as part of the development of the new intranet.</p>
	Proposal to postpone Periodic Curriculum Reviews
LTSEC15.06.18	<p><i>Paper LTSEC15.06.11 was received.</i></p> <p>The Committee agreed that the rationale for postponing these reviews for 1 year were sound, and agreed to approve these.</p>

	New and Revised Policies
LTSEC15.06.19	<p>Policy to Govern University Sponsorship for Visa Purposes for our International Students – A new policy to capture the existing process and expectations for Tier 4 students in obtaining and maintaining sponsorships and was received. This area was being increasingly scrutinised, and therefore it was good housekeeping to bring all of this existing work together and capture it in a new policy. One area which could also be included was to clarify the role of academics in monitoring sponsorships, and this would be included within the proposal to Academic Board. The Committee agreed that subject to including the above and the Chair of LTSEC reviewing this, the policy could be recommended for approval to the next meeting of Academic Board.</p> <p>Action: AVC (Student Experience)</p>
LTSEC15.06.20	<p>The Committee agreed that a process to review updates to policies as a result of changes to legislation would be beneficial. The Chair would consider these as Chair's Actions in the future, and they would be noted at the following LTSEC meeting.</p>
LTSEC15.06.21	<p>APAL Policy – The new policy had been revised to reflect the discussions at the last LTSEC meeting, for example that Panels could be held virtually, the TOR's to include guidance and training and the process for communicating to relevant colleagues when credit was not awarded. It was queried whether the TOR were too detailed, and whether these could be revised to capture the detail in fewer bullet points. Annual monitoring would need to be strengthened to ensure Accredited Learning (AL) was captured within annual reports. Concerns were raised regarding whether the requirements around Accredited Experiential Learning (AEL) were clear; the policy recommended that Panels have oversight of the mapping of learning outcomes, however to ensure that the student had the requisite learning they would undertake an assessment which would be marked and moderated in the usual way, therefore being assessed directly against the learning outcomes. The policy had recommended that Panels have oversight of the process to ensure it was consistent and to retain oversight of AEL accredited by partner institutions. The moderation of AEL would also need to be reviewed by UWE's External Examiners, and it was therefore recommended that this sit separately to AL with further work looking at the requirements of AEL to take place. All references to AEL would be removed to reflect that the policy would be for Accredited Learning (AL) only, and once reviewed by the Chair it could be recommended to the next meeting of Academic Board for approval.</p> <p>Action: Deputy Head of Academic Services (Business Improvement)</p>
LTSEC15.06.22	<p>Review of Complaints and Appeals Procedures – New procedures outlined in the report were in line with the good practice guide which had been published by the OIA. Proposals included a change in the timescales to ensure UWE responded within 90 calendar days, and strengthening procedures at stage 1</p>

	<p>would ensure a stronger emphasis on early resolution. Faculties now had a dedicated member of the Complaints and Appeals Team, and ASQCs had responded positively to this. Further work was needed in relation to the wording for the proposal to change the Extenuating Circumstances procedures discussed earlier in the meeting (EC's would now include a late submission process).</p> <p>Action: Head of Complaints and Appeals and Academic Regulatory Framework Manager</p>
LTSEC15.06.23	<p>A one stage procedure for appeals was also proposed, with Tier 4 students being covered in the new Policy to Govern University Sponsorship for Visa Purposes for our International Students which had been considered earlier in the meeting. Issues around supervision would be dealt with at the time via the complaints procedure, and therefore appeals relating to this would not be accepted. Further guidance and support (including examples) would be developed to encourage students to submit these as a complaint. The web pages and the Student Administration Manual would also be updated, making clear what could be progressed as feedback or as a complaint. The Chair would support the proposal to have a landing page on the UWE Intranet, and would contact Marketing.</p> <p>Action: Chair</p>
LTSEC15.06.24	<p>The wording within the report was approved and it would now be added to the existing Admissions Policy.</p> <p>Action: Head of Complaints and Appeals</p>
	Review of Business Rules in BlackBoard
LTSEC15.06.25	<p>A tabled paper provided an example of the proposed changes to the way courses were created and students and staff were attached within BlackBoard. The changes would allow access to previous modules; allowing students to have access to previous material and staff to have access after the Field Board. There would be a filter between current and existing modules, with the programme information being at the top to make this more programme focussed. There would also be an option for 'other' courses so that students not attached to a programme could have access. Students who were on a 'time out' would be able to access current and previous material once they re-enrolled on their programme. LTSEC supported the proposal, and agreed that clear communications to staff and students would be essential. Associate Deans Learning and Teaching would consult with Faculty colleagues to agree how long staff would need access to the course after the Field Board. This would be fed back to the IT representative.</p> <p>Action: Associate Deans L+T</p>
	DISCURSIVE ITEMS/TOPICS FOR DISCUSSION
LTSEC15.06.26	<p>A pilot had been running to test the proposed changes around the 5 working day extension regulations. Academic Board had received an update in March and the task and finish group were</p>

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	still meeting with the final proposal going to the last Academic Board meeting of the 2014/15 academic year. Therefore, no further discussion was needed.
	REPORTS/UPDATES FROM THE SUB-GROUPS OF AQEC
LTSEC15.06.27	Minutes were received from Faculty ASQCs and other sub-groups and were available here .
	DATE OF NEXT MEETING
	07 th July 2015

LTSEC Minutes: R Smith

Draft: 17 June 2015

Unconfirmed:

Confirmed: 07 July 2015

LTSEC Group Action Sheet from the meeting held on 08th June 2015

Minute	Substance	Actioning Officer	Reporting\other deadline
LTSEC15.06.03	To bring the revised policy to LTSEC in the next academic year.	Head of LTET	Within 2015/16
LTSEC15.06.04	To contact the Web Applications Manager to ensure an update was provided	Officer	By the July meeting
LTSEC15.06.05	To add the review of the Award Board data to the 2015/16 annual business plan for LTSEC	Officer	Complete
LTSEC15.06.07	To complete further work into embedding enterprise into the curriculum in a strategic way.	Professor of Entrepreneurship and Strategy	Within 2015/16
LTSEC15.06.09	To update the Academic Regulations to replace 'interim award' with 'intermediate award'.	Academic Regulatory Framework Manager	By the first meeting of LTSEC in 2015/16
LTSEC15.06.09	To bring some examples of mapping Los to intermediate awards, and an implementation plan back to LTSEC.	Head of LTET	Within 2015/16
LTSEC15.06.10	To review the references to some of UWEs relationships within the Access Agreement.	Assistant Vice Chancellor (Student Experience)	Within 2015/16
LTSEC15.06.14	To add the working group for the APT to the list of sub groups of LTSEC	Officer	Complete
LTSEC15.06.16	To consider incorporating the comments from LTSEC into the Employability Plan	Director of Student Engagement and Success	Within 2015/16
LTSEC15.06.19	To include clarification of the role academic staff will play in monitoring sponsorships within the new policy.	Assistant Vice Chancellor (Student Experience)	For the 08th July 2015 meeting of AB
LTSEC15.06.21	To revise the APAL policy to cover AL only.	Deputy Head of Academic Services (Business Improvement)	For the 08th July 2015 meeting of AB
LTSEC15.06.22	To review the wording in terms of EC's	Head of Complaints and Appeals and Reg Framework Manager	By the first meeting of LTSEC in 2015/16
LTSEC15.06.23	To contact Marketing to support the development of a landing page.	Chair	By the July 2015 meeting
LTSEC15.06.24	To include the recommended wording within the report in the Admissions Policy	Head of Complaints and Appeals	By the first meeting of LTSEC in 2015/16
LTSEC15.06.25	To clarify how long academic staff would need access to existing courses within BlackBoard after the Field Board.	Associate Deans Learning and Teaching	By the first meeting of LTSEC in 2015/16

LTSEC GROUP ACTION SHEET FROM THE MEETING HELD ON 01ST APRIL 2015

Minute	Substance	Actioning Officer	Reporting\other deadline
LTSEC15.04.04	Further suggestions for discursive items/topics to be sent to the Chair and Officer	Committee Members	Complete
LTSEC15.04.06	Feedback from the meeting due to take place on 10 th April would be received at the next LTSEC meeting.	Plagiarism software working group	Ongoing
LTSEC15.04.07	To receive an update regarding communications when there were IT outages.	Web Applications Manager	At the July meeting
LTSEC15.04.08	Further consideration on how AB could discharge their responsibilities with regard to Award Board data to LTSEC to ensure actions fed into L+R 2020. Further suggestions could be sent to the Director of Academic Services.	Director of AS and Committee Members	To be reviewed by LTSEC within 2015/16
LTSEC15.04.10	The Committee agreed that a common principal based approach would be appropriate, and that this could feed into L+R 2020. Once the work within each Faculty had taken place this would be fed back at ASQCs.	Faculty ASQCs	By September 2015
LTSEC15.04.11	Conversations with ITS and the Business Process Board were ongoing with regard to the online marking environment, further updates would be brought to LTSEC.	Director of AS	Complete
LTSEC15.04.12	The External Examiner's annual report would be updated. A further pop up communication, noting the progress to date (what's new/different) and asking Scheme/Academic Directors (or equivalents) to forward this to module leaders, would also be useful.	Officer	Complete
LTSEC15.04.14	To ensure feedback from LTSEC is fed into the ongoing work of the Academic Literacy Forum.	Library representative	Ongoing
LTSEC15.04.15	The considerations of the timeframe and process for the QMEF review to be brought back for consideration in autumn. The review would include end users, and would consider introducing an enhancement flavour.	LTET	Autumn term of 2015/16
LTSEC15.04.16	The date of the next EE conference would be confirmed at the next meeting of LTSEC.	LTET	Complete
LTSEC15.04.18	The CMA proposal to be submitted to the Directorate and then reported to LTSEC. This would also need to feed	Director of AS	July meeting

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	into the review of the QMEF.		
LTSEC15.04.24	The APAL policy would be brought back to LTSEC in June to reconsider, including the Equality Impact Assessment.	Head of SAT	Complete
LTSEC15.04.29	To look into the data issues around the NSS and report back to LTSEC	AS with Business Planning	Complete

ACADEMIC QUALITY AND ENHANCEMENT GROUP – ACTION SHEET FROM THE MEETING HELD ON 10TH FEBRUARY 2015

Minute	Substance	Actioning Officer	Reporting/other deadline
AQEC15.02.07	The Plagiarism Software Policy working group (made up of Kevin Lowman, Liz Falconer, Theresa Wood, Mandy Lee, Alastair Osborne, AQEC Student Reps, Faculty Assessment Officers and Delia Fairburn) to report back to AQEC on review of Policy.	Head of Learning and Teaching Enhancement	Ongoing
AQEC15.02.14	Group (consisting of AQEC Student Reps, Jim Longhurst, Nick Wilton, Karen Lewis and Marie-Annick Gournet) to create a plan for the enhancement session and report back to AQEC.	Working Group	Complete
AQEC15.02.21	To amend Graduate Attributes in line with comments.	Director of Academic Services	Complete
AQEC15.02.26	Communicate the recommendation to Academic Board.	Officer	Complete
AQEC15.02.30	To raise issue of communication around IT outages with IT Services	Web Applications Manager	July meeting
AQEC15.02.31	To consider the issue of annual key performance indicators and present proposals to the next regular meeting	Members	To be reviewed by LTSEC at first meeting in 15/16

ACADEMIC QUALITY AND ENHANCEMENT GROUP – ACTION SHEET FROM THE MEETING HELD ON 26th NOVEMBER 2014

Minute	Substance	Actioning Officer	Reporting/other deadline
AQEC14.11.09	QAA HE Review to be added as a standing agenda item.	Officer	Complete
AQEC14.11.14	Recommend to Academic Board that the Hartpury College variant regulations were accepted in principle.	Officer	Complete
AQEC14.11.16	Recommend to Academic Board approval of the Policy and Code of Good Research Conduct	Officer	Complete
AQEC14.11.18	To circulate Faculty specific outcomes	Curriculum Enhancement Manager	Complete
AQEC14.11.32	Issue around the plagiarism software	Officer	Complete

	adopted by the University and the lack of a policy on its use to be discussed at a future meeting of the Group with the DVC Academic.		
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