ACADEMIC BOARD

Learning, Teaching and Student Experience Committee

Minutes of the meeting held on 5th July 2016 at 2pm in The Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present:	Jane Harrington (chair), Gay Attwood, Rachel Cowie, Jenny Dye, Lisa Harrison, Mandy Lee, Jim Longhurst, Jo Midgley, Elyshia Neal, Derek Norris, Alastair Osborn, Gerry Rice, Jan Richardson, Jackie Rogers, Lucy Dumbell, Fiona Tolmie, Harry West, Gail Wilson (officer)
Apologies:	Jackie Chelin, Jamie Jordon, Brooke Lewis, Karen Lewis, Stuart Marshall, Neil Willey, Teresa Wood
In attendance:	Chris Gledhill, Edward Burrell

LTSEC16.07.1	**APOLOGIES FOR ABSENCE**
LTSEC16.07.1.1	Apologies for the meeting were recorded.
LTSEC16.07.2	**MINUTES OF THE LAST MEETING**
LTSEC16.07.2.1	The minutes of the last meeting, which was held on the 6th June 2016, were confirmed as an accurate record of the meeting, aside from a minor request to change the wording at the start of LTSEC16.06.4.8.1.
LTSEC16.07.3	**MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA**
LTSEC16.07.3.1	**Update on developments in the sector LTSEC16.06.4.1.3**- the Officer gave an update that communications to staff about TEF were in discussion with Internal Communications and were being overseen by the TEF Steering Group.
LTSEC16.07.3.2	**Review of the Fitness to Study Paper LTSEC16.06.4.2.2 and LTSEC16.06.4.2.4-** in progress, possibly to be integrated in with other staff development training.
LTSEC16.07.3.3	**Hartpury College Quality and Enhancement Framework LTSEC16.06.4.7.1-** completed. Information from Hartpury College circulated to interested members.
LTSEC16.07.4	**ITEMS FOR DISCUSSION**

LTSEC16.07.4.1	**Learning 2020**
LTSEC16.07.4.1.1	**National Student Survey and Teaching Excellence Framework 2016/17- Update on activities and actions**
LTSEC16.07.4.1.1.1	The Chair presented paper *LTSEC16.07.1* which was tabled at the meeting and gave an update on the work being undertaken in regards to NSS and the TEF. The paper outlined a plan A and plan B for the NSS taskforce, depending on the outcomes of this year's NSS. In addition, work is being undertaken to pilot the increased use of data analytics and improve module evaluation surveys, which will support both the Universities commitment to improving the student experience and meeting the expectations of the TEF.
LTSEC16.07.4.1.1.2	There was discussion around the continued use of the Final Year Survey and ensuring consistent buy-in across the University. There were some concerns that the low response rate for 2015 (less than 20%) did not yield reliable data. There were also anxieties about how to increase the response rate without impacting on the NSS response rate and causing survey fatigue in students.
LTSEC16.07.4.1.1.3	However, it was felt that the Final Year Survey was only one source of information and when combined with other data, such as from the Undergraduate Survey and Student Rep Staff Forums Programme Leaders had a good information source to then explore with their students. This engagement with students was seen as key, particularly with students entering year 3, to respond to them about actions taken from their feedback from year 2, and Programme Leaders need to take responsibility for this.
LTSEC16.07.4.1.1.4	To increase buy-in from Programme Leaders one suggestion was to allow Programme Leaders to add one or two bespoke questions. LTSEC supported this idea. It was also felt that the link between the Final Year Survey and the NSS Task Force should be made more explicit so the survey is seen as an extension of the Task Force and embedded into normal practice.
LTSEC16.07.4.1.1.5	Conducting final year surveys was seen as a feature of good practice within the sector in institutions that were committed to listening to student feedback and improving the student experience. Faculty colleagues believed that they were better set-up to deliver the survey this year and it was therefore agreed that running the survey for another year would be beneficial. **LTSEC endorsed the paper.**
LTSEC16.07.4.1.2	**Update on the Learning 2020 Enhanced Year Project**
LTSEC16.07.4.1.2.1	Fiona Tolmie presented paper *LTSEC16.07.2* which gave an update on the Enhanced Year Project. Since the paper was written the Steering Group has met for the first time and the out-going and

	in-coming VP Education have endorsed the project. Some of the key issues raised so far about the project are as follows; • *How will students be involved?* The VP Education will join the Steering Group alongside Lead Student Reps from each faculty and ideas will be tested with the group of Student Champions. In addition, student input will be captured with a "hackathon" style challenge event. • *How do we know students want this?* The SU is very supportive of the project and there is evidence from the HEPI report, borne out through some of the proposed TEF criteria, that these sort of activities are seen as desirable. There is a piece of work to be done to make a clear case, and there is substantial evidence in NSS qualitative comments that students are looking for "added value" to their degree. • *Where is the resource?* There is a great deal of expertise and resource within Professional Services to deliver a range of activities and this needs to be properly mapped out to identify where resource exists.
LTSEC16.07.4.1.2.2	The timeline for introduction needs to be closely tied into discussions around the Academic Calendar, principles for the Enhanced Year should be agreed by December which fits in with the current development of the 2017/18 Academic Calendar. **LTSEC endorsed the paper and the direction of travel for the project.**
LTSEC16.07.4.2	**Student Voice and Feedback**
LTSEC16.07.4.2.1	**Summary Report from the LTSEC Enhancement Workshop- the Student Voice**
LTSEC16.07.4.2.1.1	Alastair Osborn presented the paper and outlined the work that was underway in response to the workshop. It was felt by the committee that the workshop had been a great success, with strong attendance and engagement. It was commented that staff in general were unaware of the support that the SU provides, for example around Academic Societies; the Chair responded that this was something that could be covered in the Departmental "roadshow" currently being planned.
LTSEC16.07.4.2.2	**Update on the student representative system**
LTSEC16.07.4.2.2.1	Edward Burrell gave an update on the student representation system at UWE. The SU and University are currently working together to review the system and come up with a long-term strategy and clear direction for representation. In the short-term, the SU are implementing some small changes for 2016/17, mainly the move to selection from election of Lead Departmental Student Reps. The SU will work with Departments on this development. The rest of the operation will remain the same.

LTSEC16.07.4.3	**Annual Reports**
LTSEC16.07.4.3.1	**Annual reports from Faculty Academic Standards and Quality Committees**
LTSEC16.07.4.3.1.1	Lucy Dumbell introduced the report from Hartpury, the committee had functioned well this year and priorities for next year included monitoring the new HQEF, reviewing the approach to student surveys and monitoring the move of curriculum activity away from ASQC.
LTSEC16.07.4.3.1.2	Lisa Harrison presented the report from ACE and highlighted particular successes around the way ASQC had functioned this year, with members being assigned particular items which had produced excellent discussions around the sharing of external examiner reports and the paper on security sensitive research. Student representation in general had been strong, with one ASQC student rep member receiving a student rep award, but representation from city campus had been challenging. Steps have been put in place to make sure this is improved for next year.
LTSEC16.07.4.3.1.3	Fiona Tolmie gave an overview of the FBL report. Student representation had been perceived to be patchy compared to previous years. There had been some excellent discussions around the policy to bring research and learning and teaching closer together.
LTSEC16.07.4.3.1.4	Jackie Rogers presented the report from FET. The committee has seen a huge amount of curriculum developments, and had used this as a staff development opportunity to get module and programme leader to lead on scrutiny of documentation. Student representation had been very strong, with good levels of engagement and all issues raised during the year had been resolved.
LTSEC16.07.4.3.1.5	Gerry Rice introduced the HAS report; similar to FET, HAS ASQC had seen large amounts of curriculum/PSRB activity including 10 events and over 20 paper based exercises. Departmental scrutiny arrangements were starting to work well and the faculty also has a Learning, Teaching and Assessment Committee which is aiding in the sharing of good practice. Student representation was felt to be inconsistent and it was hoped that moving to a selection model would help improve this.
LTSEC16.07.4.3.1.6	It was felt by LTSEC that the questions used by FET/HAS to review curriculum were good examples of successful indicators and further discussions would take place about using these in a Portfolio Development Group review of programmes approved in 2012/13. It

	was also discussed that obtaining feedback from student representatives at the end of the year was problematic and it may be preferable to speak to students after every meeting to check issues were being resolved.
LTSEC16.07.4.3.2	**Annual report from Collaborative Provision Committee**
LTSEC16.07.4.3.2.1	Lisa Harrison presented the annual report from CPC. The committee had considered a great deal of business through the partnership lead reports, due diligence activity for new partners and extension of delivery, exits from two partnerships and a review of annual monitoring templates to make them more enabling and better reflective of the diversity and complexity of partners. The committee was reassured that action is being taken to address the issues raised in relation to Northshore, with reviews scheduled for October. As part of the review of the QMEF, a review of collaborative provision procedures is being fast-tracked and will get underway in the next few weeks.
LTSEC16.07.4.4	**Defining Blended Learning**
LTSEC16.07.4.4.1	The Officer introduced paper *LTSEC16.07.6* and explained the background behind the paper and the need to create clearer definitions for blended learning and distance learning. With the introduction of PG loans it is important that the University has a clear stance to avoid issues with the SLC. The committee agreed to convene a small group consisting of the Officer and the Associate Deans to discuss the issue in more detail and report back to LTSEC. **ACTION: Officer to set up group.**
LTSEC16.07.4.5	**Review of the Academic Regulations and the Quality Management and Enhancement Framework**
LTSEC16.07.4.5.1	The Chair gave a short overview of paper *LTSEC16.07.7* which highlighted the move to bring together the reviews of the Academic Regulations and the QMEF into a coherent project, with the aim of making both frameworks more risk-based, flexible and agile. There was a suggestion the project should be titled the Academic Quality and Regulatory Review.
LTSEC16.07.4.6	**Academic Personal Tutoring (APT) Report**
LTSEC16.07.4.6.1	The paper *LTSEC16.07.8*, which had been revised following on from feedback from the previous meeting was presented by Fiona Tolmie. The approach was to provide an enabling framework for APT at UWE to provide a consistent student experience. LTSEC **approved** the paper.

LTSEC16.07.4.7	**Enhanced Reading List Project: Update 4**
LTSEC16.07.4.7.1	Report *LTSEC16.07.9* was received and the project was reported to be progressing well, with excellent engagement from academic and ITS colleagues.
LTSEC16.07.4.8	**Hartpury College variant Assessment Cycle Policy**
LTSEC16.07.4.8.1	Lucy Dumbell presented some changes to the variant policy, which included the removal of External Examiner scrutiny at level 0 and 1 and changes to the internal verification at stage 2. The changes have been reviewed by a sub group of ASQC and External Examiners. **LTSEC approved the changes to the variant policy.**
LTSEC16.07.6	**ITEMS TO NOTE**
LTSEC16.07.6.1	**Annual Education for Sustainable Development (ESD) Report and Action Plan**
LTSEC16.07.6.1.1	The item was unstarred at the request of Jim Longhurst. The University has achieved real success in this area recently, with the recent successful NUS Responsible Futures Accreditation in partnership with the Students' Union and the announcement the University had recently been short-listed for seven Green Gown awards. The Chair thanked Jim and the Students' Union for their efforts.
LTSEC16.07.8	**ANY OTHER BUSINESS**
LTSEC16.07.8.1	The Chair gave an update on the recent EU Referendum and the impact of the Leave result on the University. Currently the message is that it is very much "business as usual" and the University continues to be an open and welcoming place for staff and students from all countries. Any particular impact on staff and students in relation to their immigration status will be monitored and dealt with once the situation becomes clearer. There is currently analysis being undertaken to identify programmes that recruit particularly strongly from the EU as well as discussions about the potential impact on research grants and Erasmus exchange opportunities.