



University of the  
West of England

## ACADEMIC BOARD

### Learning Teaching and the Student Experience Committee

Minutes of the meeting held on 30<sup>th</sup> March 2016 at 2pm in The Dartington Suite, Wallscourt Farmhouse, Frenchay Campus

Present: Jane Harrington (Chair), Gaynor Attwood, Jackie Chelin, Lisa Harrison, Mandy Lee, James Longhurst, Jo Midgley, Elyshia Neal, Derek Norris, Alastair Osborn, Callan Powers, Fiona Tolmie, Neil Willey,

Apologies: John Clarke, Lauren Conen, Jenny Dye, Brooke Lewis, Karen Lewis, Sarah Mackie, Stuart Marshall, Jackie Rogers, Jan Richardson, Rosie Scott-Ward, Harry West, Teresa Wood, Gerry Rice

In Attendance: Rebecca Smith (Officer), Helen Clark (for LTSEC16.03.7), Tracey Horton (for LTSEC16.03.8), Judith Ritchie (for LTSEC16.03.12), Jenny Wills (for LTSEC16.03.9)

LTSEC16.03.1	<b>MINUTES OF THE LAST MEETING</b>
LTSEC16.03.1.1	The minutes of the last meeting, which was held on 9 <sup>th</sup> February 2016, were confirmed as an accurate record of the meeting.
LTSEC16.03.2	<b>MATTERS ARISING</b>
LTSEC16.03.2.1	<b>Developing Matching Software (LTSEC16.02.2.3 refers) –</b> The Deputy Head of Academic Services confirmed that a small task and finish group had been convened to consider the guidance and progress the pilot for reviewing and rolling out Safe Assign. The pilot now included modules from all faculties, and feedback from colleagues and students would consider the percentage match figure. Work was also underway with the BlackBoard team to allow customisation, and guidance for online submission was to be worked on with the Business Intelligence Team and IT Services. The forum to consider the outcomes of the pilot (including whether Safe Assign was the most appropriate tool to adopt) would be agreed outside of the LTSEC meeting to ensure that the academic voice was included.
LTSEC16.03.2.2	<b>Programme Assessment Calendar (LTSEC16.02.2.4 refers)</b>  The Associate Dean, Teaching and Learning from FBL confirmed that a discussion paper had been considered at the last meeting of Faculty Academic Standards and Quality

	Committees (ASQCs), posing the questions of whether it would be possible for Faculty ASQCs to agree who would take responsibility for signing off changes and confirming these to Academic Services.
LTSEC16.03.2.3	<p>Feedback from ASQCs confirmed:</p> <ul style="list-style-type: none"> <li>• FET ASQC agreed to trial this with Programme Leaders taking responsibility;</li> <li>• FBL ASQC agreed that they would develop a process which would work across the Faculty;</li> <li>• HAS ASQC discussed the difficulty in Programme Leaders taking this responsibility with the current UWE systems in place which would not support this, however they agreed that it would not be a major issue in HAS as Programme Leaders already had ownership of programme with less sharing of modules;</li> <li>• ACE ASQC also agreed that there was less sharing of modules in the Faculty and that therefore Programme Leaders could adopt this responsibility.</li> </ul> <p>LTSEC therefore confirmed that each Faculty would continue to develop their own process and oversight, and that an additional question would be added to the annual programme report to facilitate consideration of the assessment timings calendar.</p> <p style="text-align: right;"><b>Action: Faculty ASQCs and Curriculum Review and Accreditation Manager</b></p>
	<b>ITEMS FOR DISCUSSION</b>
LTSEC16.03.3	<b>Student Voice and Student Engagement</b>
LTSEC16.03.3.1	The Deputy Head of Academic Services confirmed that the Student Voice Working Group had not met since the last LTSEC meeting, however the Undergraduate Survey had been launched to Levels 0, 1 and 2 students; NSS to final year undergraduates and PTES to postgraduate taught students. The option to open up the UG survey throughout the academic year was also being considered as part of the work looking at the feedback landscape.
LTSEC16.03.3.2	<p>The Committee discussed the following:</p> <ul style="list-style-type: none"> <li>• The potential to have different questionnaires at different levels, as it was agreed that similar questions to prepare for the NSS was useful at level 3 but a lot could be missed at other levels;</li> <li>• The timings of level 1 and 2 surveys – more could be captured regarding induction and progress to level 2 if the surveys were held around October/November.</li> </ul> <p>It was agreed that a further written update on student feedback would be brought to the next LTSEC meeting for discussion</p> <p style="text-align: right;"><b>Action: Student-led Enhancement Manager</b></p>

LTSEC16.03.3.3	<p>The Committee also noted that champions were being piloted within 2015/16, and a further report reviewing the outcomes of this compared to feedback from student surveys would also be brought to LTSEC. A software package was being reviewed which could include both module and programme level feedback, via an online system and through a paper based approach, and which could include data at a RAG level to allow for this to be reviewed by Module Leaders. A further update on this would also be brought to the next meeting.</p> <p style="text-align: right;"><b>Action: Student-led Enhancement Manager</b></p>
LTSEC16.03.4	<b>Learning 2020</b>
LTSEC16.03.4.1	<p>The Chair provided a verbal update, confirming the following:</p> <ul style="list-style-type: none"> <li>• Pilot modules had now been set up for use within the <b>Assessment and Feedback</b> strand, and feedback was being sought from Departments;</li> <li>• Hardware was being moved as part of the roll out of Panopto for Lecture Capture, and a fuller update would be provided by the Lead of the <b>Learning Environments</b> strand at the next meeting;</li> <li>• The <b>Enterprise 2020</b> strand was currently pulling together the support which UWE currently provided, and further consideration would be put into how to support student start up's;</li> <li>• the Associate Dean T+L in FET would be leading the <b>Teaching Expectations</b> strand, and considering how to pull this into the staff recognition and performance scheme, mirroring the research performance scheme;</li> <li>• Within the <b>Professional Accreditation</b> strand, the University would complete an audit of current accreditations, with potential workshops being held to gauge understanding and aspirations of accreditations;</li> <li>• Scoping work was continuing for the <b>Enhanced Year</b> strand, with fellows meeting to consider the next steps. Consideration of the principles and how different areas within UWE may already work to these would be key.</li> </ul>
LTSEC16.03.5	<b>HEFCE Approach to Quality Assessment</b>
LTSEC16.03.5.1	<p><i>Paper LTSEC16.03.01 was received by the Committee.</i></p> <p>The Deputy Head of Academic Services confirmed that the Higher Education Funding Council for England (HEFCE) had started a tender process, with a presentation planned to Government in June. However, it was also noted that the plans from the Government had not been confirmed, and a White Paper would be expected within a few months which could supersede these plans from HEFCE. The new system would continue to use the expectations set out in the QAA Quality Code, with a potential for a system of annual reviews to be put in place and a register developed for External Examiners.</p>

LTSEC16.03.5.2	The Committee welcomed the update, and noted that there had been mixed views in the sector, including an initial communication from QAA which reflected different views of how UK Quality Assurance should be managed. Therefore it was noted that further clarification and communication would be welcomed before the University responded/started work. Further communications would be disseminated to the Committee.
LTSEC16.03.6	<b>Training Policy for PGRs who Teach</b>
LTSEC16.03.6.1	The Director of the UWE Graduate School confirmed that the proposal, which would come to the next meeting of LTSEC for approval, would include a one day compulsory course for PGRs who teach to be delivered each October and repeated for January cohorts. There would also be two mop up one day courses within Summer 2016 to cover those which were already teaching. Initial investigations into using some of the modules from the PGCert Teaching and Learning in Higher Education were also promising and Faculty Research Committees would have general oversight. The above proposals had been communicated to the QAA.
LTSEC16.03.7	<b>External Examiners</b>
LTSEC16.03.7.1	<b>Annual Thematic Review of External Examiners reports within 2014/15 (minute LTSEC16.02.6 refers)</b> The Committee Officer confirmed that the Collaborative Provision Committee (CPC) had considered the recommendations allocated to them: <ul style="list-style-type: none"> <li>• It was agreed that closer working relationships could be established at Partnership Boards (which would also raise issues if standards/student performance was lower). Therefore issues being raised by External Examiner reports would be raised through the Partnership Lead report and discussed at the Board and CPC, and managed through the monitoring of action plans;</li> <li>• Partners generally used the UWE moderation form, which was adapted to incorporate link tutor/module leader comments before it was sent to the External Examiner. It was agreed that Partnership Leads would ensure partners were using the adapted UWE form.</li> </ul>
LTSEC16.03.7.2	<b>Chief External Examiners (minute LTSEC15.11.7 and LTSEC16.02.6.4 refers)</b> The Senior External Examiner Officer confirmed that each Faculty had agreed to appoint Departmental/Cluster level Chief External Examiners, and all except FBL would run Award Boards at a Departmental level. The Learning and Teaching Enhancement Team were now liaising with faculties to seek nominees, and discussions on how and where to advertise these additional posts (noting that any issues would be kept under review) would continue within each Faculty.

LTSEC16.03.7.3	<p><b>External Examiners' Conference Evaluation</b>  <i>The Committee received paper LTSEC16.03.02.</i>  The 2016 Conference had been a successful induction for new External Examiners appointed to the role since September 2015, with 50 out of 80 attending. Feedback for enhancement for the 2017 conference included:</p> <ul style="list-style-type: none"> <li>• Embedding collaborative provision into the Field and Award Board session more fully;</li> <li>• Providing guidance prior to the Conference to professional practitioners to enable them to have a base understanding of the role.</li> </ul>
LTSEC16.03.7.4	The Committee welcomed the evaluation, and agreed with the recommendations for enhancement.
LTSEC16.03.8	<b>Managing Award Title Changes</b>
LTSEC16.03.8.1	<p><i>Paper LTSEC16.03.04 was received by the Committee.</i>  The Regulatory Framework Review Manager provided a brief overview of the proposal to re-define the process within the Academic Regulations for award title changes:</p> <ul style="list-style-type: none"> <li>• 3 options had been proposed to each Faculty ASQC, with initial feedback supporting option 1 (for award title changes to only be offered to new students), although one Faculty had supported option 2 (to allow changes to be opened up to existing students under exceptional circumstance);</li> <li>• The other 2 options would result in a lot of disruption for existing students and organisation for the University.</li> </ul>
LTSEC16.03.8.2	<p>The Committee welcomed the proposal, with the following discussion taking place:</p> <ul style="list-style-type: none"> <li>• Option 1 was supported, with a caveat to allow exceptional changes (for example if there was a requirement from a PSRBs, or a strong market led rationale) to open up the change to existing students;</li> <li>• The regulations would not define what these exceptions would be, and it would be expected that a majority of title changes would only be available for new students.</li> </ul> <p>The proposal would now be re-written reflecting the above agreement and forwarded to Academic Board for approval.  <b>Action: Regulatory Review Manager</b></p>
LTSEC16.03.9	<b>Review of Management of Supervisor Absence, and Supervision Record Keeping</b>
LTSEC16.03.9.1	<p><i>The Committee received paper LTSEC16.03.05.</i>  The Head of Complaints and Appeals attended the meeting to provide an overview of the proposal:</p> <ul style="list-style-type: none"> <li>• An OIA judgement had recommended a review of the management of long term supervisor absence, and the</li> </ul>

	<p>record keeping of supervision;</p> <ul style="list-style-type: none"> <li>• The review had considered what the University currently had in place, and other HEI processes, which reflected a variety of practices;</li> <li>• The area of concern had been the gap between a supervisor going on sick leave and the module leader becoming aware;</li> <li>• There were also varied practices in recording supervision across the University.</li> </ul>
LTSEC16.03.9.2	<p>During discussion, members noted the following:</p> <ul style="list-style-type: none"> <li>• It was agreed that it should be a University requirement to keep a formal record of supervision, and a set of principles and guidance could ensure supervision was effectively supporting the student and accessible in a central record. A tab on BlackBoard had been suggested as one method of recording this, or an expansion of the use of pebble pad within the Academic Personal Tutoring Scheme currently used by students;</li> <li>• Handbooks also could be clearer to encourage students to raise issues prior to reaching complaint stage;</li> <li>• The staff sickness policy could be reviewed to remind supervisors to ensure sickness was reported as early as possible to the module leader.</li> </ul>
LTSEC16.03.9.3	<p>The Committee welcomed the proposal, and agreed that a short task and finish group including Associate Deans T+L, The Chair and the Head of Complaints and Appeals would be put together to consider basic expectations, including a review of the information provided in module handbooks, and decide further actions which needed to be taken.</p> <p style="text-align: right;"><b>Action: Head of Complaints and Appeals</b></p>
LTSEC16.03.10	<p><b>Guidance on Evaluating and Recording Security Sensitive Research</b></p>
LTSEC16.03.10.1	<p><i>Paper LTSEC16.03.06 was received.</i></p> <p>The report had previously been considered at the Research and Knowledge Exchange Committee and Faculty ASQCs.</p>
LTSEC16.03.10.2	<p>Members further discussed:</p> <ul style="list-style-type: none"> <li>• Section 3 included examples which may be regarded as security sensitive research, although further work would be needed to make this more helpful (i.e. the examples provided should be consistent);</li> <li>• ITS would block access to illegal websites, and some sensitive sites where the nature of the material was illegal could be monitored externally by the police;</li> <li>• There were also examples of what would need to proceed to the University Ethics Committee, although it was unclear whether these were particular ethics issues. At present this was the only forum to discuss</li> </ul>

	<p>these issues, although it was recognised that these might not always relate to research ethics and may be more of a process issue, and therefore a more appropriate location for these discussions which sat across the boundaries would be required;</p> <ul style="list-style-type: none"> <li>• The use of the word 'protection' in section 4 could be misleading and it was recommended this be reviewed to reflect that protection would not be granted if it was illegal.</li> </ul>
LTSEC16.03.10.3	<p>The Committee agreed that further work was needed based on these discussions, and that this would be led by the Pro Vice Chancellor – Student Experience.</p> <p><b>Action: Pro Vice Chancellor – Student Experience</b></p>
LTSEC16.03.11	<b>LTSEC Enhancement Led Meeting</b>
LTSEC16.03.11.1	<p>The Chair asked the Committee for suggested themes for the enhancement led session on 10<sup>th</sup> May 2016. The following were proposed:</p> <ul style="list-style-type: none"> <li>• Inclusivity – how this could be embedded more widely across the curriculum;</li> <li>• Connectivity – knowledge of what staff across the University are involved in, how these fit together, the strategies and activities being undertaken, the communication of practice and sharing of good practice;</li> <li>• Using the local region – changes within the different sectors in the region, linking into Assessment and Feedback;</li> <li>• Student Voice – making this more meaningful at each stage of the student journey, encouraging students to use their voice and show them how we hear and respond to this, including how Learning 2020 will allow us to deliver an inclusive experience, listening to multiple voices and the dialogues/partnerships/connectivity between staff and students (including at collaborative partners).</li> </ul>
LTSEC16.03.11.2	<p>The Committee agreed to allocate the session to the Student Voice, which also encompassed most of the other suggestions. The Pro Vice Chancellor – Student Experience, would lead on the organisation and agenda setting for the meeting, subsequently feeding outcomes into one of the current project strands.</p> <p><b>Action: Pro Vice Chancellor – Student Experience</b></p>
LTSEC16.03.12	<b>Items from Faculty ASQCs</b>
LTSEC16.03.12.1	<p>The FET ASQC requested further discussion at LTSEC regarding the response within the External Examiner Annual Thematic Review 2014/15 report regarding the early release of marks prior to the Exam Board. The ASQC suggested that the response within the report would not satisfy the concerns</p>

**confirmed**

	which had been raised by the External Examiners, and LTSEC agreed that further context be added regarding the decision to continue, and to work with SAT to develop clearer communications to External Examiners. <b>Action: Committee Officer (Curriculum Enhancement Manager)</b>
LTSEC16.03.13	<b>REPORTS/UPDATES FROM THE SUB-GROUPS OF LTSEC</b>
LTSEC16.03.13.1	Minutes were received from Faculty ASQCs and other sub-groups and were available <a href="#">here</a> .
LTSEC16.03.14	<b>DATE OF NEXT MEETING</b>
LTSEC16.03.14.1	10 <sup>th</sup> May 2016 – Enhancement Led meeting.

*LTSEC Minutes: R Smith*

*Draft: 12<sup>th</sup> April 2016*

*Unconfirmed:*

*Confirmed: 6<sup>th</sup> June 2016*



**confirmed**