



ACADEMIC BOARD

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 25th January 2017 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present: Jane Harrington (chair), Jo Midgley, Lisa Harrison, Gerry Rice, Fiona Tolmie, Jackie Rogers, Mandy Lee, Jenny Dye, Sarah Mackie, Teresa Wood, Rachel Cowie, John Lanham, Derek Norris, Vicky Nash, Jenny Ames, Jamie Jordon, Olivia Evans, Elyshia Neal, Iraje Ahmed, Ronnie Mutulili, Joshua Vaughan, Gail Wilson (officer)

Apologies: Alastair Osborn, Elizabeth Cleaver, Jim Longhurst, Maggie Westgarth, Stephen Draper, Jan Richardson

In attendance: Donna Whitehead (for item LTSEC17.01.4), Rachel Fenton (for item LTSEC17.01.9), Vicki Campbell (for item LTSEC17.01.11), Suzanne Carrie (for item LTSEC17.11.12)

LTSEC17.01.1	APOLOGIES FOR ABSENCE
LTSEC17.01.1.1	Apologies for the meeting were recorded.
LTSEC17.01.2	MINUTES OF THE LAST MEETING
LTSEC17.01.2.1	The minutes of the last meeting, held on the 23 rd November 2016, were confirmed as an accurate record of the meeting, aside from some minor spelling errors in LTSEC16.11.17.1.
LTSEC17.01.3	MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA
LTSEC17.01.3.1	The Officer gave an update on the actions as detailed in <i>LTSEC17.01.1</i> .
LTSEC17.01.4	ENTERPRISE 2020
LTSEC17.01.4.1	The Pro Vice-Chancellor and Executive Dean, Faculty of Business and Law introduced paper <i>LTSEC17.01.3</i> . The paper was warmly welcomed by the committee and seen as very helpful in setting a clear direction in this area. A query was raised around how students would be made aware of the range of activity happening. The response was that the University needs to be clearer in telling the story about enterprise to

	students, many of the necessary skills are already embedded in the curriculum and students need to be made aware that they are developing these skills. A number of programmes are developing an enterprise pathway, which will help to make this more explicit. One key area that needs further development is support and training for staff. A series of short films are about to be released to staff, explaining some of the key concepts, but more work is required as part of L2020 on staff development.
LTSEC17.01.4.2	A number of other potential avenues were discussed, such as support for final year students looking to set up a business alongside their studies, facilitating "skills swaps" between students, building links between companies in Future Space and potential opportunities for students from student entrepreneurs such as placements. There is also a clear synergy with the Enhanced Year project, and the project leads are working to ensure this is maximised.
LTSEC17.01.5	UPDATE ON LEARNING 2020
LTSEC17.01.5.1	<p>The Chair gave a verbal update on L2020. Work is now progressing at pace, with a number of projects now underway including;</p> <ul style="list-style-type: none"> • Lecture capture, now termed event capture, is being rolled out as planned and training for staff is being developed, • The work around Race Equality has been brought into Inclusivity 2020, part of L2020, • A review of PGT provision, identifying gaps in the market and capturing student views will shortly be under way, • Work on the Student Information system continues, looking at our business processes and rethinking the academic regulations.
LTSEC17.01.6	ENHANCEMENT FRAMEWORK
LTSEC17.01.6.1	<p>The Director of Academic Services presented paper <i>LTSEC17.01.2</i>, which sets out the position of the new Enhancement Framework, a more detailed paper will be presented at the March meeting. The Enhancement Framework is closely tied in with the Academic Quality and Regulatory Review. <i>Phase 2: Continuous enhancement activities</i> reimagines annual monitoring as a proactive cycle, where staff are able to engage with data as it comes in, and places the ownership with programme teams. A new interface to facilitate this process is currently being developed in partnership by the Learning and Teaching Enhancement Team, Business Intelligence and ITS. <i>Phase 3: Periodic programme enhancement review</i> will be piloted in the spring if the process is approved by LTSEC at the next meeting. A range of subjects have been identified with Associate Deans to take part in the pilot. A key aim of both phases is to significantly reduce the amount of paperwork and focus on what programme teams are trying to achieve. In addition the whole framework would be supported by the UWE</p>

	Academic Practice Platform (APP), which would provide a space for professional development.
LTSEC17.01.6.2	A question was asked around the inclusion of module evaluation data for continuous improvement if principle 1 is <i>programmatically by design</i> . There were concerns that module evaluation data does not capture the student experience at a programme level. It was anticipated that sources of data would be reviewed as the University moved forward and the paper merely reflects what sort of data is available currently.
LTSEC17.01.7	UPDATE ON STUDENT ENGAGEMENT ACTIVITIES
LTSEC17.01.7.1	The Director of Academic Services provided a quick update on the current review of the partnership between the University and the Students' Union and ways of working. A paper will be coming to the March meeting to set out a new direction to ensure the relationship is optimised and governance arrangements are working effectively.
LTSEC17.01.8	FACULTY SURVEY ACTION PLANS
LTSEC17.01.8.1	The Associate Deans were asked to present their faculty survey action plans and highlight any key points. The Associate Dean for HAS explained that feedback from programme leaders who had achieved good outcomes in the NSS highlighted similar themes around creating a sense of community, effective communication and dialogue and getting and responding to feedback. Programmes across the faculty have differences but share many commonalities, and a platform to share and challenge current practice is being developed.
LTSEC17.01.8.2	The Associate Dean for FBL stated that the priority in the faculty was on keeping the focus through the year and embedding actions. The main challenge is the inconsistency of experience, there are excellent but also weaker areas of student experience. They have identified that students on programmes with strong NSS outcomes have a strong identity and believe that they, and their programmes, are special. There were a few worrying comments around international students and staff that are being addressed. There is also work to address the postgraduate programmes that are not engaging with PTES and the future TEF landscape. A point was raised that to help facilitate a culture change, to where surveys are seen as touch points in the student experience rather than a means to an end, the language in the templates should be updated to reflect this. ACTION: Officer to feed this back to Alastair Osborn
LTSEC17.01.8.3	The Associate Dean for ACE reported the good practice around student reps on ASQC leading initiatives across the faculty around PAL, and a "what I wish I knew in year 1" campaign. NSS scores are generally very good, but staff are not complacent! The main challenges are around organisation and management, particularly with timetabling and work is ongoing on how information is presented to students.

	Most issues are generally localised and as such action plans are specific to programmes.
LTSEC17.01.8.4	<p>The Associate Dean for FET stated that forming the action plan had been a useful exercise in looking across the faculty to share good practice. The faculty had endeavoured to empower programme leaders by providing each of them with a student engagement budget, with complete autonomy of how to spend it. The money had been used in a variety of interesting ways and was judged to be a successful way to improve the student experience. Work had also concentrated on building effective relationships with students by talking to the whole cohort about feedback that had been raised and what has been done in response, closing the feedback loop. There were many examples of effective working with colleagues from professional services to improve organisation and management issues, particularly around timetabling and IT. The faculty were now focusing on sharing good practice in assessment and feedback, bringing a programmatic focus to programmes, creating timetables that work for students, involving students in the early process of review and design and looking at how students on PG, PT and apprenticeships can be better supported.</p> <p>The committee found it very useful to see the action plans and the action faculties were taking.</p>
LTSEC17.01.9	UPDATE ON BYSTANDER TRAINING
LTSEC17.01.9.1	A Senior Lecturer from Law gave the committee an overview of the Intervention Initiative . Funded by Public Health England the initiative is an evidence based educational programme, which aims to create a shared space where violence and abuse is not tolerated by empowering students to act as prosocial citizens. It is both a research project and a learning and teaching resource. It was first delivered within the Law curriculum 2 years ago, which has a 60:40 female to male gender split, and is now being introduced into several male dominated programmes (economics and aerospace engineering) to test whether the effect is similar.
LTSEC17.01.9.2	The training consists of 8 hours in 4 blocks, spread over time to reinforce the messages. The team have produced a toolkit, which is free to use and has so far been taken up by around 20 other universities. The project is very current and topical and the team are exploring a range of additional funding opportunities; the main challenge is around how to scale up the initiative.
LTSEC17.01.10	APPRENTICESHIPS AT UWE
LTSEC17.01.10.1	The Assistant Vice Chancellor (Director Strategic Regional Partnerships) presented paper <i>LTSEC17.01.5</i> which gave an update on apprenticeships at UWE. The activity is being driven by the Apprenticeship Levy, a government policy to increase the amount of

	<p>people in work-based education. The University secured funding from HEFCE to start developing a number of degree apprenticeships, which has raised a number of key questions as set out on p48. There was an open invitation to all members to support this area of work and ensure it integrated with L2020. The Director of Learning and Teaching and the Director of Academic Services were happy to provide support to ensure it integrated with the enhancement framework and any other volunteers should email the officer. There is a need to share learning and create guidelines and frameworks to support colleagues.</p>
LTSEC17.01.10.2	<p>There was a discussion about the perception of degree apprenticeships and their attractiveness to applicants. A degree apprenticeship is a different route to the same level of qualification and many employers value the skills gained through apprenticeships. However, there is stigma attached to them, and parents in particular are often keen to push their children into more traditional, university routes. There is a clear need for the University to be proactive in its messaging to help applicants and their families understand the value and benefits of apprenticeship routes. Those involved in developing apprenticeship programmes have been experiencing some frustrations in engaging employers in the design phase, with a "chicken and egg" situation emerging. John Lanham reported he was aware of the situation. The committee asked for another update on apprenticeships by the end of the year.</p>
LTSEC17.01.11	<p>ANNUAL REPORT ON REASONABLE ADJUSTEMENTS</p>
LTSEC17.01.11.1	<p>The Head of Disability Service introduced paper <i>LTSEC17.01.6</i>, which provided the first annual update on the reasonable adjustment policy. There had been some useful discussions at ASQCs prior to the paper coming to LTSEC and it was felt to be important to keep the dialogue ongoing in this challenging environment for supporting disabled students. There was some debate about whether the policy should state that teaching materials should be made available to students 48 hours or 2 working days in advance. ACTION: Chair to discuss issue with Associate Deans. Once this had been confirmed the expectation should be added to the minimum teaching expectations for staff. ACTION: Rachel Cowie and Jo Midgley to ensure the expectations are updated and recirculated to staff.</p>
LTSEC17.01.11.2	<p>A couple of points were raised as feedback. Firstly, in appendix C it was suggested that the guidance should not move straight to an excellent example as this could be off-putting for staff. Secondly, there was a query about other staff involved in teaching and learning (eg. technicians) accessing class lists and being able to see those students who need reasonable adjustments. Lastly there was a question about peer note banks and how successful these were. The reply was that they were just one ways of supporting students and were still in the early stages of development. The technical development had been completed and now it was about promoting the resource and encouraging academic colleagues to utilise them.</p>

	The committee endorsed the recommendations.
LTSEC17.01.12	UPDATE FROM WP COMMITTEE
LTSEC17.01.12.1	<p>The Head of Student Inclusivity presented paper <i>LTSEC17.01.7</i> which contained the report from the recent audit on Widening Participation planning processes by PwC and the action plan response from the WP Committee. The report and action plan has been discussed at WP Committee and they are satisfied with the changes proposed. To ensure LTSEC maintains appropriate oversight of the work of the WP Committee regular updates will be brought to the committee.</p> <p>ACTION: Head of Student Inclusivity to provide a summary of the committee and the impact of its activities</p>
LTSEC17.01.13	UPDATE ON ACADEMIC LITERACY DEVELOPMENTS
LTSEC17.01.13.1	<p>The Deputy Director of Library Services gave an update on the work of the Academic Literacy Forum (ALF) (<i>paper LTSEC17.01.8</i>). ALF is a community of practice and members were encouraged to share the paper with colleagues to help raise awareness of the work ALF does. One challenge is around engaging students in independent learning, and part of the enhanced year project is looking to make it clear to students that independent learning is an activity, not a blank in the timetable. There is some suggestions that apprentices will need a level 2 qualification in numeracy and literacy and those that do not have this may need to complete additional work. The Deputy Director of Library Services and the Assistant Vice Chancellor (Director of Strategic Regional Partnerships) agreed to pick this up when more information was available and discuss ways to best support these students. There have been longstanding discussions about English language support for students and the best way for the University to support this.</p>
LTSEC17.01.14	DIRECTIONS FOR PEER ASSISTED LEARNING AT UWE
LTSEC17.01.14.1	<p>The Deputy Director of Library Services presented paper <i>LTSEC17.01.9</i> on the planned developments of the successful Peer Assisted Learning (PAL) scheme at UWE. PAL is seen as a great initiative, with its recent move to Library Services there is now an opportunity to review the scheme and make further improvements. Therefore, the PAL Stakeholders' Group carried out a recent SWOT analysis, resulting in a series of recommendations, detailed in the paper. The committee endorsed the recommendations, apart from the points pertaining to the use of ILM accreditation, which requires further exploration.</p> <p>ACTION: The Deputy Director of Library Services to review the option to use ILM accreditation and bring back a full costing.</p>

	Dates of future meetings: 29 th March 2017 10 th May 2017 21 st June 2017 19 th July 2017
--	--