



ACADEMIC BOARD

LEARNING, TEACHING AND STUDENT EXPERIENCE COMMITTEE

Minutes of the meeting held on 22nd November 2017 at 2pm in the Dartington Suite, Wallscourt Farmhouse, Frenchay campus.

Present: Jane Harrington (Chair), Jackie Chelin, Elizabeth Cleaver, Rachel Cowie, Ciara Dickson, Jenny Dye, Lisa Harrison, Jamie Jordan, John Lanham, Mandy Lee, Yang Lim, Jim Longhurst, Sarah Mackie, Jo Midgley, Vicky Nash, Pritesh Narayan, Giang Nguyen, Derek Norris, Alastair Osborn, Ayrden Pocock, Jan Richardson, Gerry Rice, Jackie Rogers, Rebecca Smith (Officer), Jayne Storey, Fiona Tolmie, Joshua Vaughan, Maggie Westgarth.

Apologies: Stephen Draper, Benjamin Weir.

In attendance: Amanda Barson (for item LTSEC17.11.9.5), Angela Barnes (for item LTSEC17.11.7.1), Ros Rouse (for item LTSEC17.11.7.4), Julia Lloyd (for item LTSEC17.11.7.1), Katie Lucking (for item LTSEC17.11.9.1&2), Jenny Wills (for item LTSEC17.11.8.4)

	APOLOGIES FOR ABSENCE
LTSEC17.11.1.1	Apologies for the meeting were recorded.
	MINUTES OF THE LAST MEETING
LTSEC17.11.2.1	The minutes of the last meeting, held on the 21 st June 2017 were confirmed as an accurate record of the meeting, with two small changes to wording in item LTSEC17.06.4.3 from UWE Challenges to Grand Challenges, and in item LTSEC17.06.10.1 to reflect that the students conducted a survey, rather than carried out.
	TERMS OF REFERENCE
LTSEC17.11.3.1	Paper LTSEC.17.11.1 was received, which detailed the changes to the LTSEC and ASQC Terms of Reference. The Deputy Director of Student and Academic Services advised that the principle changes reflected that LTSEC would have oversight of curriculum approval, working with the University Strategic Curriculum Panel (USCP), ASQCs and Validation/Programme Enhancement Review (PER) Panels. ASQCs

	<p>would now have the authority to approve low/medium impact changes to curriculum. It was agreed that the wording allowing Chair's to invite additional attendees would be re-added to allow relevant colleagues to attend and contribute to important discussions, the reference to Programme Managers would be updated to Programme Leaders and the number of Academic Directors within the ASQC composition would be removed to allow all to attend. The VP for Societies and Communities would also be added to the LTSEC TOR.</p> <p style="text-align: right;">Action: Committee Officer</p>
	MATTERS ARISING NOT OTHERWISE INCLUDED ON THE AGENDA
LTSEC17.11.4.1	<p>Plagiarism Software – The Associate Dean Planning and Resources within FET had taken the work of the sub group forward and was currently completing a pilot using Turnitin within online submission.</p>
LTSEC17.11.4.2	<p>Teaching minimum expectations – the work on this had been completed, and links to policy documents would be added.</p>
LTSEC17.11.4.3	<p>Supervision guidance – The guidance had been approved and would be added to module handbooks for 2018/19. Module handbooks would be reviewed more broadly within the enhancement framework, including how they could feed into programme approval and PERs. The guidance would be shared with staff for use within 17/18.</p> <p style="text-align: right;">Action: Committee Officer</p>
LTSEC17.11.4.4	<p>Costings for ILM – These would be circulated to Associate Deans for consideration.</p> <p style="text-align: right;">Action: Chair</p>
LTSEC17.11.4.5	<p>Update on new principles for APT – a meeting had been held to consider mapping these to the enhanced year, looking at what was delivered currently and the requirements for different faculties to feed into the resource model, with the aim for implementation for 2018/19.</p>
	Chair's Actions since the last meeting
LTSEC17.11.4.6	<p>The Committee noted the actions approved by the Chair.</p>
	Annual Business Plan for 2017/19
LTSEC17.11.4.7	<p>Paper LTSEC17.11.3 was received, and the upcoming business of the Committee was noted. The plan would be updated to reflect the review of UWE Outward Mobility, which would be managed by the Director of Student Success, and to show a wider review of good honours outcomes. The Internationalisation Strategy would be added to a later meeting, and all sub groups would have space to provide feedback once a year. A report on the Grand Challenges within the Enhanced Year project would also come to LTSEC in February.</p>

	Action: Committee Officer
	LEARNING 2020
LTSEC17.11.5.1	<p>The Chair provided a verbal update on work within the different strands of the Learning 2020 strategic programme over the summer:</p> <ol style="list-style-type: none"> 1. Learning Environments – Event capture had been rolled out across the campus, with just a few rooms left to update. Programmatic BlackBoard was in progression, and the plagiarism software Turnitin was being piloted. The Student Journey Directorate was progressing, with procurement for a new system planned for later in the academic year. Work on the DSA Modernisation project was ongoing, and a fuller report would be brought back to LTSEC. 2. The Enhanced Year project - Now been split into 4 different streams and was making progress, the 360 award (the successor to the futures award) was a proof concept for one programme in each Faculty, with materials in pebble pad and BlackBoard. A flexible calendar was being modelled, and programmes to run within this from 2018/19 would be requested. Term dates within 2018/19 would be advertised shortly with 1st, 2nd and 3rd year students all starting at the same time. The Assistant Vice Chancellor for Sustainable Development was leading the scoping for grand challenges, with a task and finish group pulling in colleagues from each Faculty and the SU to identify some of the issues, develop a set of principles and design a process, proposals of which would go to Academic Board in December. APT was now a strand within the 360 award, and the catalogue was in discussion. 3. Enterprise 2020 – Work on embedding this within the curriculum had taken place across all faculties, there would be more consideration for supporting students to set up their own business whilst studying at UWE e.g. more pop up shops. 4. TaskForces – NSS taskforces had now met and update meetings with programme teams were currently taking place. DHLE and PTES taskforce meetings had also met, with some learning identified which could feed across the University. Organisation design now sat within Learning 2020 and People and Performance 2020 strategic programmes, to consider how programme leaders could be supported further.
	Enhancement Framework and Continuous Improvement Tool
LTSEC17.11.5.2	<p>Enhancement Framework - The Deputy Director of Student and Academic Services provided an update on progress within the Enhancement Framework:</p> <ol style="list-style-type: none"> 1. The USCP had hosted a horizon scanning event to help explore the opportunities for curriculum design and cross Faculty collaborations, and to consider what was driving curriculum design. The first meeting would be on 12th December, where new programmes would be considered for

	<p>authorisation, taking Faculty and University strategies and portfolios into consideration (for example challenging graduate outcomes and how the proposal would affect other programmes in the portfolio). If authorised, resources would be released for the development of that programme, and USCP would have a role in scheduling when a programme would go to approval via a Validation Panel;</p> <ol style="list-style-type: none"> 2. New guidance documents supporting curriculum development would be published shortly; processes which support programme approval were developmental and feedback would be welcome as they are progressed; 3. PER pilots have been progressing, with Panels now having the authority to approve changes to programmes; 4. The QMEF would be integrated into the Enhancement Framework, with information on External Examiners and PSRBs remaining the same.
LTSEC17.11.5.3	<p>The Director of Teaching and Learning had presented the new Enhancement Framework at a national conference, which highlighted that the strategic direction UWE was taking is a different approach which was received positively.</p>
LTSEC17.11.5.4	<p>Continuous Improvement Tool – The Deputy Director of Student and Academic Services described the new tool for the monitoring of programmes and reflection of outcomes to facilitate enhancement:</p> <ol style="list-style-type: none"> 1. This would replace Programme on a Page and annual monitoring reports, which had previously provided data and asked for reflection at one point in an academic cycle. The new tool aimed to bring together the timely release of data as this became available, allowing programme leaders to review and report on this in real time (and subsequent changes to be made quickly) and within one place; 2. When logging in, the tool would load the relevant programme data, and a drop down menu would also be available to allow all staff to review data for each of the four themes: market attractiveness, graduate outcomes, performance and student satisfaction; 3. Help buttons had been added to support colleagues, and a BI support line would be available for colleagues to explore how the data had been derived; 4. Reflections could be added on each theme of data, including actions to take forward; 5. At the end of an academic year colleagues would be asked to reflect on everything to date and to rag rate their programme as green, orange or red. An orange rag rating could be used when there was something coming up which may affect the programme and may need resource or consideration, and actions would need to be put in place for orange or red rag rated programmes; 6. The Annual Programme Reporting (APR) section would be developed in Spring 2018. The timeline for completion by the programme leader was in consideration, but would likely be

	<p>within 2 weeks of the programme Award Board. Information would be put together on timings and expectations;</p> <p>7. The tool would be accessible on PCs, tablets and smart phones.</p>
LTSEC17.11.5.5	The Committee welcomed the update, and thanked colleagues for developing the tool within a short timeframe.
	STUDENT VOICE AND ENGAGEMENT
LTSEC17.11.6.1	Progress on Student Life Board
LTSEC17.11.6.2	<p>The Pro Vice Chancellor for the Student Experience provided a verbal update on progress to date. The Student Life Board considered aspects of student life outside of teaching, on creating a sense of community on campus and what the University believes are the right behaviours and attributes. The board had been investigating:</p> <ol style="list-style-type: none"> 1. What is available 24/7, 365 days of the year; 2. The local housing which now borders the University; 3. Feedback from students reflecting that they want to feel like an individual and not a number; 4. The creation of a strand around community and citizenship, and what the University expects of students; 5. The challenges around the use of drugs and alcohol, hate crime and sexual assault.
LTSEC17.11.6.3	<p>An away day was held over the summer to bring this together and decide how to move forward. An audit was also completed which reflected that a lot of good things were happening, but were not connected. Colleagues from the Student Journey Directorate had taken this forward and identified 3 strands of work to focus on across all campuses:</p> <ol style="list-style-type: none"> 1. 24/7, 365 days a week offer, including digital delivery, digital first, access to services that students need or would like, and the campus as a place to live (including what was available during the Christmas period); 2. Under personalisation, for example learning analytics, CRM, the way in which UWEs systems underpin the ability to deliver a personalised approach face to face; 3. Community and citizenship, including behaviour, health and the UWE community.
	Student Surveys
LTSEC17.11.6.4	<p>Paper LTSEC17.11.4 was welcomed by the Committee, which provided a summary of the different student surveys conducted:</p> <ol style="list-style-type: none"> 1. DHLE – had seen a small increase in performance overall, however the market had been catching up. Taskforces had met each department to look at where DHLE sat in relation to different subjects as this can vary;

	<ol style="list-style-type: none"> 2. NSS – Saw a 1% increase in student satisfaction overall against a sector and alliance fall. However, all of the theme scores were lower which may have been a result of the new questions, but highlighted that the University needed to remain cautious. Where NSS taskforces had taken place, there had been an increase in scores the following year; it would be important to continue this good work to sustain these scores. It would also be beneficial to consider how the middle group of programmes could be increased; 3. PTES – Increased by 2% showing a good gap above the sector, however caution was again needed when reviewing data as programme numbers can be small; 4. PRES – UWE and the market saw a 1% decrease, which RKEC was investigating, including the research culture and environment; 5. Good honours – UWE would be asking faculties to review the good honours data and patterns against the market and UWE KPIs, and at departmental level.
LTSEC17.11.6.5	<p>The Committee discussed non-continuation, and agreed it would be useful to clarify the differences between retention, progression and non-continuation, where UWE sat in the market on this and decide what work would be needed as a consequence. It would also be useful to consider providing summaries from the taskforce, including actions programmes have taken, common features, lessons to learn, was there a particular role which helped (something similar to the report from successful schools which had included case studies reflecting why they might have done well against a similar school).</p> <p>Action : Deputy Director of Academic and Student Services</p>
	TEF Metrics
LTSEC17.11.6.6	<p>The Committee received paper LTSEC17.11.5, which provided recent data related to TEF. UWE had seen a significant increase in positive flags within the split metrics, including continuation, and therefore has decided to re-submit to TEF in the hope of achieving a Gold rating. There were still areas in the blue, predominantly around part time study which needed consideration, however the recent data was similar to those which achieved Gold the previous year. UWE had positive flags for supporting students from low participating areas and disabled students, which supports our mission of being inclusive. Positive data was also noted in the Longitudinal Education Outcomes, which tracks HMRC data on the earnings of UWEs graduates. The Committee agreed that the University should be proud of these achievements, which reflects the focussed work around the student experience.</p>
LTSEC17.11.6.7	<p>The Committee also thanked and congratulated Maggie Westgarth, the Head of Employability and Enterprise, for her work over recent years and achievements in obtaining consistent positive data around graduate outcomes.</p>

	Update from the Student's Union
LTSEC17.11.6.8	<p>The VP Education provided a verbal update on activities from the SU over the summer:</p> <ol style="list-style-type: none"> 1. Different campaigns had taken place across all campuses to bring students together and help with the stress of studying e.g. making mugs, chair massages, a fund raising day for Bristol Mind (at which a student wellbeing survey was launched); 2. October was Black History month, which was renamed global majority campaign to be more inclusive, and a number of different events were held aimed at embodying the diverse student body at UWE, including a mental health workshop, yoga sessions and an effects of a Eurocentric Curriculum (Curriculum White) event, dance workshops and a black history month showcase; 3. November was Islamophobia month, and events included a conference on the 25th, a partnership with the Bristol University SU to paint the Bear Pit orange, engaging with media on BBC Radio and ITV, with the aim to engage the city and was the largest campaign of its kind in the country; 4. The SU attended the Green Gown awards in Manchester, where UWE won 3 highly commended awards. The SU were the first in the UK to sign up to the sustainable goals; 5. The SU had trained more student representatives in a shorter time in 17/18, including online training. Work had also progressed on the new student rep principles, working with departments, preparing for a mid-point review and a best practice event; 6. Planning for the Student Experience awards had started.
LTSEC17.11.6.9	<p>The Committee supported the work undertaken by the SU, and supported the genuine partnership with the University at the Green Gown Awards which should be celebrated.</p>
	NEW POLICIES FOR ENDORSEMENT TO ACADEMIC BOARD
	Policy for recording educational activities
LTSEC17.11.7.1	<p>Policy Paper LTSEC17.11.6 was received and welcomed by the Committee. The Senior Learning and Organisation Development Consultant and the Senior Project Manager from the Strategic Programmes Office attended and introduced the policy:</p> <ol style="list-style-type: none"> 1. The University had installed Event Capture in most teaching facilities across the campus, which led to the development of a policy to regulate the recording of teaching activities; 2. Formal consultations had taken place with the Unions, HR, and the Data Protection officer. The feedback had since been reviewed and a response was due to be sent to the Unions shortly;

	<ol style="list-style-type: none"> 3. Information on the use of recordings for gross misconduct cases had not been included as this was covered in the student misconduct policy; 4. Within 2017/18 there would be an 'opt in' policy to use recording equipment, with the aim of moving towards an 'opt out' approach in the next academic year.
LTSEC17.11.7.2	<p>During extensive discussions, members noted the following:</p> <ol style="list-style-type: none"> 1. Students appreciated having educational activities recorded; 2. It would be inappropriate to have some colleagues recording lectures and some not within one module; 3. Section 6.1 regarding opting in and opting out would need re-wording to ensure it was not contradictory, and information stating that students could be informed of the recording through module handbooks be included; 4. The University would like to move towards an opt out process where recordings happened automatically unless programme leaders provided a reasonable rationale as to why it might not be appropriate for a module; 5. There could be a potential conflict with the policy not supporting reasonable adjustments and DSA modernising work. Until the University could move to an opt out system, the wording could be strengthened to be more stringent and to focus more on the student needs; 6. Before the policy progressed to Academic Board, work would be needed to bring it into a policy format, to strengthen the language, to add that there was student demand for lecture capture within the introduction and to link the student recording section to Reasonable Adjustments (and that it may not be unreasonable refused).
LTSEC17.11.7.3	<p>The Committee agreed to endorse the policy to Academic Board, subject to the changes mentioned above. The Student and Academic Services Team would provide support to tighten up the policy.</p> <p style="text-align: center;">Action: Strategic Programme Office and Academic Regulations and Policy Manager</p>
	Policy statement on the use of Animals in Research
LTSEC17.11.7.4	<p>The Research Governance Manager introduced paper LTSEC17.11.7, which was welcomed by the Committee. The statement was intended to be the public facing communication, focusing on what the University does and stating that there are no animal laboratories and live vertebrates on site.</p>
LTSEC17.11.7.5	<p>Discussions then took place, and it was noted that detailed guidance and an electronic application system for ethical approval had also been developed. The Committee agreed that taking out the word 'currently' within the introduction where it is stated that UWE does not have a home office licence, would remove contentions about whether there was a plan to apply for one. The policy statement was strictly confidential until approval from Academic Board had been granted.</p>

LTSEC17.11.7.6	The policy statement was endorsed and would be considered at Academic Board for approval.
	ITEMS FOR DISCUSSION
	Student Behaviour Annual Report for 2016/17
LTSEC17.11.8.1	<p>Paper LTSEC17.11.8 was received by the Committee, and the Head of Strategy and Executive Services provided a summary:</p> <ol style="list-style-type: none"> 1. The report had included data for the first time on cases which had been managed on student misconduct i.e. safeguarding, sexual misconduct and hate crimes; 2. 3 years' worth of data was now available, showing trends in student behaviours and health; 3. 3 key themes had been identified around drugs and antisocial behaviour, mental health and sexual harassment; 4. UWE was seeing a development of student culture in some students around the misuse of drugs and alcohol, evidenced by a number of student cases and disciplinary procedures; 5. There has been an increase in levels 1 and 3 community complaints around anti-social behaviour, within 16/17 there were 150 warnings issued around drug related issues, some of which are being considered within the community strand of the Student Life Board and the Mental Health Framework; 6. There has also been an increase in cases of sexual harassment and assault, although this may not reflect a true increase, rather that students and staff were more comfortable coming forward and making reports as a result of the publication of the culture document by the UUK; 7. The Fitness to Study process had also been included with only a small number of cases being recorded, although an upward trend had been noted; 8. A number of students had also reported stress, anxiety and depression and had sought support; 9. The Policy Team had been working more closely with the faculties to consider the cultural issues, and this had been working well.
LTSEC17.11.8.2	<p>During extensive discussions, members noted the following:</p> <ol style="list-style-type: none"> 1. It was felt there could be more awareness made to staff as to some of the issues happening on campus regarding drugs, and sharing the report more widely would encourage some honest conversations; 2. Training for staff to deal with these issues would be beneficial, as shown from the 'working to respond' workshop which had resulted in an increased involvement in more referrals to fitness to study; 3. A campaign to tackle drugs and alcohol misuse, showing the impact of this, could be considered and the work underway by the SU on changing the social norms of alcohol impact could be brought to a later meeting of LTSEC;

	<ol style="list-style-type: none"> 4. Increased security around the campus boundaries could help tackle this issue, although it was noted that Bristol as a city had a big problem with drugs and police priorities could be elsewhere; 5. The University has previously had a zero tolerance for drug use, however a strategy was now in development (working with partners and the police) to take more of an awareness and preventative approach; 6. SU drinking activities now provided food and support to help look after the students, and they took place on the weekend which helped to change the culture of having to engage with teaching in the week; 7. Connections had been made with the Health and Wellbeing Service, which links in with the Student Life Board; 8. Tiger Training on gender equality and respect was being developed, and Rugby players would undertake this training and then visit schools to re-deliver this training, showing positive steps in this area.
LTSEC17.11.8.3	The Committee endorsed the paper to Academic Board.
	Annual Report for Appeals and Complaints for 2016/17
LTSEC17.11.8.4	<p>The Committee received paper LTSEC17.11.9, which detailed the review of appeals and complaints within 2016/17. The Head of Complaints and Appeals introduced the report:</p> <ol style="list-style-type: none"> 1. The level of appeals being submitted had now stabilised, with a slight decrease in applications since 2015/16; 2. Formal complaints had seen a slight increase, however this may have been a result of changes with OIA eligibility; 3. There had been a slight increase in appeals around conduct and from students where their tier 4 visa was being withdrawn, further work would therefore commence to ensure communications were clearer; 4. There was more of an appetite for students to make a complaint, and there had been a slight increase in the complexity of cases. The University worked closely with solicitors to ensure claims were defended positively and to resolve these before they got to a legal complaint.
LTSEC17.11.8.5	The Committee endorsed the paper to Academic Board.
	Review of Academic Governance
LTSEC17.11.8.6	The Chair provided a verbal update on the ongoing review of academic governance at the University. An audit of current governance had shown a vast amount of different groups and committees in place. An external consultant had been appointed to feed into the review with the aim of making it clearer where business would be discussed and approved.

	Hartpury ASQC Annual Report
LTSEC17.11.8.7	The Committee noted the annual report from the Hartpury College ASQC within 2016/17.
	Sector Consultations
LTSEC17.11.8.8	<p>The Deputy Head of Student and Academic Services introduced paper LTSEC17.11.11:</p> <ol style="list-style-type: none"> 1. There were two big sector consultations taking place for the review of the Quality Code from the Quality Assurance Agency, and the new Regulatory Framework from the Office for Students (OfS); 2. Conditions of the Regulatory Framework make the Teaching Enhancement Framework (TEF) compulsory to allow students to access student loans; 3. The OfS would be more likely in the future to look closely at conditions for registration and apply special conditions, with a possibility of inhibiting growth of Universities e.g. if they were not meeting their WP goals; 4. UWE was a mature University, with a diverse student body; it would be essential to monitor how the framework develops; 5. The Quality Code sets out high level expectations for Institutions on quality assurance. The proposed new code condensed these expectations within a one page document which would make it easier to engage with; 6. The University was confident that our quality assurance processes map to the new code, and to European guidelines; 7. The new code would look more closely at enhancement, whereas the framework would consider how Universities meet thresholds.
LTSEC17.11.8.9	<p>The Committee welcomed the update, and suggested that the final table within the paper be shared more widely across the University.</p> <p>Action: Deputy Head of Student and Academic Services</p>
	Annual DHLE Report 2016/17
LTSEC17.11.8.10	<p>The Head of Employability and Enterprise provided the following update for paper LTSEC17.11.12:</p> <ol style="list-style-type: none"> 1. The next survey would be launched shortly and would be the biggest survey yet with 7000 students who left over the summer being surveyed; 2. UWE's KPI had improved every year for the last 8 years, and was ahead of the market (although the latest data had shown that the market had caught up slightly); 3. The University was strong with graduates progressing to managerial work, although this was not consistent over all subject areas; 4. Students progressing to post graduate study at UWE had increased after an internal marketing campaign, which would be launched again within 2017/18;

	<p>5. Data for unemployed graduates was low for UWE, which may be a result of the local region with lots of opportunities for employment in areas like computer science, mathematics etc.;</p> <p>6. Employment figures for BME students was the same as for white students, and students from low participating neighbourhoods was also positive;</p> <p>7. Good practice was evident in subject areas where academic staff had worked hard to provide strong pedagogy to students, and high quality work related experience also made a positive difference.</p>
LTSEC17.11.8.11	The Committee agreed that it would be important to continue this work to ensure UWE maintained this position in the market. USCP would recognise the importance of work experience and practice oriented experience through new programme development.
	Update from the WP Committee
LTSEC17.11.8.12	The Committee noted the update from the WP Committee.
	Enhancement themes for the enhancement event
LTSEC17.11.8.13	<p>The Committee discussed the following ideas for the enhancement event in May 2018:</p> <ul style="list-style-type: none"> • Non Continuation – there would be some interesting challenges on the diversification of the student body, supporting different cohorts of students and interventions to close the gaps; • The area of conduct and behaviour, community and citizenship previously discussed as part of the annual report on student behaviour.
	FOR UPDATE
	Student Surveys
LTSEC17.11.9.1	<p>NSS 2018 Plans – There were no major changes for the 2018 NSS, with the same approach and survey questions, including the two optional questions on employability as in 2017. The survey would be launched by UWE on week 4, 20th January, and Ipsos MORI would now email students on Thursday 1st February rather than on the Monday to allow Institutions to do a soft launch. Programme Leaders could launch the survey earlier if required, for example students who would be on placement, although it would be important to discuss this with the Student Led Enhancement Manager. Weekly response reports would be issued. Prizes offered to students would be 15 graduation packs including guest tickets, robe hire and photography, one of these winners would also win a flight in the UWE balloon for two. Further information would be circulated shortly, and NSS briefing sessions would be offered.</p>

LTSEC17.11.9.2	<p>Module Evaluations – The survey would be the same as last year, and would automatically launch 10 weeks after a module start date. Module leaders could defer the time of survey and choose a different date to launch (for example a long thin module). The questions within the survey use the same language as the NSS, with 13 questions with 5 point scale answers and 1 free text box. Module leaders could also add an additional question of their choice. The aim would be for a 50% response rate, and issues with the rag rating and dashboard system had been fixed on blackboard. There would be a review of the survey over the following year with the aim to increase student engagement. Business Intelligence had been consulted on response rates, which would now be shared with Associate Deans as well as Module Leaders on a weekly basis to facilitate quicker changes. It would be useful to look at modules which had a high response rate within 2017 and review how the module leader engaged with the survey to achieve these results (for example having time within lectures may have been a contributing factor). At a different Institution in the UK Student Ambassadors were paid to promote the survey with students, and could be looked into further with the SU as part of the review. It was noted that student representatives already engage with academic societies to promote the survey.</p>
LTSEC17.11.9.3	<p>Update from the HEFCE event – a survey for PGT students – As a result of the introduction of student loans for post graduate students, the government had asked HEFCE to investigate a PG Survey for taught students to monitor whether they were receiving value for money. An event hosted by HEFCE had highlighted some real challenges because of the diverse student body (including some big programmes such as PGCEs) and the short period of time students spend at an Institution studying a PGT programme. HEFCE had proposed a rolling survey with 4 different survey points and 1 publication date, using the same thresholds as the NSS. Further information would be released over the coming months, and details would be brought back to LTSEC.</p>
	<p>Academic Literacy Forum update and PAL over the summer</p>
LTSEC17.11.9.4	<p>The Deputy Director of Student Success Services provided a verbal update on progress within the Academic Literacy Forum (ALF), and work over the summer with PAL:</p> <ol style="list-style-type: none"> 1. Within the ALF, the key activities had been: <ol style="list-style-type: none"> a. Gathering feedback on attendance at Library and ASC workshops and timetabled PAL using data from InfoHub bookings and BI for demographics. This showed BME students were taking advantage of the support but attainment was still an issue and workshops would be advertised further, including PAL and PG workshops. Motivations for attendance were also being considered, including those for disabled students; b. NUS Benchmarking tool – An institution policy on academic support had been well implemented and

	<p>students in similar circumstances receive comparable levels of quality of academic support regardless of discipline and or level of study. ALF would consider whether other areas of support outside Library Services and ASC could claim the same and were subject to the same level of scrutiny and evaluation;</p> <ul style="list-style-type: none"> c. Academic Integrity – UWE already had many elements in place on the study skills web site and in academic skills online workbooks, workshops, etc. Discussions were taking place to propose an internal resource that aims to align with UWE’s intention to work more closely with students (including to co-create resources), along with the impetus to promote open access materials for financial and reputational benefits; d. A survey had been conducted to investigate the extent to which academic staff take into account English Language accuracy within marking, with a report feeding into the next meeting detailing the creation of new study skills webpages, information on how to use assessment feedback and additional resources such as library workbooks. Skills for study resources had now been integrated within BlackBoard and into module assessments, with instructions on the staff intranet; <p>2. PAL activities over the summer included:</p> <ul style="list-style-type: none"> a. The stakeholder group, which now ran out of the library, had been helpful in guiding PAL Teams. Library staff had been involved in training PAL leaders and marking assessments; b. There had been some procedural changes which had effected the role, and new procedures were in development e.g. what to do when a PAL leader wishes to resign; c. PAL Management meetings had taken place with all of the leaders to establish closer partnership working, with some proposals to streamline and clarify PAL across the University (currently 6 different types of PAL, the aim would be to have 3 – PAL Study, PAL Mentoring and PAL Training). The above activities were all linked and had some central/common principles; d. One suggested change was to recruit PAL leaders earlier in the year in order to help overcome bottle necks in casual worker registrations and to improve timetabling for the leaders involved in programmes/modules.
	Reading List Software Project
LTSEC17.11.9.5	<p>The Head of Collections Access and Space from the Student Success Service attended to provide an update on the Reading List Software project:</p> <ul style="list-style-type: none"> 1. The pilot phase had been completed and were now in full roll out;

	<ol style="list-style-type: none"> 2. Graduate interns had been appointed until the end of January to help academics set up online reading lists; 3. One issue identified was the use of gold standard linking from BlackBoard to the reading list; 4. There were varying levels of engagement within different departments within each Faculty, and the Graduate interns would work more closely with the less engaged departments. Faculty Librarians had also promoted the software through ASQCs, and the new software was now compulsory within the approval of modules and within the new Programme Enhancement Review process. The use of existing modules within new programme developments or programme changes could be considered further; 5. A video was shown to the Committee on how academics have been using the software and the benefits (including live updating as and when new publications became available); 6. The target for April 2018 would be to have 75% of modules using the new software.
LTSEC17.11.9.6	The Committee welcomed the update, and advised that the current data, including itemised lists on engagement be taken back to ASQCs to push further. It would also be useful to share the staff and student perspective videos more widely across the University, for example within the weekly news.
	ANY OTHER BUSINESS
LTSEC17.11.10.1	People and Planet Green League Table – It was noted and welcomed that UWE maintained its first class position in the University Green League table and again scored 100% in the Education for Sustainable Development section of the assessment.
LTSEC17.11.11.1	DATE OF NEXT MEETING 07 February 2018 28 March 2018 09 May 2018 20 June 2018