



University of the  
West of England

**ACADEMIC BOARD**

**Learning Teaching and the Student Experience Committee**

Minutes of the meeting held on 07<sup>th</sup> July 2015 at 12pm in The Dartington Suite, Wallscourt Farmhouse, Frenchay Campus

Present: Jane Harrington (Chair), Gaynor Attwood, John Clarke, Lucy Dumbell (on behalf of Rosie Scott-Ward), Jenny Dye, Mandy Lee, James Longhurst, Alastair Osborn, Gerry Rice, Fiona Tolmie, Karen West, Nick Wilton

Apologies: Jamil Alkalouti, Jackie Chelin, Lauren Cohen, Stephanie Downes, John Deane, Rhiannon Jenkins, Stuart Marshall, Jo Midgley, Derek Norris, Peter Rawlings, Rosie Scott-Ward, Neil Willey, Teresa Wood

In Attendance: Rebecca Smith (Officer), Amanda Barson (for LTSEC15.7.10) Ed Burrell (on behalf of Lauren Cohen), Christine Comrie (for LTSEC15.7.6), Wendy Fowles-Sweet (for LTSEC15.7.9), Katie Jenkins (for LTSEC15.7.11), Sue Shreeve (for LTSEC15.7.10)

LTSEC15.7.1	<b>MINUTES OF THE LAST MEETING</b>
	<i>Paper AQEC 15.06.M was received.</i>
	The minutes of the AQEC meeting held on 08th June 2015 were confirmed to be an accurate record of the meeting.
LTSEC15.7.2	<b>MATTERS ARISING</b>
LTSEC15.7.2.1	IT Outages (minutes LTSEC15.06.04, LTSEC15.04.07 and AQEC15.05.28-29-30 refers) The Chair noted that they would contact the Web Applications Developed directly to discuss the IT outages and report back to the Committee. <b>Action: Chair</b>
LTSEC15.7.2.2	Update on the QMEF The Committee noted the changes to the QMEF to bring in aspects of existing practice for collaborative provision, ensuring language was consistent throughout and that references to roles and committees were up to date. The final version would be signed off by the Chair and published shortly.
LTSEC15.7.2.3	The Committee agreed that bringing collaborative provision within

	the QMEF so that it was located in one place would be useful, and changes would be signposted within the change log on the front cover. Colleagues had already started working on annual monitoring reports for 2014/15, and therefore changes would be for the 2015/16 academic year.
	<b>ITEMS FOR DISCUSSION</b>
LTSEC15.7.3	<b>Draft Annual Report from LTSEC to Academic Board</b>
LTSEC15.7.3.1	<i>Paper LTSEC15.07.01 was received.</i> The Committee welcomed the report, which reflected the high level of wide ranging business covered during the year and was particularly pleased to see the progression of enhancement themes emerging.
LTSEC15.7.3.2	During discussion members requested that: <ul style="list-style-type: none"> <li>i. The enhancement identified within the report be more clearly highlighted with the addition of a sub heading;</li> <li>ii. Further information would be added around the student retention project and the employability plan as previously this had not had been in the purview of the Committee;</li> <li>iii. The Chair to further consider the volume of business being undertaken by the Committee with the intention to recommend streamlining activities.</li> </ul>
LTSEC15.7.3.3	The potential opportunities to streamline the volume of activities for consideration at LTSEC would be discussed with a recommendation from the Chair coming to the next meeting. <b>Action: Chair</b>
LTSEC15.7.3.4	The Chair noted that the revised report would be submitted to Academic Board for the first meeting within 2015/16. <b>Action: Officer</b>
LTSEC15.7.4	<b>Annual Reports from Faculty ASQCs to LTSEC</b>
LTSEC15.7.4.1	<i>Papers LTSEC15.07.02 and 03 were received.</i> The Committee received an update from the Associate Deans Learning + Teaching from FBL and FET, and noted that the reports covered a summary of business which had been through the ASQC.
LTSEC15.7.4.2	The Committee welcomed the reports, and agreed that the Committees had been undertaking their activities appropriately.
LTSEC15.7.4.3	The Committee noted that the reports for ACE, HAS and Hartpury College would be received at the first meeting of LTSEC in 2015/16.

LTSEC15.7.5	<b>International Student Experience</b>
LTSEC15.7.5.1	<p><i>Paper LTSEC15.07.04 was received</i></p> <p>The report was introduced by the Direct Entrant International Student Tutor within FBL, which covered:</p> <ol style="list-style-type: none"> <li>i. A literature review – to analyse the reasons for why international students frequently perform less well than home or EU students;</li> <li>ii. An analysis of the relative performance of overseas, EU and home students over 5 years at UWE, focussing on 2<sup>nd</sup> and 3<sup>rd</sup> year direct entrants in FBL;</li> <li>iii. Interviews and surveys for different ranges of students reflecting that:             <ol style="list-style-type: none"> <li>a. The main group of students struggling with the language barrier were from China and Vietnam, with Malaysian students having better English language skills and on the whole performing better;</li> <li>b. The academic culture could be quite different from their home country;</li> <li>c. International students struggle to integrate with home students.</li> </ol> </li> </ol> <p>Recommendations for staff included:</p> <ol style="list-style-type: none"> <li>i. Intercultural training;</li> <li>ii. The development of a toolkit and signposting document.</li> </ol>
LTSEC15.7.5.2	<p>Members thanked her for the comprehensive report, and agreed that it should be shared more widely across the University. The toolkit would be extremely useful for other Faculties, for example FET also attracted a high number of international direct entrants and Hartpury College had challenges around student progression from foundation to honours degree. The document would be kept live and updated as more people engaged with it. Sessions had also been included within the ADP (renamed PGCert HE) to raise awareness of intercultural skills for academic colleagues, and their expectations around engagement with international students. The challenges around visas, employability (placements and graduate employment), and facilities for culture and faith were also noted. It was recognised that it was a huge achievement for an international student to graduate with a degree from a country with a different language and culture.</p>
LTSEC15.7.5.3	<p>The toolkit and signposting document would be finalised and LTSEC would welcome future updates on effectiveness and dissemination.</p>
LTSEC15.7.6	<b>Student Experience Survey</b>
LTSEC15.7.6.1	<p><i>Paper LTSEC15.07.05 was received.</i></p> <p>The head of Learning and Teaching Enhancement introduced the report highlighting that the results showed a small rise in overall satisfaction although this contrasted with results within the</p>

	thematic questions which, with the exception of <i>listening and enhancing your experience</i> had generally declined.
LTSEC15.7.6.2	<p>During discussion members noted that:</p> <ul style="list-style-type: none"> <li>i. The results were not uniform across the Institution and that in particular the Faculty of Environment and Technology had seen increases across all thematic areas;</li> <li>ii. Faculty and Department Executive teams were considering the results, including the qualitative feedback and would be required to develop actions once the NSS results were known;</li> <li>iii. The Student Voice Working Group, under the leadership of the Pro Vice Chancellor: Student Experience had been considering the wider challenges of effectively capturing and responding to the student voice and would be recommending discontinuing module evaluations and the SES in favour of a more programmatic approach to surveys, building on existing practice both within the sector and some Departments. The Group looking at the feedback environment had, and continued to benefit from the input from both academic colleagues and the Student's Union.</li> </ul>
LTSEC15.7.6.3	<p>The Committee welcomed the developing approach, and agreed that it could encourage more engagement with direct feedback on what was relevant to students. Emerging themes could then be identified and tackled in preparation for the NSS. Members further emphasised the need to engage Programme Leaders with the development to ensure it would be fit for their purposes and covered the areas of enhancement. The conclusions of the initial investigations would be brought to LTSEC within 2015/16.</p> <p style="text-align: right;"><b>Action: Student Voice Working Group</b></p>
LTSEC15.7.7	<b>Strategy Response on the 2015 Counter Terrorism and Security Bill (PREVENT)</b>
LTSEC15.7.7.1	<p><i>Paper LTSEC15.07.06 was received.</i></p> <p>The Director of Student Engagement and Success introduced the report, which detailed the new act which had been passed in government and the responsibilities of Higher Education Institutions to monitor and reduce the opportunities for racialisation. A Group had been set up to risk assess different areas, including:</p> <ul style="list-style-type: none"> <li>i. Consideration of external speakers and events;</li> <li>ii. Supporting faith and prayer by providing appropriate facilities;</li> <li>iii. IT access to material online;</li> <li>iv. Research which students and staff could be doing;</li> <li>v. Staff training to raise awareness of their responsibilities and processes and procedures in place;</li> <li>vi. Data sharing with third parties.</li> </ul>

LTSEC15.7.7.2	<p>The Committee discussed how to further develop our practices in this area:</p> <ol style="list-style-type: none"> <li>i. Auditing could be included alongside training scenarios, for example cross referencing external speakers before they were agreed;</li> <li>ii. Training would need to cover all staff, and additional mechanisms would need to be considered for colleagues that manage large modules;</li> <li>iii. Data Protection and Confidentiality procedures would also need to be followed for storing data and research on staff, students and external speakers;</li> <li>iv. Further consideration would also be needed around the extension to students and staff at collaborative partners, and how the outcomes of the Group would be shared.</li> </ol>
LTSEC15.7.7.3	<p>The Committee agreed that the TOR for the Group were appropriate, and that online training, supplemented by some face to face, would help raise awareness and be more targeted.</p>
LTSEC15.7.8	<p><b>Annual Report for Education for Sustainable Development</b></p>
LTSEC15.7.8.1	<p><i>Paper LTSEC15.07.07 was received.</i></p> <p>The Assistant Vice Chancellor: Environment and Sustainability introduced the annual report for Education for Sustainable Development, which was jointly overseen by the Knowledge Exchange and Sustainable Education Group and LTSEC. The annual report detailed key areas of work taken place over the last year:</p> <ol style="list-style-type: none"> <li>i. 96% of UWE students had the opportunity to engage in ESD as part of their programme of study in the annual year 2013/14;</li> <li>ii. Promoted awareness of the HEA QAA Guidance on ESD;</li> <li>iii. Drafted advice on incorporating ESD into the Quality Management and Enhancement Framework;</li> <li>iv. Promoted awareness of the HEFCE Framework for Sustainable Development;</li> <li>v. Worked closely with the UWESU Green Leader Scheme to understand, develop and further extend student engagement in ESD activity;</li> <li>vi. Continued to provide academic resources for teaching enhancement;</li> <li>vii. Provided staff development via the ADP, at ASQCs and at Department specific events;</li> <li>viii. Supported the reporting requirements of the QMEF;</li> <li>ix. Provided a cross institutional coordination of ESD initiatives;</li> <li>x. Enhanced the reputation of UWE through publications and conference presentations - details lodged in the Research Repository;</li> <li>xi. The successful submission as finalists for the green gown awards.</li> </ol>
LTSEC15.7.8.2	<p>The Committee welcomed the report, and commended the clarity</p>

	in which it provided on progression of Education for Sustainable Development. The Committee agreed to approve the action plan for 2015/16.
LTSEC15.7.9	<b>Flexible Learning and Teaching Engagement at UWE</b>
LTSEC15.7.9.1	<p><i>Paper LTSEC15.07.08 was received.</i></p> <p>The FET CPD Director introduced a proposal to develop a third stream of teaching and learning activity for flexible learners, along with full time and research provision. A number of activities were already in place across the University, and a method of connecting and streamlining these would be beneficial.</p>
LTSEC15.7.9.2	<p>The Committee discussed the proposal and agreed that a separate group to consider the development of this would not be appropriate as there were other areas across the University that it could feed into. The University was committed to employability, as highlighted within the 2020 strategy, and more flexible approaches and opportunities would be supported. Part of the proposal could feed into the Learning 2020 project, and a 'community of practice' would be set up to co-ordinate and share practice at a University level. A current review of the Shell Award Framework could also feed into this.</p>
LTSEC15.7.9.3	<p>Associate Deans would confirm who should be involved in the 'community of practice'.</p> <p style="text-align: right;"><b>Action: Associate Deans</b></p>
LTSEC15.7.10	<b>Reading List Software</b>
LTSEC15.7.10.1	<p><i>Paper LTSEC15.07.09 was received.</i></p> <p>The Head of Collections Access and Space, and the Faculty Librarian for FBL introduced the proposal to enhance the provision of reading lists across the University, which included:</p> <ol style="list-style-type: none"> <li>i. Raising awareness of good practice;</li> <li>ii. Software updates to produce online 'live' reading lists, with direct links to online resources;</li> <li>iii. Increasing the level of online academic journals;</li> <li>iv. Increasing access and support for disabled students;</li> <li>v. A pilot would be put in place for 2015/16, with roll out to UG within 2016/17 and full role out for 2017/18.</li> </ol>
LTSEC15.7.10.2	<p>LTSEC approved the mandate for the software implementation and rollout, and this would be noted at Academic Board. Support would be needed for the transition into the new system, and sub groups being set up would report to LTSEC within 2015/16. Each Faculty would be included in the pilot, and Associate Deans would be the point of contact.</p> <p style="text-align: right;"><b>Action: Officer to add the sub-groups to the agenda to report to LTSEC</b></p>
LTSEC15.7.11	<b>Widening Participation and Outreach Strategy</b>

**Unconfirmed**

LTSEC15.7.11.1	<p>A verbal update was provided by the Director of Student Futures, which confirmed that the strategy had ended in 2014, and a new 'plan' with a strategic statement would replace this. The new plan would include:</p> <ul style="list-style-type: none"> <li>i. Success and retention aims which would be measurable;</li> <li>ii. Summarising key groups and how we could work with them;</li> <li>iii. Covering the whole life cycle of the student journey rather than just recruitment;</li> </ul>
LTSEC15.7.11.2	<p>The Plan and Strategic statement would be discussed at the WP Committee, and then come to LTSEC for approval. Associate Deans should have sight of this prior to formal discussions through these Committees.</p> <p style="text-align: right;"><b>Action: Director, Student Futures</b></p>
LTSEC15.7.12	<p><b>Templates for the Annual Partnership Programme and Partnership Lead reports</b></p>
LTSEC15.7.12.1	<p><i>Paper LTSEC15.07.11 was received.</i></p> <p>The new templates had been developed to help monitor the published information which partners provide to students. The Link Tutor report would feed into the Partnership Lead report and Partnership Board. This would be retrospective as it was part of the annual monitoring process, however once a sample had been received this could be reviewed and monitored. Harpur College had developed a process for signing off publications with Weston College, and this could be considered further.</p>
LTSEC15.7.12.2	<p>The report would need to be updated to reference the new questions for Education for Sustainable Development, and references to Programme Managers would be amended to Programme Leaders. Subject to these changes, LTSEC agreed to approve the new templates.</p> <p style="text-align: right;"><b>Action: LTET</b></p>
LTSEC15.7.13	<p><b>Terms of Reference for the Portfolio Development Group</b></p>
LTSEC15.7.13.1	<p><i>Paper LTSEC15.7.12 was received.</i></p> <p>The revised TOR were received, and a discussion took place regarding whether the Group would have a role in the closure of programmes, and additionally oversight of programme discontinuation and suspension. The Committee agreed that the closure of programmes would be an executive decision through the Faculty Executive and Strategic Planning, and potentially for consideration at Academic Board where the decision would affect staff. However, the suspension and discontinuation of programmes could be noted at the relevant committee.</p>
LTSEC15.7.13.2	<p>The Chair and Head of LTET would discuss this further and report back at the first meeting in 2015/16. The Terms of Reference</p>

	were approved. <b>Action: Chair and Head of LTET</b>
LTSEC15.7.14	<b>Competition and Markets Authority Guidance</b>
LTSEC15.7.14.1	<p><i>Paper LTSEC15.07.13 was received.</i></p> <p>The Head of LTET confirmed that the report provided a narrative update on the requirements of the CMA and the requirements of the University within this, building on the original draft framework which had been developed. A second report mapped individual requirements and proposed timelines to meet these. Key findings included:</p> <ol style="list-style-type: none"> <li>i. The level of information the University needed to provide to the student. Some of this information would be condensed into a key facts guide, for example the fees policy and the academic regulations;</li> <li>ii. The authority to make changes to a module/programme within an academic year, and further guidance would be needed around the requirements for this (i.e. what % of student agreement would allow a change to take place);</li> <li>iii. The Programme specification would be reviewed to move some of the information around assessment to the programme consultation document, and to consider other areas previously discussed by LTSEC. Further consideration regarding the monitoring of information would be needed, as the design consultation form became redundant after approval;</li> <li>iv. Consideration of some wording within the contract to allow the University to make some enhancement changes based on student feedback;</li> <li>v. A synopsis of each core module included within a programme would be provided to the student rather than the module specification; this could allow some changes to take place.</li> </ol>
LTSEC15.7.14.2	The Committee agreed that the paper was helpful in identifying progress to date and the requirements of the CMA, although further inclusion of the background for this would increase understanding.
LTSEC15.7.14.3	<p>The chair would work with LTET to ensure the right balance of compliance and enabling innovation and change. Students would also be included in the working group. Once the work had been completed the guidance would be considered by the directorate and then LTSEC.</p> <p><b>Action: LTET and Chair</b></p>
LTSEC15.7.14	<b>Reasonable Adjustments Policy</b>
LTSEC15.7.14.1	<p><i>Paper LTSEC15.07.14 was received.</i></p> <p>The Director of Student Engagement and Success introduced the revised policy, advising the Committee of the following changes:</p>



## Unconfirmed

	<ul style="list-style-type: none"><li>i. Reflecting the changes to funding for disabled students;</li><li>ii. A simpler process allowing greater autonomy and decision making at a local level;</li><li>iii. A mechanism for reporting reasonable adjustments to ensure consistency.</li></ul>
LTSEC15.7.14.2	The Committee commended the consultation which had taken place, and agreed to approve the changes to the policy.
LTSEC15.7.15	<b>REPORTS/UPDATES FROM THE SUB-GROUPS OF LTSEC</b>
LTSEC15.7.15.1	Minutes were received from Faculty ASQCs and other sub-groups and were available <a href="#">here</a> .
LTSEC15.7.16	<b>DATE OF NEXT MEETING</b>
LTSEC15.7.16.1	This is the last meeting of the 2014/15 academic year.

*LTSEC Minutes: R Smith*

*Draft: 08 July 2015*

*Unconfirmed:*

*Confirmed:*

**Unconfirmed**

**LTSEC Group Action Sheet from the meeting held on 07<sup>th</sup> July 2015**

<b>Minute</b>	<b>Substance</b>	<b>Actioning Officer</b>	<b>Reporting/other deadline</b>
LTSEC15.7.2.1	To contact Web Applications Manager to discuss IT Outages.	<b>Chair</b>	<b>First meeting of LTSEC in 15/16</b>
LTSEC15.7.3.3	The potential opportunities to streamline the volume of activities for consideration at LTSEC would be discussed with a recommendation from the Chair coming to the next meeting.	<b>Chair</b>	
LTSEC15.7.3.4	To revise the annual report for submission to Academic Board.	<b>Officer</b>	<b>To be submitted to the first meeting of AB in 15/16</b>
LTSEC15.7.6.3	To submit the conclusions to the initial investigations regarding the replacement for the SES to LTSEC.	<b>Student Voice Working Group</b>	<b>Within 2015/16</b>
LTSEC15.7.9.3	Associate Deans to confirm who would need to be included within the community of practice.	<b>Associate Deans</b>	<b>First meeting of LTSEC in 15/16</b>
LTSEC15.7.10.3	To add the sub groups to the list for reporting to LTSEC in 15/16	<b>Officer</b>	<b>First meeting of LTSEC in 15/16</b>
LTSEC15.7.11.2	To submit the plan and strategic statement to LTSEC for approval.	<b>Director, Student Futures</b>	<b>First meeting of LTSEC in 15/16</b>
LTSEC15.7.12.2	Update the templates to include information regarding ESD and Programme Managers.	<b>LTET</b>	<b>First meeting of LTSEC in 15/16</b>
LTSEC15.7.13.2	To discuss the relevant Committee and the role it would play in noting the suspension and discontinuation of programmes.	<b>Chair and Head of LTET</b>	<b>First meeting of LTSEC in 15/16</b>
LTSEC15.7.14.3	To develop the guidance and submit this to the Directorate and LTSEC.	<b>LTET and Chair</b>	<b>First meeting of LTSEC in 15/16</b>

**LTSEC Group Action Sheet from the meeting held on 08<sup>th</sup> June 2015**

<b>Minute</b>	<b>Substance</b>	<b>Actioning Officer</b>	<b>Reporting/other deadline</b>
LTSEC15.06.03	To bring the revised policy to LTSEC in the next academic year.	<b>Head of LTET</b>	<b>Within 2015/16</b>
LTSEC15.06.04	To contact the Web Applications Manager to ensure an update was provided	<b>Officer</b>	<b>Ongoing</b>
LTSEC15.06.05	To add the review of the Award Board data to the 2015/16 annual business plan for LTSEC	<b>Officer</b>	<b>Complete</b>
LTSEC15.06.07	To complete further work into embedding enterprise into the curriculum in a strategic way.	<b>Professor of Entrepreneurship and Strategy</b>	<b>Within 2015/16</b>
LTSEC15.06.09	To update the Academic Regulations to replace 'interim award' with	<b>Academic Regulatory</b>	<b>By the first meeting of LTSEC</b>

**Unconfirmed**

	'intermediate award'.	<b>Framework Manager</b>	<b>in 2015/16</b>
LTSEC15.06.09	To bring some examples of mapping Los to intermediate awards, and an implementation plan back to LTSEC.	<b>Head of LTET</b>	<b>Within 2015/16</b>
LTSEC15.06.10	To review the references to some of UWEs relationships within the Access Agreement.	<b>Assistant Vice Chancellor (Student Experience)</b>	<b>Within 2015/16</b>
LTSEC15.06.14	To add the working group for the APT to the list of sub groups of LTSEC	<b>Officer</b>	<b>Complete</b>
LTSEC15.06.16	To consider incorporating the comments from LTSEC into the Employability Plan	<b>Director of Student Engagement and Success</b>	<b>Within 2015/16</b>
LTSEC15.06.19	To include clarification of the role academic staff will play in monitoring sponsorships within the new policy.	<b>Assistant Vice Chancellor (Student Experience)</b>	<b>Complete – approved by AB</b>
LTSEC15.06.21	To revise the APAL policy to cover AL only.	<b>Deputy Head of Academic Services (Business Improvement)</b>	<b>Complete – approved by AB</b>
LTSEC15.06.22	To review the wording in terms of EC's	<b>Head of Complaints and Appeals and Reg Framework Manager</b>	<b>By the first meeting of LTSEC in 2015/16</b>
LTSEC15.06.23	To contact Marketing to support the development of a landing page.	<b>Chair</b>	<b>By the July 2015 meeting</b>
LTSEC15.06.24	To include the recommended wording within the report in the Admissions Policy	<b>Head of Complaints and Appeals</b>	<b>By the first meeting of LTSEC in 2015/16</b>
LTSEC15.06.25	To clarify how long academic staff would need access to existing courses within BlackBoard after the Field Board.	<b>Associate Deans Learning and Teaching</b>	<b>By the first meeting of LTSEC in 2015/16</b>

**LTSEC GROUP ACTION SHEET FROM THE MEETING HELD ON 01<sup>ST</sup> APRIL 2015**

<b>Minute</b>	<b>Substance</b>	<b>Actioning Officer</b>	<b>Reporting/other deadline</b>
LTSEC15.04.04	Further suggestions for discursive items/topics to be sent to the Chair and Officer	<b>Committee Members</b>	<b>Complete</b>
LTSEC15.04.06	Feedback from the meeting due to take place on 10 <sup>th</sup> April would be received at the next LTSEC meeting.	<b>Plagiarism software working group</b>	<b>Ongoing</b>
LTSEC15.04.07	To receive an update regarding communications when there were IT outages.	<b>Web Applications Manager</b>	<b>At the July meeting</b>
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.	<b>Director of AS and Committee Members</b>	<b>To be reviewed by LTSEC within 2015/16</b>

**Unconfirmed**

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.	<b>Faculty ASQCs</b>	<b>By September 2015</b>
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.	<b>Director of AS</b>	<b>Complete</b>
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.	<b>Officer</b>	<b>Complete</b>
LTSEC15.04.14	To ensure feedback from LTSEC is fed into the ongoing work of the Academic Literacy Forum.	<b>Library representative</b>	<b>Ongoing</b>
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.	<b>LTET</b>	<b>Autumn term of 2015/16</b>
LTSEC15.04.16	The date of the next EE conference would be confirmed at the next meeting of LTSEC.	<b>LTET</b>	<b>Complete</b>
LTSEC15.04.18	The CMA proposal to be submitted to the Directorate and then reported to LTSEC. This would also need to feed into the review of the QMEF.	<b>Director of AS</b>	<b>July meeting</b>
LTSEC15.04.24	The APAL policy would be brought back to LTSEC in June to reconsider, including the Equality Impact Assessment.	<b>Head of SAT</b>	<b>Complete</b>
LTSEC15.04.29	To look into the data issues around the NSS and report back to LTSEC	<b>AS with Business Planning</b>	<b>Complete</b>

**ACADEMIC QUALITY AND ENHANCEMENT GROUP – ACTION SHEET FROM THE MEETING HELD ON 10<sup>TH</sup> FEBRUARY 2015**

<b>Minute</b>	<b>Substance</b>	<b>Actioning Officer</b>	<b>Reporting/other deadline</b>
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	Head of Learning and Teaching Enhancement	<b>Ongoing</b>

**Unconfirmed**

	review of Policy.		
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.	<b>Working Group</b>	<b>Complete</b>
AQEC15.02.21	To amend Graduate Attributes in line with comments.	<b>Director of Academic Services</b>	<b>Complete</b>
AQEC15.02.26	Communicate the recommendation to Academic Board.	<b>Officer</b>	<b>Complete</b>
AQEC15.02.30	To raise issue of communication around IT outages with IT Services	<b>Web Applications Manager</b>	<b>July meeting</b>
AQEC15.02.31	To consider the issue of annual key performance indicators and present proposals to the next regular meeting	<b>Members</b>	<b>To be reviewed by LTSEC at first meeting in 15/16</b>

**ACADEMIC QUALITY AND ENHANCEMENT GROUP – ACTION SHEET FROM THE MEETING HELD ON 26<sup>TH</sup> NOVEMBER 2014**

<b>Minute</b>	<b>Substance</b>	<b>Actioning Officer</b>	<b>Reporting/other deadline</b>
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 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.	Officer	Complete