![University of the West of England, Bristol logo]

ACADEMIC BOARD

Learning Teaching and the Student Experience Committee

Minutes of the meeting held on 25th November at 12pm in The Dartington Suite, Wallscourt Farmhouse, Frenchay Campus

Present:	Jane Harrington (Chair), Gaynor Attwood, Jackie Chelin, John Clarke, Lauren Cohen, Jenny Dye, Lisa Harrison, Mandy Lee, Sarah Mackie, Stuart Marshall, Jo Midgley, Elyshia Neal, Alastair Osborn, Jackie Rogers, Fiona Tolmie, Harry West, Teresa Wood
Apologies:	James Longhurst, Brooke Lewis, Derek Norris, Rosie Scott-Ward, Gerry Rice, Neil Willey, Karen West,
In Attendance:	Rebecca Smith (Officer), Emma Brown (for LTSEC15.11.4) Lisa Connors (for LTSEC15.11.8), Helen Clark (for LTSEC15.11.7), Jenny Wills (for LTSEC15.11.13)

LTSEC15.11.1	**MINUTES OF THE LAST MEETING**
LTSEC15.11.1.1	*Paper LTSEC 15.07.M was received.* The minutes of the LTSEC meeting held on 07 July 2015 were confirmed to be an accurate record of the meeting.
LTSEC15.11.2	**TERMS OF REFERENCE**
LTSEC15.11.2.1	The terms of reference for the Committee were noted.
LTSEC15.11.3	**MATTERS ARISING**
LTSEC15.11.3.1	**QAA Update** The Chair confirmed that the official report from the QAA was due to be received on 26 November 2015. Initial indications suggested a positive outcome.
LTSEC15.11.3.2	**Assessment Offences Policy/development of matching software (minutes LTSEC15.06.03 and LTSEC15.04.06 refer)** A group had been convened to consider whether 'Safe Assign' was the most appropriate tool to be deployed across the University. The next step would be to ask for volunteer departments to be involved in an experimental roll out and to develop guidance to support this. Further work on how to deploy the software for assessments which were not online would be continued in conjunction with Library Services.

LTSEC15.11.3.3	The Committee discussed:
	
	  i. Whether the tool could be rolled out to partner institutions, and a discussion item would be added to the next round of partnership boards as this may affect them in different ways;
	
	  ii. Whether there was consistency across the University in agreeing whether assessment could be offline.
	
	The Committee agreed that the pilot should include a department from each faculty, and that a working group should be convened to consider the governance of online assessment.
	
	Action: Head of LTET

LTSEC15.11.3.4	**Streamlining LTSEC Business (minute LTSEC15.7.3.3 refers)** The Chair explained that LTSEC was a busy committee which undertook a lot of functions for Academic Board. To help the flow of business, coversheets would be more consistently used reflecting an executive summary and the key recommendations for LTSEC to consider. Critical readers would also be continued for substantive items, and policy work (unless urgent) would only be considered at 2 meetings of the year to enable a more holistic view. There would also be 2 standing items on the Agenda for the 'Student Voice and Student Engagement' and 'Learning 2020'.
LTSEC15.11.3.5	**Published Information and Consumer Markets Authority (minute LTSEC15.7.14 refers)** A defined policy had now been created and published on the intranet however this would continue to be an area of scrutiny, as indicated within the WHICH? report. The University was now providing pre-contract information, which highlights significant policies and a key facts sheet. A number of work streams were in place to consider how the University manages different areas, and working with partner institutions was a key stream.

LTSEC11.3.6	During discussion, Members noted:
	
	  i. Colleagues would be discouraged from producing local marketing material;
	
	  ii. Any substantive curriculum changes (i.e. a change to the material information) for the following year which would normally happen as a result of discussions with the External Examiner (EE) as part of the Examining Board processes would need to go through a Curriculum Approval Panel before June, and therefore discussions with EE's would need to take place earlier;
	
	The method of rolling this out to ensure colleagues were aware of this and the implications it has: An intranet page was in place,

	and colleagues from Academic Services had been attending Faculty Executive meetings and would continue to attend other meetings as requested by Faculties and Departments.
	ITEMS FOR DISCUSSION
LTSEC15.11.4	**Student Voice and Student Engagement**

LTSEC15.11.4.1	The Student Enhancement Manager attended and confirmed that a Task and Finish Group had been convened to consider consolidating the student feedback landscape in place and consider the timing of surveys. During the update Members noted:
	 i. There would be different options for academic and non-academic related feedback;
	 ii. A business case was being put together to look at how the University can use technology in receiving and responding to feedback;
	 iii. A more programme focussed survey was being developed to replace the Student Experience Survey;
	 iv. HEFCE were currently consulting on the following changes to the NSS and Unistats:
	    a. Addition of 3 new sections around the student voice, collegiality and the learning environment;
	    b. Moving the Student's Union question into the optional section;
	    c. Review of Unistats as future students do not seem to use this to make a decision about where to study.

LTSEC15.11.4.2	During discussion the Committee noted that a University response to the HEFCE consultation was currently being put together. The Committee noted that: i. the Teaching Excellence Framework (TEF) metrics would be subject to technical consultation, distinct from the green paper, in 2016, and this may have an impact on the above consultation; ii. the Student Representatives expressed a concern in the SU question being moved as it removed the opportunity to review how they compared to other SU's; iii. the launch date for the NSS at UWE within 2015/16 would be 01st Feb, and nationally this would be released on 11th January which allowed a gap to enable academics to engage with students at an early stage.
LTSEC15.11.5	**Learning 2020**

LTSEC15.11.5.1	The Chair provided a brief update on the work currently underway as part of the Learning 2020 stream, confirming that all projects and groups which sit underneath the stream had been set up: i. The NSS Task Force had met with all identified programme teams, and follow up meetings to gauge progress on action plans would be held later in the year; ii. Minimum Teaching Expectations had been developed and published, and Aspirational Teaching Expectations were currently being put together; iii. Teaching 2020 – Communications would be published in January regarding teaching qualifications, early indications were that these would be a key part of the TEF metrics; iv. A specific work stream had been set up to take forward the outcomes of the LTSEC enhancement theme of enterprise from 2014/15, with the key aim to develop a strategy for start-up businesses; v. Feedback and Assessment 2020 – Work was ongoing in the areas of support, coaching and mentoring and training and development for staff; vi. Programmes 2020 – Research was underway into types of provision and future disciplines, with a workshop being organised to discuss this further; vii. A new post for Director of Teaching and Learning within the Teaching and Learning Centre would shortly be advertised; viii. A workshop was to be held to consider a review of the regulations to tie in with the investigations for a new student record database (including processes). This could help inform what the requirements of a new system would be and how it would need to work for the University.
LTSEC15.11.6	**Annual Reports from Faculty ASQCs to LTSEC**
LTSEC15.11.6.1	*Paper LTSEC15.11.04 was received.* The reports for Hartpury College, the Faculty of Health and Applied Sciences and the Faculty of Arts, Creative Industries and Eduction were welcomed by the Committee, and as these were received at a later time to the Faculty of Environment and Technology and the Faculty of Business and Law, members noted that a review of all the reports had highlighted: i. No issues identified in the application of the QMEF; ii. Strength of engagement with students; iii. The volume of business coming through ASQCs, with some adopting sub committees.
LTSEC15.11.6.2	The volume of business at each committee was discussed

	further, with each Faculty confirming a different process for the scrutiny of documentation for new or high impact changes to programmes prior to progression to the Curriculum Approval Panel. Critical readers were suggested as one method of streamlining activity, along with more formal scrutiny groups at Departmental level or an enhanced officer role.
LTSEC15.11.6.3	A working group with a representative from each Faculty and each Quality Account Manager would meet to discuss a more consistent approach. **Action: LTET**
LTSEC15.11.7	**External Examining Update**
	Programme External Examiners Pilot and Award Board Data

LTSEC15.11.7.1	*Paper LTSEC15.11.05 was received.*
	The Group welcomed the evaluation of the pilot which ran in 2014/15. The Curriculum Enhancement Manager and Senior External Examiners Officer fed back that, with regard to the Programme External Examiner pilot, a number of issues had arisen at the Award Boards:
	  i. The University had been unable to produce data for collaborative provision programmes as planned;
	  ii. A high number of Programme External Examiner did not attend, and none attended a collaborative provision Award Board;
	  iii. This additional role increased their workload and they recognised they would not be able to attend all Field and Award Boards;
	  iv. There was some confusion as to the purpose of their new role.
	It was therefore recommended that the pilot not be continued and further work progress in enhancing the Chief External Examiner role (appointing more Chiefs i.e. one per Department and providing greater support and training) to provide greater programme overview. With regard to the statistical data, feedback had confirmed that this been overall helpful, and SAT and BI would work together to enhance the stats in 2015/16, including developing this for collaborative provision.

LTSEC15.11.7.2	The Committee agreed with the outcome of the pilot, and that an enhanced Chief role would also lower the volume of Field External Examiner reports they would be required to read. Further consultation with each Faculty would be needed to agree the level of new Chiefs needed and the split between Departments. These recommendations would also be highlighted to Academic Board. **Action: Curriculum Enhancement Manager and Senior External Examiners Officer**
	Thematic Review of External Examiners Annual Reports
LTSEC15.11.7.3	The Curriculum Enhancement Manager confirmed that the above

	report would be brought to the February LTSEC meeting with the following rationale:
	  i. The outcome of the LEAN Review of the Administration for External Examiners would have been published allowing any recommendations in this area to tie into this report;
	  ii. The decision regarding the evaluation of the Programme External Examiner pilot would also be known and be able to feed into the recommendations;
	  iii. Further research needed into the progress of the recommendations made in the 2013/14 report, some of which are similar to the themes emerging from 2014/15;
	  iv. Further consultation at a Faculty level, with Faculty and University themes and recommendations feeding through ASQCs prior to LTSEC.
	The quantitative data from the confidence judgements feeding from External Examiner reports was tabled at the meeting, and where possible LTET would ensure the recommendations made from the qualitative comments lined up.

LTSEC15.11.7.4	The Committee agreed with the rationale, and welcomed the quantitative data but requested that further information be provided to the Collaborative Provision Committee regarding the minor difference in scores between provision delivered by the University and its Partners, and also requested further information on the year on year change in Chief External scores. **Action: Curriculum Enhancement Manager** **Chair of CPC**
LTSEC15.11.8	**Review of Periodic Curriculum Review and Professional Statutory and Regulatory Body (PSRB) activity within 2014/15**

LTSEC15.11.8.1	*Paper LTSEC15.11.06 was received.*
	The Committee welcomed the paper, and noted the following overarching themes:
	  i. A clear alignment to the Strategy 2020 in terms of Practice Orientated provision;
	  ii. The value students and staff place on sandwich years and placements;
	  iii. All accreditations which were applied for were successful, including some new PSRBs.

LTSEC15.11.8.2	The Committee agreed that the outcomes were interesting, and that the Periodic Curriculum Review and PSRBs Manager would work with ASQC's and their officers to take these recommendations forward. The good practice identified within the report would be shared more widely, and Marketing could be contacted to discuss sharing this with future students. The issues regarding placements could feed into the group being led by the Associate Dean for L+T in HAS which was working on placements and managing student expectations. **Action: Periodic Curriculum Review and PSRB Manager,** **ASQCs and Associate Dean T+L in HAS**

LTSEC15.11.9	**Programme Assessment Calendar**
LTSEC15.11.9.1	*Paper LTSEC15.11.07 was received.* The Committee received a proposal for a change of process within the Assessment Cycle Policy that a Programme level assessment calendar would be considered at programme approval stage within the Programme Specification. Discussions during workshops identified that the design and consultation form would be a more appropriate location for the calendar, and also that Programme Management Committees could manage the ongoing monitoring of this information with this being automatically rolled over unless the team requested any changes.

LTSEC15.11.9.2	The Committee discussed the following:
	  i. Further consideration would be needed where a module is core on one programme and optional on another and how these tied together. A Faculty level agreement would be needed in this instance to ensure consistency;
	  ii. This would also be needed where modules are shared across faculties;
	  iii. Would this potentially have an effect on the 5 day extension regulation;
	  iv. Timings would be key;
	  v. Would be a good method of obtaining student feedback through PMCs;
	  vi. A Programme level view in the data assessment checker would help tighten up management at a programme level;
	  vii. Would SRSFs be a more appropriate forum for this discussion to ensure that a rep from each cohort was included?

LTSEC15.11.9.3	The Committee were broadly supportive of the proposal, and agreed that the programme assessment calendar could be located within the design and consultation form for new and high impact changes to programmes at the programme approval stage within the QMEF, but requested that further investigation into the issues above regarding ongoing monitoring was needed. **Action: Curriculum Enhancement Manager and Associate Dean (Learning and Teaching) for FBL**
LTSEC15.11.10	**Double marking of Projects at level 2**
LTSEC15.11.10.1	*A tabled paper was received.* The paper outlined discussions which took place within the regulatory review group which lead to the proposal to amend the Assessment Cycle Policy to reflect that project modules at level 2 did not always have to be double blind marked.
LTSEC15.11.10.2	The committee discussed the following: i. The policy had originally proposed that the 2 types of modules: standard and project would be removed and replaced with one type of module. However further

	investigation was needed before a decision could be made; ii. Moderation would still take place as normal, with sample marking and support for new markers being in place; iii. Level 3 projects would still require blind double marking of all work as this usually fed into the dissertation, and the first marker would usually be the supervisor; iv. Blind double marking would still be required if all pieces of work were to be different.
LTSEC15.11.10.3	The Student's Union wanted to seek reassurance that moderation did occur, and following a discussion the recommendation to remove double blind marking for level 2 projects was agreed by the Committee. The policy would be updated during the review of the Assessment Cycle Policy, which would come to the next meeting of LTSEC. **Action: Director Quality Learning and Teaching in HAS**
LTSEC15.11.11	**Annual Report on Student Behaviour 2014/15**
LTSEC15.11.11.1	*Paper LTSEC15.11.08 was received.* The Committee agreed that the paper was helpful and could feed into the ongoing work which the Student's Union was undertaking regarding student behaviour. The ongoing work regarding training and support was noted.
LTSEC15.11.12	**Annual Report on Fitness to Study Guidance**
LTSEC15.11.12.1	*Paper LTSEC15.11.09 was received.* The paper reflected a set of guidance for staff providing support to progress cases in this challenging area. The volume of cases in this area was low and mainly resulted from mental health issues.
LTSEC15.11.12.2	The Committee welcomed the guidance and agreed it would help staff on the ground understand their role. Communications to staff would be essential, with the guidance being made available widely through the staff intranet. Further discussions included: i. Whether the advice would be to always contact a wellbeing practitioner in the first instance to ensure a level of consistency and record keeping, or to provide further guidance identifying when staff could lead on a case or when a wellbeing practitioner would need to be contacted; ii. Further guidance for issues which arise outside of normal office hours; iii. The guidance would be circulated via the staff newsletter, and further communications at a face to face level per Faculty would be considered; iv. Linking this training into CPD.
LTSEC15.11.12.3	The Committee agreed that the guidance could be circulated, with the above feeding into the communication plan.

LTSEC15.11.13	**Annual Report on Complaints and Appeals 2014/15**
LTSEC15.11.13.1	*Paper LTSEC15.11.10 was received.* The Head of the Complaints and Appeals attended and provided the following briefing to the Committee: i. Extra help had been provided throughout the year with stage 1 complaints from info points; ii. The number of appeals and formal complaints had decreased; iii. The Team had also been able to focus on providing training and guidance, with the focus on early resolution at stage 1; iv. The report would be more widely communicated with a member from the Team attending different Faculty groups; v. Appeals had been dominated by late EC's, which would be resolved within 2015/16 due to the regulatory change which allowed a late submission of work; vi. More encouragement was needed for staff to discuss issues at the field board and for these to be formally minuted; vii. Some students had used the appeals process to request condonation, and further investigation would take place to identify whether a regulatory change would be needed; viii. There was a slight increase in complaints being progressed to the OIA (ombudsmen); ix. More encouragement of record keeping of student supervision would help identify whether it had taken place as this was a growing area of contention for students; without definitive evidence of supervision the OIA would find in students' favour.
LTSEC15.11.13.2	The Committee welcomed the paper, which provided some helpful scenarios. It was agreed that a small working group would be convened to consider the slight rise in complaints progressing to the ombudsmen. Training would be put in place for colleagues in the Student Administration Team to help support the Examining Board in terms of recording discussions. There was a recommendation which tied into the Assessment Cycle Policy, and this would feed into the upcoming review. **Action: Head of Complaints and Appeals, LTET Director of Quality Learning and Teaching in HAS**
LTSEC15.11.14	**Review of Lecture Capture**
LTSEC15.11.14.1	*Paper LTSEC15.11.11 was received.* The proposal to adopt Panopto as a single provider for lecture capture across the University was received with a transition for the migration from other systems.
LTSEC15.11.14.2	The Committee discussed: i. Further training and guidance which would need to be put in place to support this transition; ii. A costing analysis to adopt the one system and replace

	the other systems; iii. A timescale for the transitional period; iv. Further communications to ensure staff adopt the policy to use lecture capture.
LTSEC15.11.14.3	The Committee agreed that the initial group put together to review lecture capture would be convened again to discuss the above, and an update would be brought back to LTSEC. **Action: Associate Dean (Learning and Teaching) in HAS**
LTSEC15.11.15	**Minimum Teaching Expectations**
LTSEC15.11.15.1	*Paper LTSEC15.11.12 was received.* The minimum teaching expectations were available via the staff intranet and had previously been shared, particularly with programme teams which had received low NSS scores. The project was now working on a set of aspirational teaching expectations with input from the UCU. Further communications within FBL and ACE would be actioned.
LTSEC15.11.16	**Items from Faculty ASQCs requiring action for LTSEC**
LTSEC15.11.16.1	A proposal to expand External Examiner access on Blackboard to allow them to view a full piece of students work (including formative and progressive work and blogs) for a wider range of non-standard assessment types was received from FET ASQC. The Committee agreed that further investigation was needed with the Blackboard team to identify whether there would be any system security issues, and if so these would be brought back to LTSEC. If there were no issues, LTSEC were happy to agree this proposal. **Action: ITS – Strategic Business Partner**
LTSEC15.11.16.2	A proposal to review to Exam length policy from FBL ASQC was received, and LTSEC agreed that this should be reviewed. **Action: Academic Services - Deputy Head of Service/Head of Student Systems and Process Development**
LTSEC15.11.16.3	A proposal to consider the timings of the first Departmental Committees in the academic year to ensure there would be student representatives available was received from FBL ASQC. LTSEC confirmed that student representatives at levels 1 and 2 were rolled over for the first meeting in the new academic year to allow time for new student representatives to be elected (their term was confirmed as 13 months). It was agreed that this would be communicated more widely. **Action: Academic Services – Student-led Enhancement Manager**
LTSEC15.11.17	**Bringing Re-sits Forward**
LTSEC15.11.17.1	Analysis highlighted that the change to academic calendar had not precipitated a material change in the number of students attending resits or achievement at resit. Accordingly Members

	agreed no changes would be made but a further review would be bought to the first meeting of the committee in 2016/17.
LTSEC15.11.18	**REPORTS/UPDATES FROM THE SUB-GROUPS OF LTSEC**
LTSEC15.11.18.1	Minutes were received from Faculty ASQCs and other sub-groups and were available here.
LTSEC15.11.19	DATE OF NEXT MEETING
LTSEC15.11.19.1	09th February 2016.

LTSEC Minutes: R Smith
Draft: 30 November 2015
Unconfirmed:
Confirmed:

LTSEC Group Action Sheet from the meeting held on 25th November 2015

Minute	Substance	Actioning Officer	Reporting\other deadline
LTSEC15.11.3.3	The Committee agreed that the pilot should include a department from each faculty, and that a working group should be convened to consider the governance of online assessment.	**Action: Head of LTET**	
LTSEC15.11.6.3	A working group with a representative from each Faculty and each Quality Account Manager would meet to discuss a more consistent approach to scrutiny of curriculum approval documentation for ASQC.	**Action: LTET**	
LTSEC15.11.7.2	Further consultation with each Faculty would be needed to agree the level of new Chief EE's needed and the split between Departments. These recommendations would also be highlighted to Academic Board.	**Action: Curriculum Enhancement Manager and Senior External Examiners Officer**	
LTSEC15.11.7.4	Further information be provided to Collaborative Provision Committee for consideration on the minor difference in scores between provision delivered by the University and its Partners and also requested further information on the year on year change in Chief External scores.	**Action: Curriculum Enhancement Manager and Chair of CPC**	
LTSEC15.11.8.2	Work with ASQC's and their officers to take the recommendations forward. The good practice identified within the report would be shared more widely, and Marketing could be contacted to discuss sharing this with future students. The issues regarding placements could feed into the group being led by the Associate Dean for L+T in HAS which was working on placements and managing student expectations.	**Action: Periodic Curriculum Review and PSRB Manager, ASQCs and Associate Dean T+L in HAS**	
LTSEC15.11.9.3	The programme assessment calendar could be located within the design and consultation form but requested that further investigation into the issues regarding ongoing monitoring was needed.	**Action: Curriculum Enhancement Manager and Associate Dean (Learning and Teaching) for FBL**	
LTSEC15.11.10.3	The recommendation to remove double blind marking for level 2 projects was agreed by the Committee, and the policy would be updated during the review of the Assessment Cycle Policy.	**Action: Associate Dean Student Experience in HAS**	

LTSEC15.11.13.2	There was a recommendation which tied into the Assessment Cycle Policy, and this would feed into the upcoming review.	**Action: Associate Dean Student Experience in HAS**	
LTSEC15.11.14.3	The Committee agreed that the initial group put together to review lecture capture would be convened again to discuss the above, and an update would be brought back to LTSEC.	**Action: Associate Dean (Learning and Teaching) in HAS**	
LTSEC15.11.16.1	Further investigation was needed with the Blackboard team to identify whether there would be any system security issues, and if so these would be brought back to LTSEC. If there were no issues, LTSEC were happy to agree this proposal.	**Action: ITS – Strategic Business Partner**	
LTSEC15.11.16.2	A proposal to review to Exam length policy from FBL ASQC was received, and LTSEC agreed that this should be reviewed.	**Action: Academic Services - Deputy Head of Service/Head of Student Systems and Process Development**	
LTSEC15.11.16.3	It was agreed that the rollover of student representatives for the first meeting of the academic year would be communicated more widely.	**Action: Academic Services – Student-led Enhancement Manager**	

LTSEC Group Action Sheet from the meeting held on 07th July 2015

Minute	Substance	Actioning Officer	Reporting\other deadline
LTSEC15.7.2.1	To contact Web Applications Manager to discuss IT Outages.	**Chair**	**First meeting of LTSEC in 15/16**
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.	**Chair**	**Closed**
LTSEC15.7.3.4	To revise the annual report for submission to Academic Board.	**Officer**	**Closed**
LTSEC15.7.6.3	To submit the conclusions to the initial investigations regarding the replacement for the SES to LTSEC.	**Student Voice Working Group**	**Within 2015/16 - ongoing**
LTSEC15.7.9.3	Associate Deans to confirm who would need to be included within the community of practice.	**Associate Deans**	**Closed**
LTSEC15.7.10.3	To add the sub groups to the list for reporting to LTSEC in 15/16	**Officer**	**Closed**
LTSEC15.7.11.2	To submit the plan and strategic statement to LTSEC for approval.	**Director, Student Futures**	**First meeting of LTSEC in 15/16 -**

			ongoing
LTSEC15.7.12.2	Update the templates to include information regarding ESD and Programme Managers.	**LTET**	**Closed**
LTSEC15.7.13.2	To discuss the relevant Committee and the role it would play in noting the suspension and discontinuation of programmes.	**Chair and Head of LTET**	**Closed**
LTSEC15.7.14.3	To develop the guidance and submit this to the Directorate and LTSEC.	**LTET and Chair**	**First meeting of LTSEC in 15/16 - ongoing**

LTSEC Group Action Sheet from the meeting held on 08th June 2015

Minute	Substance	Actioning Officer	Reporting\other deadline
LTSEC15.06.03	To bring the revised policy to LTSEC in the next academic year.	**Head of LTET**	**Within 2015/16 - ongoing**
LTSEC15.06.04	To contact the Web Applications Manager to ensure an update was provided	**Officer**	**Ongoing**
LTSEC15.06.05	To add the review of the Award Board data to the 2015/16 annual business plan for LTSEC	**Officer**	**Complete**
LTSEC15.06.07	To complete further work into embedding enterprise into the curriculum in a strategic way.	**Professor of Entrepreneurship and Strategy**	**Closed – subsumed within L2020**
LTSEC15.06.09	To update the Academic Regulations to replace 'interim award' with 'intermediate award'.	**Academic Regulatory Framework Manager**	**Closed**
LTSEC15.06.09	To bring some examples of mapping Los to intermediate awards, and an implementation plan back to LTSEC.	**Head of LTET**	**Within 2015/16 - ongoing**
LTSEC15.06.10	To review the references to some of UWEs relationships within the Access Agreement.	**Assistant Vice Chancellor (Student Experience)**	**Closed**
LTSEC15.06.14	To add the working group for the APT to the list of sub groups of LTSEC	**Officer**	**Complete**
LTSEC15.06.16	To consider incorporating the comments from LTSEC into the Employability Plan	**Director of Student Engagement and Success**	**Closed**
LTSEC15.06.19	To include clarification of the role academic staff will play in monitoring sponsorships within the new policy.	**Assistant Vice Chancellor (Student Experience)**	**Complete – approved by AB**
LTSEC15.06.21	To revise the APAL policy to cover AL only.	**Deputy Head of Academic Services (Business Improvement)**	**Complete – approved by AB**
LTSEC15.06.22	To review the wording in terms of EC's	**Head of Complaints and Appeals and Reg Framework Manager**	**By the first meeting of LTSEC in 2015/16**
LTSEC15.06.23	To contact Marketing to support the development of a landing page.	**Chair**	**Complete**

LTSEC15.06.24	To include the recommended wording within the report in the Admissions Policy	**Head of Complaints and Appeals**	**Complete**
LTSEC15.06.25	To clarify how long academic staff would need access to existing courses within BlackBoard after the Field Board.	**Associate Deans Learning and Teaching**	**Complete**

LTSEC GROUP ACTION SHEET FROM THE MEETING HELD ON 01ST APRIL 2015

Minute	Substance	Actioning Officer	Reporting\other deadline
LTSEC15.04.04	Further suggestions for discursive items/topics to be sent to the Chair and Officer	**Committee Members**	**Complete**
LTSEC15.04.06	Feedback from the meeting due to take place on 10th April would be received at the next LTSEC meeting.	**Plagiarism software working group**	**Complete**
LTSEC15.04.07	To receive an update regarding communications when there were IT outages.	**Web Applications Manager**	**At the July meeting**
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.	**Director of AS and Committee Members**	**To be reviewed by LTSEC within 2015/16**
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.	**Faculty ASQCs**	**By September 2015**
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.	**Director of AS**	**Complete**
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.	**Officer**	**Complete**
LTSEC15.04.14	To ensure feedback from LTSEC is fed into the ongoing work of the Academic Literacy Forum.	**Library representative**	**Ongoing**
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	**LTET**	**Autumn term of 2015/16**

	users, and would consider introducing an enhancement flavour.		
LTSEC15.04.16	The date of the next EE conference would be confirmed at the next meeting of LTSEC.	**LTET**	**Complete**
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.	**Director of AS**	**July meeting**
LTSEC15.04.24	The APAL policy would be brought back to LTSEC in June to reconsider, including the Equality Impact Assessment.	**Head of SAT**	**Complete**
LTSEC15.04.29	To look into the data issues around the NSS and report back to LTSEC	**AS with Business Planning**	**Complete**