



Academic Board

Learning Teaching and Student Experience Committee

Minutes of the meeting held on 10th February 2021.

Membership:

Present: Amanda Coffey (Chair), Rakhee Aggarwal, David Barrett, Suzanne Carrie, Jackie Chelin, Rachel Cowie, Jenny Dye, Sarah Grabham, Lisa Harrison, Antony Hill, Jamie Hulley-Mills (student), Kaynat Kayder (student), Abbie Learoyd (student), Nassime Mezani (student), Cathy Minett-Smith, Heather Moyes, Jane Ojiako, Anna Piasecki, Gerry Rice, Jackie Rogers, Wendy Rowley (student); Luke Rudge, Simon Scarle, Richard Strange, Neil Willey, Tracey Horton (Officer), Iain Mossman (Secretary).

Apologies: Lauren Davis, Bethany Jackson (student), Selen Kars, Jo Midgley.

In attendance: Dan Bougourd and Tracey Horton (for item LTSEC21.02.11), Helen King (in attendance for the whole meeting), Paul Olomolaiye (for item LTSEC21.02.09), Mark Webster (for item LTSEC21.02.10), Liz Moriarty (for item LTSEC21.02.07)

MINUTES OF THE MEETING	
	MINUTES AND MATTERS ARISING
LTSEC21.02.01	Members approved the minutes of the meeting held on 11 th November 2020, with amendments to the attendee list to reflect that the Programme Leader for MSc Commercial Games Development, and 3 of the student representatives were present.
LTSEC21.02.02	MATTERS ARISING
LTSEC21.02.02.1	Action Sheet - The action sheet has been amended based on discussions at the last meeting, with completed actions being removed and kept separately so they can be included in the end of year assurance report. The actions from the 2019/20 assurance report have also been appended, and a progress report will be brought to the 14 th April 2021 meeting. Action: Secretary and Officer
LTSEC21.02.02.2	Policy Governance Framework – paper LTSEC21.02.02 provided members with the plans and implementation timeline to bring policies overseen by LTSEC in line with the framework approved by Academic

MINUTES OF THE MEETING	
	<p>Board at the December meeting by July 2023. A further paper detailing the policies and prioritisation for updates will be brought to the 14th April 2021 meeting.</p> <p style="text-align: right;">Action: Committee Secretary</p>
STANDING AGENDA ITEMS	
LTSEC21.02.03	Chair's Introduction
LTSEC21.02.03.1	<p>The Chair provided an update on successes and activities since the last meeting, covering the following:</p> <ol style="list-style-type: none"> 1. The University has seen a significant increase in applications for postgraduate study, in particular in the faculty of Environment and Technology and Faculty of Business and Law; 2. Block Zero was run successfully for the January 2021 student intake; 3. Students on Health and Education programmes have been attending face-to-face learning activities, and using learning spaces on campus through the national lockdown, in line with Government regulations. Around two thousand students have chosen to return to residences on campus to support their studies. 4. The University has been supporting students in a number of wider activities, such as Green Week, LGBT History Month, Disability History Month and Feel Good February. 5. Guidance will be issued soon from the Office for Students (OfS) and the Quality Assurance Agency (QAA) on Education for Sustainable Development, which includes significant contributions from UWE staff. Actions for the University arising from this guidance will be captured in Subject Readiness Reviews, in line with the 2030 strategy.
LTSEC21.02.04	Update on activities to assure a quality student experience
LTSEC21.02.04.1	<p>The Chair introduced paper LTSEC21.02.03 for the committee to note:</p> <ol style="list-style-type: none"> 1. The OfS has confirmed that all Institutions should be reviewing the teaching and learning offer this academic year to ensure that the quality and quantity of provision offered to students is appropriate and in line with expectations set at the start of the academic year; 2. The University is reviewing plans for the summer term to ensure that students can progress or finish well, as well as capturing actions taken throughout the year to assure the quality of the student experience. 3. An Assurance Statement will be prepared for the Board of Governors. The statement will provide assurances on the quality and quantity of teaching activities, and will highlight the

MINUTES OF THE MEETING	
	<p>additional activities which have taken place to enable students to start, progress and complete their programmes well. It will also highlight any ongoing risks regarding the enhancement of teaching and support for both Faculties and Professional Services, with mitigating measures.</p>
LTSEC21.02.04.2	<p>During discussions members supported the approach outlined, and noted the following:</p> <ol style="list-style-type: none"> 1. A repository to hold all of this detail at a programme level is in development. For example, capturing the information and enhancements made following complaints; 2. This repository will be used to create an evidence base to write and support the assurance report to the BoG; 3. Support for online teaching and blended learning should be included, to enable staff to continue quality enhancement; 4. Support for Health and Social Care students on placement will also be added; 5. The list of headings will be shared with LTSEC members; <p style="text-align: center;">Action: Director of Student and Academic Services</p> <ol style="list-style-type: none"> 6. LTSEC members will be asked to input into the report through correspondence outside of the formal meeting; <p style="text-align: center;">Action: Committee Secretary and Officer</p> <ol style="list-style-type: none"> 7. The Deputy Director of Library, Careers and Inclusivity will share data on the numbers of students using libraries and opening hours with the Director of Student and Academic Services. <p style="text-align: center;">Action: Deputy Director of Library, Careers and Inclusivity</p>
LTSEC21.02.05	Update from the Students' Union
LTSEC21.02.05.1	<p>The Vice President for Education from the Students' Union introduced paper LTSEC21.02.04. In particular the VP Education noted:</p> <ul style="list-style-type: none"> • the discussions between the University and Students' Union to explain the safety net approach in 2020/21 to students; • ongoing discussions about Value for Money; • students are asking for all workshops and tutorials to be recorded to help with assessments; • work on a refreshers' week event on Friday 12th February 2021 for January entrants, and feel good February activities; • the elections for the new Students' Union officers will take place the week beginning 15th February 2021.
LTSEC21.02.05.2	<p>During discussions, members noted that the requirements for International students to apply for the international and European</p>

MINUTES OF THE MEETING	
	hardship fund have been changed so that they can get help with IT through the Access Fund. The UWE website has been updated to reflect this and communications will be sent out to students.
	TRANSFORMING FUTURES LEARNING STRATEGY 2030
LTSEC21.02.06	Corporate Scorecard
LTSEC21.02.06.1	<p>LTSEC members welcomed paper LTSEC21.02.05, and noted the following update from the Senior Business Intelligence Analyst, on the University's performance against the seven learning and teaching metrics on the Corporate Scorecard:</p> <ol style="list-style-type: none"> 1. More students are putting UWE as their first choice University, which is up by 1.8% over the last year to 35%, with no discernible impact from the pandemic, this is ahead of the step targets through to 2030; 2. Non-continuation metrics show an improvement of 1% following 20/21 registrations (to 9/7%, with a drop in year 1 and foundation year non-continuation. The most improvement seen was in the Faculty of Environment and Technology (FET). It was noted that these data are very sensitive to the dates of registration and more work is being taken to understand whether the positive trend relates to student behaviour or changes in the student registration process; 3. Module pass rates at the first sit are down slightly, but very consistent with 84% this year and 85% for the previous 2 years; 4. Student satisfaction from the National Student Survey remained at 88% overall, with a slight decrease seen across the sector; 5. The first results from the Graduate Outcomes Survey have been received for the 2017/18 cohort; 2018/19 data should be received in the Spring from HESA. At present the University is calculating the data in the same way as the Guardian League Table, pending the publication of a KPI definition by OfS and HESA. Using this metric gives UWE a KPI of 80%; 6. No update on the Black, Asian and Minority Ethnic (BAME) awarding gap at present, but updates on this will be regularly reported to LTSEC through monitoring of the access and participation plan; 7. The first results for the new metric on graduate wellbeing coming from the Graduate Outcomes Survey shows UWE is at 80% behind the sector which is at 81%; 8. Updates on data in these metrics will continue to be brought to LTSEC.
LTSEC21.02.06.2	During discussions, member noted:

MINUTES OF THE MEETING	
	<ol style="list-style-type: none"> 1. It may be useful to investigate the module pass rate data with the student consultation panel to investigate whether students are spreading out their assessments because of uncapped re-sits; 2. The BAME awarding gap data will be ready soon on the Continuous Improvement (CI) Tool soon.
LTSEC21.02.07	Block Zero Evaluation
LTSEC21.02.07.1	<p>Paper LTSEC21.02.06 was noted, and the Dean for Students provided the following summary:</p> <ol style="list-style-type: none"> 1. The Block Zero concept had been in development before the Covid-19 pandemic, but the pandemic gave the development significant agency, and sharpened the need for it; 2. The evaluation mainly focuses on the September cohort of students, and includes feedback from Heads of Departments, some Associate Heads of Departments, focus groups with staff and a survey from students; 3. LTSEC is asked to identify Block Zero as an established feature of our academic calendar, and oversight will be at a Faculty level overseen by Academic Standards and Quality Committees (ASQCs), feeding up into LTSEC; 4. A new name will be considered, one of the main points of feedback is that 'Block Zero' is not a positive title; 5. The timing is broadly right, however many fed back that it should be run over 2 weeks instead of 4; 6. In September 2020 the offer was broadly the same for all students. However, a more nuanced subject level approach would be welcomed, tailoring packages for each level of study. For example, in the Faculty of Business and Law (FBL) there is a higher level of top up students so something tailored for them would work better. There can also be a mixed economy of students in a classroom, for example degree apprentice and full-time students; 7. The January run of Block Zero has been going well, with good take up for 'inspire me' lectures.
LTSEC21.02.07.2	<p>During discussion, members noted:</p> <ol style="list-style-type: none"> 1. The recommendations for the future to possibly include a hub and spoke steering group, working group and Faculty Engagement group, which are not a hierarchy but more activity streams. Terms of Reference (TOR) have been proposed and shared and feedback is being sought. 2. Time restraints last year meant that it was difficult to always share communications planned for students with Faculties before they were sent out. A plan will be shared with LTSEC

MINUTES OF THE MEETING	
	<p>members shortly, showing a clear brand and student brief but also encouraging students to get involved in the creation of communications and images;</p> <p style="text-align: right;">Action: Dean for Students</p> <ol style="list-style-type: none"> 3. The committee welcome the focus on a nuanced approach to Block Zero from a programme/department level; all agreed that the concept worked best when programmes took the lead and the learning from this is being applied for the January run; 4. It would be beneficial going forward to develop block zero as a blended programme, with on campus time to build relationships and confidence; 5. Noted the work on TB3, taking learning from block zero, and helping students to end the year well, recognise their existing skills, build confidence and momentum. 6. It will be important to ensure the University wide approach continues to uphold the position around values and behaviours, how we can support students going on placement, workplace behaviours and leaving University; 7. There were some infrastructure issues around delivery, using programme and level BlackBoard sites for programmes with multiple intakes which require further attention.
LTSEC21.02.07.3	It was agreed that LTSEC was the appropriate forum for overarching governance of Block Zero Governance going forward.
LTSEC21.02.08	Subject Readiness Reviews
LTSEC21.02.08.1	<p>The Director of Student and Academic Services and the Deputy Director (Policy Development and Student Experience), provided the following verbal update:</p> <ol style="list-style-type: none"> 1. The overall approach presented to LTSEC in November was endorsed by Academic Board in December 2020, agreeing that the reviews would be a core part of delivering Strategy 2030; 2. Guidance will be sent to Departments shortly to work through the detail and prepare for the first phase of self-reflection by subject communities; 3. The aim of subject readiness is to enable a more holistic look at the portfolio and to bring together considerations around size, shape and curriculum design, how we support students and tackle attainment gaps. This will replace Programme Enhancement Reviews (PERs); 4. LTSEC will continue to receive updates as part of its oversight of the Transforming Futures Learning and Teaching Strategy.
LTSEC21.02.09	Bridging the Awarding Gap

MINUTES OF THE MEETING	
LTSEC21.02.09.1	<p>The Pro Vice Chancellor - Equalities and Civic Engagement, and Head of Equality, Diversity and Inclusivity introduced paper LTSEC21.02.07:</p> <ol style="list-style-type: none"> 1. LTSEC is asked to approve the framework and approach, showing institutional oversight for how UWE will Bridge the Awarding Gap within the next ten years; 2. This work is key to providing assurance and demonstrating the University's plans and progress in tackling the awarding gaps. 3. UWE is still below the sector average by 7%, and therefore this remains an urgent piece of work; 4. The framework has 3 elements, and is evidence driven by programmatic data which can help identify issues and gaps and the prioritisation of resources; 5. The actions and recommendations are based around the Inclusive Curriculum Toolkit; 6. The data looks at pass rates related to good honours awarding gaps; an updated version is now available and will be sent to LTSEC members. <p style="text-align: center;">Action: Head of Equality, Diversity and Inclusivity</p>
LTSEC21.02.09.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. To see a substantial change we need to see a culture shift in thinking, attitudes and belief. Speak Up is another priority as part of a suite of culture change work, bringing in Equality Diversity and Inclusivity (EDI) champions. The University is also aiming to further diversify the workforce; 2. Assessment design can consider cultures and behaviours we want to encourage, which will be a challenging piece of work in thinking differently about assessment; 3. Student input will be made more explicit in the framework;
LTSEC21.02.09.3	LTSEC approved the framework and approach as proposed
LTSEC21.02.10	Strategic Risks Overseen by LTSEC
LTSEC21.02.10.1	<p>The Head of Business Resilience provided an overview to paper LTSEC21.02.08:</p> <ol style="list-style-type: none"> 1. The risks associated with Strategy 2030 are currently being reviewed, and work is underway to identify how the University can manage these risks and involve committees in the risk governance; 2. It is proposed that LTSEC will have oversight of two strategic risks: failing to achieve recruitment targets; student retention and student success; 3. LTSEC will be asked to periodically monitor how satisfied it is with the management of these risks;

MINUTES OF THE MEETING	
	<p>4. The committee will report the outcomes of this to the Audit Committee and the Board of Governors (BoG) 3 times a year, joining LTSEC up with the wider discussion at BoG around risks;</p>
LTSEC21.02.10.2	<p>LTSEC members agreed the proposal was very useful and were supportive of the recommendations, and was a step forwards in the collective ownership of strategic risks. The Committee discussed whether there was a third risk around the quality of partnership provision, and a decision will be made outside the committee as to whether it will be a separate risk or integrated into the existing risks. Discussions will also happen with regard to how this is reported to LTSEC to ensure its input is valuable.</p> <p>Action: Director of Student and Academic Services and the Head of Business Resilience</p>
QUALITY AND STANDARDS AND THE STUDENT EXPERIENCE	
LTSEC21.02.11	Reflection on the impact of the Force Majeure Regulations
LTSEC21.02.11.1	<p>The Student Voice and Academic Policy Manager and Senior Business Intelligence Analyst presented an update on the review of the impact of removal of mark capping on module results in 2019/2020:</p> <ol style="list-style-type: none"> 1. The introduction of uncapped marks affected the overall average mark, increasing +1.9% between the first sit and final mark for 19/20 (performance change was flat in previous years); 2. More students undertook resits, and a higher proportion of them passed that resit increasing their average mark; 3. There was no impact on module good honours at the 1st or 2:1 classification boundary, and a +1% impact at both 2:2 and 3rd boundaries; 4. Black, Asian and Minority Ethnic and White students all benefitted from the removal of the cap, with BAME marks increasing by +2.8% when resits are included in the calculation; 5. BAME students saw an uplift between first sit and final mark of +10pp, helping to close the pass rate gap between the ethnicity groups; 6. There was an average uplift of +7% between first sit and final marks (up from +4% in 18/19), with a similar uplift seen amongst across White/BAME students; 7. One question to consider is whether the improvement in resit pass rates is this because students had a greater incentive, or because a greater number of higher-achieving students took resits?

MINUTES OF THE MEETING	
	<ol style="list-style-type: none"> 8. UWE Good Honours were up 2%, however the market had increased by 4% (HESA data, FT students only). No detriment has been identified as key factor nationally for this increase. It would be useful to disentangle uncapping from 'no detriment' and the use of the pre-pandemic average; 9. These tentative results show that non-continuation is better amongst resitting students this year.
LTSEC21.02.11.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. It is reassuring to see that grade increases for UWE was below the sector, however conversations around grade inflation and good honours rises need to be sense checked this year; 2. HESA data which is to be released in March 2021 will allow a comparison at subject level. This may also help identify and account for the differences; 3. There had been a lot of support for students leading up to the resits this year.
LTSEC21.02.12	Outcomes from the 'why do students plagiarise' project
LTSEC21.02.12.1	<p>The Deputy Director of Library, Careers and Inclusivity provided an introduction to paper LTSEC21.02.09:</p> <ol style="list-style-type: none"> 1. This 'live' area of work is still evolving, with many debates across the sector. 2. The project has been able to draw on student thinking and their suggestions on how the University might reframe language; 3. Time can be a factor, leading to unintentional plagiarism. Wellbeing issues can also contribute, taking away pressure on students; 4. Students asked for more meaningful, personal assessments, and for the University to consider how assessments appeal to different groups of students; 5. The recommendations would fit into University assessment strategies 6. The narrative around plagiarism needs to be enhanced, reflecting that good academic integrity is a life skill and not just about avoiding penalties at University;
LTSEC21.02.12.2	<p>During discussions, members noted:</p> <ol style="list-style-type: none"> 1. This is a positive, inclusive step, moving towards students owning this work; 2. This can start to build a case to have a holistic look at assessment across the University, and review what is policy and what is guidance, ensuring students are part of the conversation;

MINUTES OF THE MEETING	
	3. This work is timely and will help staff in designing assessment offences out of assessment, and the move away from controlled conditions where possible;
LTSEC21.02.12.3	The committee endorsed the recommendations.
ASSURANCE REPORTING	
LTSEC21.02.13	External Examiner Summary Reports
LTSEC21.02.13.1	<ol style="list-style-type: none"> 1. Faculty of Arts and Creative Industries (ACE) – <ol style="list-style-type: none"> a. Good practice was identified in providing quality alternative assessments; b. Recurring challenges are still identified in providing access of material to External Examiners. A dedicated space for postgraduate taught student work would be helpful, and a further look to see if External Examiners are getting what they need to be able to complete the external moderation process; 2. Faculty of Environment and Technology (FET) – <ol style="list-style-type: none"> a. There were positive comments regarding industry involvement and interdisciplinary practice, and the effective use of virtual boards which were very efficient; 3. Faculty of Business and Law (FBL) – <ol style="list-style-type: none"> a. External Examiners recognised how well colleagues have coped with the challenges faced during the pandemic. Where assessment moved online, variety and authenticity were maintained at a high standard. The Force Majeure regulations were applied with consistency and rigour, and support for professional services staff was fantastic; b. The number of collaborative partners in the Faculty can mean there are challenges with consistent experiences for External Examiners. Consistent timings and a more coherent approach would be welcomed; 4. Faculty of Health and Applied Sciences (HAS) – <ol style="list-style-type: none"> a. Marking and moderation had been very clear. Recommendations for more consistency in moderation correlated with the work of the student partnership project. Assessment was authentic and provided scaffolding between levels of study. The use of pebble pad was also very efficient;

MINUTES OF THE MEETING	
LTSEC21.02.13.2	The committee welcomed the feedback, and agreed that it would be useful to ensure actions arising from these reports are carried forward and fed back to LTSEC in due course. Action: Associate Deans Learning and Teaching
ITEMS FOR INFORMATION	
LTSEC21.02.14	Nothing to report.
ANY OTHER BUSINESS	
LTSEC21.02.15	LTSEC Enhancement Session – Assessment and Feedback
LTSEC21.02.15.1	<p>The Associate Dean for Learning and Teaching in FBL provided an update on the plans for the enhancement session:</p> <ol style="list-style-type: none"> 1. The session will explore how students can be more involved in setting assessment, and will be run by sector leading HE Consultants Sally Brown and Kay Sambell; 2. An abstract for the session is shown below: <p>This workshop on integrating effective assessment and feedback within the broader curriculum is for programme leaders, academic staff, learning support staff, technologists, quality assurers and all involved in enhancing the student experience. Building on the premise that assessment should be <i>for</i> learning not just <i>of</i> learning, we will explore how students can become more fully involved in assessment as partners in the learning process, particularly through dialogic feedback to build students' assessment literacy and self-efficacy. During the workshop, participants will have opportunities to:</p> <ul style="list-style-type: none"> • Discuss how the pivot to authentic online assessment that can enable students each to achieve their best; • Review how we can help learners more fully understand what we want from them in assessment activities; • Consider how students can be supported to develop the capacity accurately to judge their own performances on task through the process of inner feedback; • Discuss how online activities can support effective assessment dialogues.
MINUTES OF SUB-COMMITTEES	
LTSEC21.02.16	The minutes of the sub-committee will be noted as they become available to the committee.
DATE OF NEXT MEETING	
	10 th March 2021 (LTSEC Enhancement Session) on Microsoft Teams

CONFIRMED