Meeting of the Academic Board

2.00 pm on Wednesday, 26 February 2020
In 1A01 Technopark, SE1 6LN

Agenda

No.	Item	Pages	Presenter
1.	Welcome and apologies		PB
2.	Declarations of interest *Members are required to declare any interest in any item of business at this meeting*		PB
3.	Minutes of previous meeting	3 - 8	PB
4.	Matters arising	9 - 10	PB
	Items for discussion		
5.	Provost report	Verbal Report	PB
6.	Education Strategy • Progression (in-year and longer term) • Academic Year (establishing the consultation) • Student Experience and the NSS	11 - 18	PB
7.	Student Union Issues (as required)	Verbal Report	NK
	Items for approval		
8.	School of Law and Social Sciences: MLaw Award	19 - 20	CB, SSM
	Items for noting		
9.	Staff governor position	21 - 22	
10.	Academic KPIs	To Follow	
11.	Reports from sub-committees	23 - 24	

Date of next meeting
2.00 pm on Wednesday, 17 June 2020

Members: Pat Bailey (Chair), Asa Hilton Barber, Craig Barker, Gilberto Buzzi, Patrick Callaghan, Alessio Corso, Geoff Cox, Kate Ellis, Steve Faulkner, Gary Francis, Nadia Gaoua, Marc Griffith, Sajjad Hossain, Steve Hunter, Paul Ivey, Nelly Kibirige, Janet Jones, Nicki Martin,

No.	Item	Pages	Presenter

Sarah Moore-Williams, Luke Murray, George Ofori, Shushma Patel, Tony Roberts, Carrie Rutherford, Warren Turner and Helen Young

Apologies: Ian Albery, Maria Chatzichristodoulou and Kirsteen Coupar

In attendance: Sally Skillett-Moore, Kerry Johnson and Anita Ikpa

**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday, 13 November 2019
Room K-407 - Keyworth Centre, Keyworth St, London SE1 6LN**

Present
Pat Bailey (Chair)
Ian Albery
Asa Hilton Barber
Craig Barker
Patrick Callaghan
Marc Griffith
Sajjad Hossain
Paul Ivey
Janet Jones
Nelly Kibirige
Sarah Moore-Williams
George Ofori
Shushma Patel
Warren Turner

Members elect
Gilberto Buzzi
Maria Chatzichristodoulou
Alessio Corso
Geoff Cox
Steve Faulkner
Gary Francis
Nadia Gaoua
Steve Hunter
Nicki Martin
Luke Murray
Carrie Rutherford
Helen Young

Apologies
Kirsteen Coupar
Kate Ellis
Nicki Martin
Jenny Owen
Lesley Roberts
Tony Roberts

In attendance
Anita Ikpa
Sally Skillett-Moore
Rashda Rana

1.   **Welcome and apologies**

        The Chair welcomed Rashda Rana (Independent governor as an observer),
        the members elect and the Board members to the meeting. The above
        apologies were noted.

2. **Declarations of interest**

No member declared an interest in any item on the agenda.

3. **Minutes of previous meeting**

The Board agreed the minutes of the last meeting held on 19 June 2019 as a true and accurate record.

4. **Provost report**

The Provost provided the following updates:

Finances: The University is in a good position financially. The budget surplus is estimated to be £3m for 2018/19.

Recruitment: The University have over-recruited in 5 courses (3 in business and 2 in law and social sciences). The Board noted that part of this was due to taking on students from the Greenwich School of Management (GSM), which recently closed down. There are approximately 300 extra students recruited for academic year 2019/20.

Estates: Teaching space issues have arisen due to the temporary closure of the London Road building for refurbishment works. The estates team has been working hard to accommodate students with minimal disruption. The Chair thanked the team for their efforts during this challenging period.

Tabard Street lease: The University Board has agreed to take the assignment of the lease of Tabard Street from December 2019 to August 2023.

PVC role: Interviews for the PVC role will be taking place towards the end of November 2019. An appointment is scheduled to be made in the next few weeks. The Board will be notified once the position is filled.

League tables: The league tables show good improvements from the University. The University has entered into the Sunday Times 100 at position 87. The University has move up by 10 places in the Guardian University League tables to 68th position. The NSS rates have increased by 5% and will have a high impact on TEF.

5. **Academic Board membership and remit**

The Board discussed and noted the changes to the remit and membership. Members are to email the Chair any comments relating to the revised remit. The terms of reference will be presented to the Board of Governors for approval at its meeting on 21 November 2019. The Board noted that following approval of its new membership the second staff governor will be appointed from the Academic Board.

{Secretary's note: At its meeting of 21 November 2019, the Board of Governors approved the revised terms of reference, subject to reviewing the Academic Board's role in developing

academic strategy and how the Board receives appropriate assurance on academic quality in the institution.}

6. **Major strategic issues for Academic Board 2019/20**

    The Board discussed the following major strategic issues for the University and the Board for 2019/20:

    - Attainment gap;
    - Review of year 1 and course delivery for first year students;
    - Delivery guidelines, policies and regulations (linked to Portfolio and Educational Strategy);
    - Portfolio (delivery and marketing issues);
    - Academic year terms dates and effect and the student experience;
    - Lecture capture, the use of digital technology and development of a digital strategy;
    - expectations and use of minimum expectation qualifications; and
    - course specifications and CMA

    A presentation was provided by the Director of Strategy and Planning, which focused on the attainment and progression rates of LSBU students. The Board noted that over 50% of LSBU students are from Black minority groups. Last academic year 81% of white students were awarded an upper second class or first class degree. The figure was 58% for Black students. The figures have remained relatively the same over the years. The schools all have similar progression rates except for the school of Health and Social Care where the gap has narrowed.

    The social economic background of the students were identified and it was found that the social economic background of the student did not determine the attainment or progression rates. The race of the student was the main factor driving their attainment rates. The Board agreed that extensive work is required to address the attainment gap and suggested the following ways to tackle the gap:

    - Targeted information to be provided on career choice. Career guidance and modelling can be offered in the schools and College that form part of the LSBU Group;
    - Unconscious bias training for staff;
    - Anonymous marking;
    - Decolonising the curriculum; and
    - Analysing pressures that students may be under (whether from work or family) and offering support.

    The Board noted that a meeting will be taking place on 14 November 2019 at LSBU launched by the DESE, Engineering and Deputy Director CRIT to discuss intersectionality, decolonisation of the curriculum and other wider issues.

    The Chair agreed to form a working group to finalise the priorities for the year

ahead. The final list of priorities should be finalised before the next meeting.

7. **National Student Survey update and action plan**

    The Board noted that a small working group has been re-established for the NSS. Funding has been provided for mini projects. The Directors of Student Experience (DESEs) are to lead within the schools.

8. **Quality assurance return**

    The Board received a summary of the quality assurance return. The steps being taken to maintain quality standards across the institution were noted. The evidence for annual reporting of academic standards included the following reports:

    - Report on Validations 2018-19;
    - Pearson Report 2017-18;
    - Annual review of PSRB accreditations 2018/19;
    - Institutional Examiners Report 2019;
    - The annual misconduct investigations report 2018/19; and
    - The Transnational Education report 2018/19.

    The Board noted that the Board of Governors requires assurance on academic quality from the Academic Board.

9. **Academic Board Annual Report**

    The Board approved the Academic Board annual report 2018/19, which gave a high-level overview of the Boards work during the year.

10. **Student Union Issues (as required)**

    The SU President provided the following updates:

    SU CEO: An interim CEO has been appointed and will support in the recruitment of a permanent CEO.

    SU changes: The SU has managed well over the last few months with its unexpected changes. Fewer events were planned than this time last year. However, even with a reduction in staff levels the SU were able to put on enough events for the students. Official communication about the SU transitional period has been sent out to the students.

    SU representatives training: The training has been completed and a course representative forum has been held.

11. **HSC Partnership Review Panel final report July 2019 and action plan**

The Board noted the HSC Partnership Review Panel final report and action plan.

12. **Admissions and enrolment procedure**

The Board noted the admissions and enrolment procedure.

13. **Student academic outcomes report**

The Board noted the student academic outcomes for the academic year 2017/18. The members requested for the completed report for the academic year 2018/19.

14. **Academic KPIs**

The Board noted the academic KPIs.

15. **Reports from sub-committees**

The Board noted the sub-committee reports.

16. **Annual work plan**

The Board noted the annual work plan.

AOB

The Chair proposed that two members of the Academic Board should be assigned on a rotational basis to items for noting. The two members should provide feedback of the documents to the rest of the Academic Board members at the meeting. The members agreed to the proposal.

**Date of next meeting
2.00 pm, on Wednesday, 26 February 2020**

Confirmed as a true record

.... (Chair)

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ACADEMIC BOARD - WEDNESDAY, 26 FEBRUARY 2020
ACTION SHEET

Agenda No	Agenda/Decision Item	Action	Date Due	Officer	Action Status
6.	Major strategic issues for Academic Board 2019/20	Set up working group to finalise priorities for the year.		Pat Bailey	Completed
8.	Quality assurance update	To hold discussions with Rashda Rana (independent governor) on whether the documents presented provides the Board with the required level of assurance.		Pat Bailey	Completed

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	INTERNAL
Paper title:	Progression 19/20
Board/Committee:	Academic Board
Date of meeting:	26 February 2020
Author(s):	Richard Duke, Director for Strategy & Planning and Pat Bailey, Provost
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The committee is requested to note the range of in-year activity being delivered throughout 19-20 to increase progression, and to discuss briefly issues relating to changes to progression guidance.

Executive Summary

The report summarises the strands that feed into our progression strategy, as well as key in-year initiatives:

- General targeted reminders/advice to students on submitting coursework, revision, and sitting exams
- Review of progression regulations and (more importantly in-year) processes, with some key changes in guidance planned (see below, and highlighted in report)
- Production of module failure reports that will help targeting support into those areas where significant numbers of students are struggling
- Improved re-sit support guide for Course Directors
- Increased (and better targeted) hardship funding, driven by compelling evidence that it substantially increases progression rates

This paper also alerts Academic Board to some specific changes to processes (rather than regulations) that we may be able to introduce this year, and suggestions for better practices, that we think could have immediate impact. We are also looking at proposals that might require longer to implement, such as some changes to the regulations that will require approval in 19/20 by Academic Board in order to be implemented next year.

Task & Finish Group: Pat Bailey, Angela Dalrymple, Nadia Gaoua, Marc Griffith, Tony Moss, Lesley Roberts.

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Initiatives to Support Year 1 Progression

Year 1 progression is key measure of University success, and is KPI 13 in the LSBU 2020 KPIs. It is an area where there has been less progress than we would have liked, although the rates are roughly at sector benchmark for our particular mix of students. As of February 6th 2020, the progression level of students embarking on study starting in 2018/19 progressing into 2019/20 was 73.9%, which was an improvement upon the previous year rate of 72.4%, but only marginally higher than the progression rate of 73.1% in 2014/15.

There are also significant variations in progression levels depending upon particular characteristics. Three of the most significant areas of differential are
- Students that studied a BTEC prior to studying at LSBU;
- Socio-economic background;
- Ethnicity.

Progression is important for the following reasons:
- Increased income;
- Reputation, as the measure impacts upon continuation measures which are used in league tables and TEF;
- The OfS Access and Participation Plan (APP), which looks to narrow gaps regarding academic success at protected characteristic level.

Progression is defined as a student progressing from their first year of study into the second year of study in their course. Therefore, withdrawal/interruption in year, academic failure resulting in withdrawal or repeating the year is considered as non-progression. The annual student HESA return methodology is used as the base record, as it is this return which informs the institution's external performance in league tables, TEF and APP.

As identified, progression is seen as an area where improvement is required. Areas of opportunity to improve progression are detailed in the diagram below.

There are three main areas of activity to support this:
- Short term measures, which can have a material impact on 2019/20 progression;
- Teaching & Learning Strategy;
- Capital investment in systems and processes to support the student experience.

2019/20 Activity

The Provost has convened a cross-university Task and Finish group to identify in-year activity to increase progression, as well as identify longer-term actions. A number of actions have been identified including:

- Improving communications to students, notably around the importance of submitting work (bizarrely, many students simply don't submit work or attend exams if they fear they may do badly!), increasing understanding of extenuating circumstances, and increasing face-to-face student support at key points throughout the academic year.
- A review of academic regulations, specifically those relating to assessment and marks; there are some specific changes to procedures (rather than regulations) that we may be able to introduce this year, and suggestions for better practices, that we think could have immediate impact. We are also looking at proposals that might require longer to implement, such as some changes to the regulations that will require approval in 19/20 by Academic Board in order to be implemented next year.
- Production of a module failure report to identify those courses that have not achieved at least 60% pass rate. This will be coupled with a suite of targeted, and bespoke intervention activity, delivered by a mixture of Directors of Education, Heads of Division and Learning Development (CRIT). Action plans will be recorded in the course monitoring report.
- Development and dissemination of a re-sit support guide for Course Directors.
- Use of the Hardship Fund. It is noteworthy that a recent report led by Jamie Jones found that the progression rate variance between the students that received payments and the institution overall was 3.5%, and in 18/19 the variance between the two groups was 9.7%. A rough calculation suggests that for every £100k of investment, the University receives an additional £150k of fees income, as well as improving its progression statistics. Our hardship investment was £65k in 17/18 (helping 209 students) and £125k in 18/19 (helping 391 students), but this is still substantially below that of our competitor institutions. We plan to increase this fund by £100k, publicise it (with the SU) more widely, and explore how we can most effectively target it.
- Funding has been provided for the "What works for LSBU – BAME attainment gap project". A number of projects are already underway exploring ways of reducing the BAME attainment which should have a direct impact on progression.

Strategy Development

Work to develop the strategy began in in the spring of 2019 and is ongoing. The 2025 strategy pillar – 'Student Success' – is where measures linked to outcomes will have the greatest impact upon progression (the 'Access to Opportunity' pillar will also have related activity). At a high level, it is planned that there will be KPIs at Group level, which relate to increasing students social capital, and a social mobility index. These measures take consideration of the LSBU Group's student cohort, and look to increase the impact that the Group can have on individual students as well as the local area.

Support from across the Group has been developing the strategy, however currently the main area of focus in this development is with the Deans' Development Team, which will complete their work by the close of April. Janet Jones (Dean for the School of Arts & Creative Industries) is leading on the Teaching & Learning Strategy, whilst Craig Barker (Dean for the School of Law & Social Sciences), is leading on wider achievement and the overall offer to our students.

Capital Investment – LEAP

The LEAP programme is focused on the review of processes and systems that support the student journey. LSBU has consistently performed poorly in the NSS relating to Organisation & Management questions. These areas can be frustrating for students, particularly for those students that are time-poor (paid employment, caring responsibilities, commuting to campus etc.).

The streamlining of processes, with supporting technology that enables a joined up, personalised, digital interaction with the student journey, will benefit our students, by enabling them to focus on their study and have relevant information as part of that.

Paper title:	Review of the Academic Year
Board/Committee:	Academic Board
Date of meeting:	26 February 2020
Author(s):	Pat Bailey, Provost
Sponsor(s):	Pat Bailey, Provost
Purpose:	For discussion, and agreement of the consultation process.
Recommendation:	The committee is asked to consider the proposed consultation process and timeline for reviewing the academic year (and implementation, if revision is agreed).

Executive Summary

Academic Year Task & Finish Group: Pat Bailey (Chair), Helen Aston, Asa Barber, Marc Griffith, Noreen Sinclair, Jennifer Hackett.

Proposed activity and timescales:
- PB to send out an all-staff email informing of the consultation by end of February 2020.
- MG and PB to develop 2-3 options for consultation. To include
  - a brief overview of options incl. pros and cons;
  - detailed supporting document.
- Consideration of student finance and how this can be affected by the Academic Year should be factored in.
- All staff need to be consulted. Methods could include on-line consultation, town halls, bespoke consultations tailored to specific PSGs (e.g. Registry, Timetabling), VC's *Continuing the Conversation* and the Staff Conference 2020.
- Launch consultation after Easter and present recommendations to Academic Board for approval on 17th June 2020**; this would allow it to come into effect from September 2022.**

MAC involvement will be key to help develop communications strategy and associated products (microsite and FAQs). Engagement with the SU, and the student body more generally, will be key and should dovetail with NSS, to maximize positive impact.

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Paper title:	NSS 2020 Update
Board/Committee:	Academic Board
Date of meeting:	26 February 2020
Author(s):	Marc Griffith (Acting Director of TQE), Jennifer Hackett (Executive Assistant and T&F Group Coordinator), Pat Bailey (Provost)
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Board is requested to note the actions taken to improve student experience and improve NSS, and for the Board to contribute any further suggestions.

Executive Summary

A cross University Task and Finish Group has been convened by the Provost to:
- see how best to work with students so they better understand the purpose, scoring and impact of the NSS;
- identify the best communications strategy for achieving positive engagement.

The range of activities being delivered includes:

- NSS staff toolkit to support staff to conduct NSS in line with IPSOS MORI protocols.
- An NSS launch event including campus dressing and student ambassadors promoting the survey launch.
- Relaunch of the on-line degree calculator
- Delivery of an on- campus 'Genius' bar to support students to download and access the new timetable app. DESE's working with 20 poorest performing courses and improvement plans put in place.
- Exploration of how to improve lecture capture, in-line with requests from the student community.
- Class of 2020 lanyards and 'inspiration' booklets provided to all third year students instilling a sense of pride in LSBU.
- A targeted and themed communications campaign across print and digital media aimed at promoting good news and 'you say, we did' stories i.e. improvements to timetabling, extension of LRC opening hours, improved Student Services and increased catering facilities on- site.
- Investment pot bid submitted to secure an additional £A100k for the Hardship Fund (decision due 4th March).

In addition the following summarises how funding of £10k per School, provided by the University, is being used to improve the student experience.

Led by the Directors of Education and Student Experience in each School, a number of projects have be selected to explicitly address issues of student satisfaction and progression. The identified projects range in scope and scale. The list below attempts to categorise the range of projects underway.

Some proposed projects include (not exhaustive):

- Improving communications across the school using Slack

- Narrowing the attainment gap through extra-curricular activities to build social capital

- Improving the quality and online resources available for students

- Raising awareness of progression routes for foundation students

- Fostering cohesion and belonging through learning communities

- Building career success through supported interventions

The outcomes and impact of the projects are expected to be reported at the end of the academic year. The intention is to try to identify selected intervention that may be implemented more widely across the institution.

	INTERNAL
Paper title:	Request for creation of MLaw award (School of Law and Social Sciences)
Board/Committee:	Academic Board
Date of meeting:	22 January 2020
Author(s):	Vanessa Beever, DESE, School of Law and Social Sciences and Chair of SASC
Sponsor(s):	Sally Skillet –Moore, Deputy Director, Teaching Quality and Enhancement
Purpose:	For Approval
Recommendation:	School of Law & Social Science is seeking approval from the Academic Board of an MLaw award. The Quality and Standards committee approved the case for development of the MLaw award at its meeting of 22 January 2020.

Executive Summary

The Academic Board is asked to approve the request to develop an MLaw award. The School of Law and Social Sciences as part of the LLB revalidation wish to develop a curriculum for an MLaw award. The course is scheduled to commence in academic year 2021/22. The degree will ensure that students are prepared for the new training route to becoming a solicitor via the new Solicitors Qualifying Examination (SQE). The MLaw award should provide SQE preparation, embedded work experience and masters level study in an integrated and cost-effective package.

Background of request

Minute from the Schools Academic Standards Committee (SASC) meeting:

20.7.6   Approved: Creation of MLaw award. Additional information was added in response to the comments made at the previous meeting. As part of the LLB revalidation, the course team wished to develop a curriculum for an MLaw award however they have reconsidered offering this pathway. The School will still seek approval for the award in case they wish to develop an MLaw in the future.

See below the paper approved at SASC:

Committee: School Academic Standards Committee
Paper Title: Request for creation of a MLaw
Meeting Date: 23 October 2019 Updated for 4 December SASC 2019
Author: Vanessa Beever
Purpose of the Paper: To approve
Outcome of Paper:

Information:	
Discussion:	
Discussion and Decision: x	**(Please check ☐ as appropriate)**

Paper Background

This paper requests the creation in the Academic Regulations and our List of Awards an MLaw. The suite of undergraduate law degrees is being revalidated during 19/20 to commence delivery in 21/22 and the MLaw is to be included as part of that refreshed offer. The degrees are being revalidated to ensure that they prepare students for the new training route to becoming a solicitor, by the Solicitors Qualifying Examination. By creating a MLaw we should be able to provide SQE preparation, embedded work experience and masters level study in an integrated and cost effective package.

Note added for clarification 4 December 2019
The first two years of a MLaw would be the same as the first two years of the LLB Law and requirements regarding continuing on the MLaw or transferring to the LLB Law would be built into the course specification.

SASC is asked to approve this request and ask the School's Senior Quality and Enhancement Adviser to arrange for this paper to be presented at the next meeting of the Quality and Standards Committee. QSC needs to be asked to approve the creation of this award and then arrange for Academic Board to approve creation of the award.

Update for 4 December 2019 SASC

The course team have decided not to pursue this option currently but still wish to ask the University to add this award to its lists of awards to give them flexibility in the future. The School plans to revalidate its Post Graduate suite of courses in the next two-three years and a MLaw may be included in that provision if there were sufficient market demand and the course fitted within the refreshed portfolio.

	CONFIDENTIAL
Paper title:	Staff Governor position
Board/Committee:	Academic Board
Date of meeting:	26 February 2020
Author(s):	Anita Ikpa, Governance Assistant
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Board is requested to note the recommendation of Professor Nicola Martin to the Board of Governors as a staff governor.

Executive Summary

At the Academic Board meeting of 13 November 2019, members were notified that a vacancy had arisen for the second staff governor position. Academic Board members were then invited to express interest in being appointed as a staff governor. Delegated authority from the Academic Board was given to a panel (Provost, DVC and Dean of School of Arts and Creative Industries) to select a candidate for the position.

The panel reviewed the nominations and considered the core responsibilities and role of a staff governor as set out in the role description. After due consideration the panel selected Professor Nicola Martin to be recommended for appointment by the Board of Governors at its meeting of 12 March 2020. The term of the appointment will be for three years.

	INTERNAL
Paper title:	Sub-committee reports
Board/Committee:	Academic Board
Date of meeting:	26 February 2020
Author(s):	Sub-committee Chairs
Sponsor(s):	Pat Bailey, Provost
Purpose:	For Information
Recommendation:	The Academic Board is requested to note the reports.

Executive Summary

Quality and Standards Committee, 22 January 2020

The committee discussed:
- The quality and standards review from the last meeting, which included preparations for TEF 2020, UK collaborations and signing of Memorandum of Co-operations;
- The external examiner nominations and annual summery of external examiner comments;
- The Course Monitoring Reports; and
- The School of Health and Social Care (HSC) action plan and noted the progress being made to tackle the issues raised in the June 2019 review.

The committee received updates on the following:
- The outcomes of transnational education from the Academic Director for collaborative partnerships;
- The progress of transnational educational partnerships;
- The progress on the apprenticeships provision; and
- Academic planning and validations.

The Committee approved the following procedures:
- Assessment and Examination
- Fitness to Practise

The Student Academic Misconduct and Student Extenuation Circumstances procedures would be subject to approval once discussions have been finalised with the University Solicitor and DESEs.

The committee noted the following:
- Pearsons Institutional Review Report;
- Quality Improvement Plan update;
- Annual Review of Accredited Continuing Professional Development (CPD) Schemes 2018/19;
- Accreditations update from the Business School; and
- The Schools' Academic and Standard Committee minutes.

Student Experience Committee, 29 January 2020

The committee discussed:
- The student voice reports and actions that are currently being undertaken to address issues;
- The Student Experience Strategy and implementation of the outcomes from the LEAP project; and
- Estate related issues and the campus redevelopment.

The committee received an update on student related issues provided by the SU President that included accessibility issues, heating on campus, timetabling and childcare for students.

The Committee noted the following:
- The new 2020 lanyards are out and has received positive feedback from the students; and
- The Student Services Annual report.

Research Committee, 5 February 2020

- The committee discussed the research landscape and noted that UK researchers can continue to participate in, bid for and lead projects in the EU's Horizon 2020 programme even after the UK exits the EU on 31 January 2020.
- The committed noted that the research income, new awards and pipeline for the period of August to December 2019.
- The committee noted that since the last Research Committee meeting there were 11 additional doctoral level completions.
- An update was provided on LSBU's REF 2021 submission and the committee noted that a mock REF is planned for February/March 2020.
- The committee reviewed the findings of the Equality Impact Assessment (EIA) undertaken of LSBU's REF submission.
- The committee discussed the provisional proposals from the LSBU Metrics Group.
- The committee noted the LSBU research strategy consultation document, the researcher development group and professoriate updates.
- The matters from the Research Board of Study were noted.