

Meeting of the Academic Board

2.00 - 4.00 pm on Wednesday, 22 February 2017
in 1B27 - Technopark, SE1 6LN

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
1.	Welcome and apologies		PB
2.	Declarations of interest		PB
	<i>Members are required to declare any interest in any item of business at this meeting</i>		
3.	Minutes of previous meeting	3 - 6	PB
	• 2 November 2016		
4.	Matters arising	7 - 8	PB
	Items for discussion		
5.	Deputy Vice-Chancellor's Report		PB
6.	Student Union Issues		TA
7.	Educational Framework update	9 - 12	SWe
8.	Academic portfolio and environment	13 - 14	PB
9.	Student attainment	15 - 22	PB, SW
	Items for noting		
10.	Course validation and information processes	23 - 26	SW
11.	Institutional Examiner report	27 - 32	JB
12.	Promotions Panel	33 - 34	PB
13.	Academic Year Planning Group	35 - 38	SW
14.	Research Ethics	39 - 40	PB
15.	Academic KPIs	41 - 44	JBa
16.	Reports from sub-committees	45 - 48	PB, PI, SW
17.	Research Structure and Environment presentation		GJ, GM

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
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18. Any other business

Chair to be notified prior to start of meeting

**Date of next meeting
2.00 pm on Wednesday, 7 June 2017**

Members: Pat Bailey (Chair), Temi Ahmadu, Sodiq Akinbade, Stephen Barber, Craig Barker, Janet Bohrer, Kirsteen Coupar, Charles Egbu, Paul Ivey, Gurpreet Jagpal, Janet Jones, David Mba, Mike Molan, Jenny Owen, Shushma Patel, Lesley Roberts, Tony Roberts, Warren Turner and Shân Wareing

Apologies: Michael Broadway

In attendance: Sally Skillett-Moore, Joe Kelly, Graeme Maidment and Saranne Weller



**Minutes of the meeting of the Academic Board
held at 2.00 pm on Wednesday, 2 November 2016
1B27 - Technopark, SE1 6LN**

Present

Pat Bailey (Chair)
Temi Ahmadu
Sodiq Akinbade
Stephen Barber
Craig Barker
Janet Bohrer
Charles Egbu
Paul Ivey
Gurpreet Jagpal
Janet Jones
Raymond Lee
David Mba
Mike Molan
Lesley Roberts
Tony Roberts
Warren Turner
Shân Wareing

Apologies

Kirsteen Coupar
Jenny Owen
Shushma Patel

In attendance

Jerry Cope
Michael Broadway
Sally Skillett-Moore
Saranne Weller
Joe Kelly

1. Welcome and apologies

The Chair welcomed 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 on 8 June 2016

The Board approved the minutes of the previous meeting.

4. **Matters arising**

Minute 9: the Board noted that the review of the number of 1sts and 2:1s would take place in 2017.

5. **Deputy Vice-Chancellor's Report (presentation)**

The Board noted the Deputy Vice-Chancellor's Report which included:

- General update on finance, admissions and recruitment
- Education and student experience
- Research and enterprise
- Links with London colleges
- Apprenticeships
- Projected growth in UG numbers by 2020
- Edison Project
- Health and Social Care
- St George's Quarter Development
- New Students' Union representatives

The Board noted that the research academic regulations were being reviewed.

The Board noted that the Mini-REF process, now called Annual University Research Audit, had been positive.

6. **Appointment of Professors to the Promotions Panel (Stage 2)**

The Board discussed the appointment of professors to the Promotions Panel. It was agreed that three new panel members should be appointed each year.

The DVC, after consulting with the Deans, would approve the membership of the Panel and notify the Academic Board.

7. **TEF update (verbal update)**

The Board noted the verbal update on TEF. On current metrics, it is anticipated that LSBU will be awarded 'bronze' status but that a working group will develop a case for 'silver'. A draft commentary will be produced by 7 December and submitted to HEFCE on 19 January following approval by the Executive. There may be an opportunity to re-submit in a year's time.

8. **Embedding LSBU Educational Framework**

[Saranne Weller joined the meeting]

The Board noted the report on embedding LSBU's Educational Framework in the curriculum and discussed the outline implementation plan. It was recommended that the plan should include reference to an international dimension and enterprise placements.

The Board noted the importance of consulting professional bodies as a key stakeholder.

The Board requested a more detailed implementation plan for its meeting in February.

9. HEFCE Quality Assurance Report

The Board reviewed the quality assurance report to HEFCE which set out how LSBU maintained appropriate degree standards and the continuous improvement of the student academic experience and of student outcomes.

The report confirmed that the appropriate internal quality assurance processes have been completed and the standards are appropriate. Accordingly, the Board recommended the assurance report to the Audit Committee which would review on behalf of the Board of Governors.

10. Entry tariffs - Foundation Year and Year 1 / Cert HE

The Board discussed the advantages and disadvantages of the Foundation Year and Certificate of Higher Education routes and how these varied between Schools. The Board approved the principle that the Certificate of Higher Education should prepare students to progress to a full degree and emphasised the need to provide adequate support to these students. The Task and Finish Group will report its recommendations to the next meeting of the Academic Board in February.

11. Course validation and information processes

The Board discussed the proposed approach to course validations. The Board supported the principle that a more strategic approach be taken to validating new courses based on courses likely to generate expected growth.

The Board requested the Planning, Performance and Assurance Team to review validation activity and projected areas of growth to inform LSBU's academic planning, strategy and resource allocation. An update will be provided at the next meeting.

12. Improving examination boards (verbal update)

The Board noted the update on improving examination boards. Work was progressing on refining processes to make them more consistent and efficient including improved use of external information. The Board requested a report for consideration at its next meeting.

13. Managing UK and transnational partnerships

The Board noted the report on transnational and collaborative education and requested an action plan for its meeting in February.

14. **Honorary Awards Criteria**

The Board approved the revised criteria for honorary awards. The Board requested that communications on recipients is reviewed.

15. **Progress against Academic KPIs**

The Board noted the report on progress of the academic KPIs.

16. **Academic regulations and procedures 2016/17 (verbal update)**

An update would be given at the next meeting.

17. **National Student Survey results**

The Board noted the results of the National Student Survey.

18. **Reports from sub-committees**

The Board noted the reports from its sub-committees.

19. **Report from joint Strategy Day with Board of Governors**

The Board noted the report from the joint strategy day with the Board of Governors on 29 September 2016.

20. **Membership and Terms of Reference, 2016-17**

The Board noted the Terms of Reference and its membership for 2016/17.

21. **Any other business**

There was no other business.

**Date of next meeting
2.00 pm, on Wednesday, 22 February 2017**

Confirmed as a true record

..... (Chair)

**ACADEMIC BOARD - WEDNESDAY, 2 NOVEMBER 2016
ACTION SHEET**

Agenda No	Agenda/Decision Item	Action	Date	Officer	Action Status
4.	Matters arising	Review number of 1sts and 2:1s at February meeting. Performance, Planning and Assurance Team to research data on 'spend per student'.	Before 15 Feb 2017 Before 15 Feb 2017	Pat Bailey Richard Duke, Pat Bailey	On agenda In progress
6.	Appointment of Professors to the Promotions Panel (Stage 2)	The DVC, after consulting with the Deans, would approve the membership of the Panel and notify the Academic Board.	Before 15 Feb 2017	Pat Bailey	On agenda
8.	Embedding LSBU Educational Framework	A more detailed implementation plan for AB February meeting	Before 15 Feb 2017	Saranne Weller	On agenda
10.	Entry tariffs - Foundation Year and Year 1 / Cert HE	The Task and Finish Group to report its recommendations to the Academic Board in February	Before 15 Feb 2017	Pat Bailey	On agenda

Agenda No	Agenda/Decision Item	Action	Date	Officer	Action Status
11.	Course validation and information processes	PPAT to review validation activity and projected areas of growth to inform LSBU's academic planning, strategy and resource allocation.	Before 15 Feb 2017	Richard Duke, Shân Wareing	On agenda
12.	Improving examination boards (verbal update)	Report on improving exam boards to Feb meeting.	Before 15 Feb 2017	Janet Bohrer, Kirsteen Coupar	On agenda
13.	Managing UK and transnational partnerships	Action plan for transnational and collaborative education	Before 15 Feb 2017	Paul Ivey, Shân Wareing	To do
14.	Honorary Awards Criteria	Review of communications of recipients of honorary awards	Before 15 Feb 2017	Mike Simmons	In progress
16.	Academic regulations and procedures 2016/17 (verbal update)	Academic regulations and procedures 2016/17 - report	Before 15 Feb 2017	Janet Bohrer	In progress

	CONFIDENTIAL
Paper title:	LSBU Educational Framework (formerly Learning Pathway) Update
Board/Committee:	Academic Board
Date of meeting:	22 February 2017
Author:	Dr Saranne Weller, Director, Centre for Research Informed Teaching
Purpose:	Information
Recommendation:	The board is requested to note progress in delivering the first phase of defining the LSBU Graduate Attributes

Executive Summary (Arial 12 point)

The first phase of the project to embed the LSBU Educational Framework across the LSBU provision is the defining of a distinctive set of graduate attributes.

This paper updates progress in undertaking a consultation with key stakeholders to define the graduate attributes and align them to the University staff-facing EPIIC Values. It summarises emerging concepts from collation of the focus group data and initial draft attributes are in development as an outcome of this consultation.

LSBU Educational Framework Update

1. Graduate Attributes Stakeholder Consultation

1.1 Graduate attributes are defined as “the skills, knowledge and abilities of university graduates, beyond disciplinary content knowledge, which are applicable to a range of contexts” including future employment (Barrie, 2004). Many universities in a range of mission groups have defined their attributes and it provides an opportunity to articulate the distinctiveness of the LSBU experience and educational outcomes for prospective and current students, alumni and employers.

1.2 The project to develop and consult on the graduate attributes is being undertaken in two phases:

- Phase 1: Stakeholder consultation with students, alumni and employers
- Phase 2: Piloting with volunteer course teams in Schools of Arts and Creative Industries, Built Environment and Architecture and Applied Sciences

1.3 Phase 1 will conclude shortly and focus groups with stakeholders have been carried out in collaboration with the Student Union, Alumni Relations and Employability on the following dates:

- 26 January 2017, Clarence Centre tenants
- 6 February 2017, Alumni winter interns
- 8 February 2017, Alumni graduating after 2012
- 15 February 2017, Current students/Course representatives
- 16 February 2017, Current students/Course representatives
- 23 February 2017, Alumni graduating before 2012

Thirty six students, alumni and employers have participated in the focus groups representing the majority of schools as well as large and small to medium employers though there was strong representation from the Schools of Business and Engineering in focus groups. This consultation builds on the report of employer and alumni consultation on graduate attributes undertaken by Professor Shân Wareing in February 2016.

2. Defining the Graduate Attributes

2.1 Comparative institutions have defined a range of attributes:

- Commitment to life-long learning
- Professionalism and work-preparedness
- Effective communication
- Global citizenship
- Creativity
- Disciplinary expertise or specialism
- Entrepreneurialism

- Team-working
- Leadership
- Adaptability
- Resilience
- Scholarship
- Autonomy
- Criticality

2.2 While attributes need to encapsulate the attitudes, behaviours and skills of a broad range of disciplines and prospective professions and employers, the distinctiveness of LSBU in terms of the intersecting priorities of employability and social mobility should also inform our graduate attributes. These will be mapped to the LSBU Behavioural Values: Excellence, Professionalism, Integrity, Inclusivity and Creativity. While data is still being collected, the emerging themes from the stakeholder consultation mapped to the EPIIC values is summarised in the table below.

2.3 Concepts of “presence” and “authenticity” have been particularly emphasised as have applied understanding of the business or industry contexts. These evidence the potential to connect the identity of our students to the employability focus of our provision in a distinctive way. Although specialist skills are identified there has been an emphasis on flexibility and the capacity to adapt skills to different career paths and, in particular in the alumni and employer groups, a clear challenge to the value of highly specialised degrees.

2.4 The next steps are:

- to conclude existing focus groups and to widen consultation to a broader community of staff, students and employers to test and refine the statements. Consultation should include academic and professional services staff with marketing, enterprise and employability input
- initiate school-based piloting to test potential for embedding in the curricula and learning needs to support curriculum development with attributes

Excellence	Professionalism	Integrity	Inclusivity	Creativity
Specialist skills (e.g. laboratory, IT skills)	Team-working	Credibility	Empathy (e.g. to see situations from other perspectives)	Entrepreneurial mind-set
Tenaciousness	Leadership	Authenticity	Multi-disciplinary collaboration	Problem-solving
Career planning and mobility	Communication	Presence	Self-awareness	Flexibility/adaptability
Can do attitude	Interpersonal skills	Trustworthiness	Open-mindedness	Passion
Industry-knowledge and business awareness	Workplace etiquette/conduct	Personal responsibility and accountability		
Ambition	Industry and business standard	Honesty		
Drive	Relationship management	Confidence		
Initiative and proactivity	Personal and professional networks	Mindfulness		
Productivity		Presentation of the self		
Goal-setting				
Career planning and mobility				

Agenda Item 8

	CONFIDENTIAL
Paper title:	Academic portfolio and environment
Board/Committee	Academic Board
Date of meeting:	22 February 2017
Author:	Mike Molan, Dean of Business
Academic Board sponsor:	Pat Bailey
Purpose:	To inform Academic Board of the proposed process for portfolio review, and (following discussion) to see whether there are suggestions for optimising the process.
Recommendation:	The Board is asked to approve the process for portfolio review, and suggest improvements.

Executive Summary

The process and timetable for reviewing the academic portfolio is attached, and has been aligned (as far as possible) with the course review cycle, so the first part of this has already been completed (provided course reviews have been completed). Academic Board is asked to reflect on the fact that, periodically, we ought to consider the whole provision (and its focus/direction), as well as overseeing the process of evaluating each of the courses.

Process for Portfolio Review of Courses/Modules
(Deans' meeting 08.11.16)

Portfolio review: courses

1. TM1 is the common data source for quantitative data on courses (student numbers, profitability, NSS, progression, DLHE etc.)
2. Student number data drives course planning process (January to July) – 1st filter in place at this point to challenge planned course numbers that are low (thresholds to be agreed).
3. TM1 data set also used to inform programme monitoring (November to February) – QSC to flag courses with significant quality/student experience issues.
4. May 2017 – course closure review meetings with each School to bring together quantitative data from student number planning process and qualitative data from programme monitoring – focus on courses with all of the following - low numbers, poor profitability and quality red flags (or could be the lowest 10 in numbers and quality).
5. May 2017 course decisions – immediate if no applicants and no prospects; immediate if PG and low numbers; for September 2018 entry if applicants need to be processed.

Portfolio review: modules

1. TM1 has data at module level.
2. Lists can be sent to Schools in December 2016 flagging modules with low numbers (query 10 or less)
3. Schools respond by coding modules as follows:
 - (i) Keep;
 - (ii) Keep – has non standard start date hence no students yet;
 - (iii) Running out – supply end date;
 - (iv) No students – Archive;
 - (v) No students – delete from system
4. Schools to complete return by the end of January 2017.
5. TM1 updated to record School coding which sits on the system for the next review. Responses can also inform the course closure meeting in May 2017.

Agenda Item 9

	CONFIDENTIAL
Paper title:	Student Attainment
Board/Committee	Academic Board
Date of meeting:	22 February 2017
Author:	Emma Downes and Richard Duke
Executive/Operations sponsor:	Shân Wareing, PVC Education and Student Experience
Purpose:	To present high level student attainment data to Academic Board for consideration
Recommendation:	Academic Board is asked to consider the report on student attainment.

Executive Summary	
Context	<p>Academic Board is expected to consider annually the data on student attainment, and variation in attainment for different demographic groups of students.</p> <p>The 'unit of measurement' normally used is 'good honours', which refers to numbers of students awarded first class and 2:1 undergraduate honours degrees.</p> <p>This is in order to inform institutional understanding of academic standards, student achievement, and student groups who may be disadvantaged by current provision.</p> <p>The relationship between standards and achievement is complex, as is understanding the meaning of variation in performance by different student groups.</p> <p>A working group, comprising Head of Planning, Performance and Assurance, the Director of Research Informed Teaching, the Director of Academic Quality Enhancement and the Equality Charter Mark Project Manager, is reviewing the data on the ethnicity attainment gap, and will report to Quality and Standards Committee on 24th May 2017.</p>

Good Honours at LSBU compared to the Sector:

Row Labels	2011/12	2012/13	2013/14	2014/15
Sector (All Universities)	65.9%	67.9%	70.2%	71.5%
Aspirational Group (excluding LSBU)	58.0%	61.8%	64.5%	64.7%
LSBU	53.4%	59.8%	60.9%	60.4%

Attainment Gap (White/BME):

Row Labels	2011/12			2012/13			2013/14			2014/15		
	White	BME	Difference	White	BME	Difference	White	BME	Difference	White	BME	Difference
Sector (All Universities)	71%	54%	18%	73%	57%	16%	76%	60%	15%	77%	62%	15%
Aspirational Group (excluding LSBU)	72%	49%	23%	75%	53%	22%	76%	57%	19%	76%	58%	18%
LSBU	69%	42%	27%	69%	52%	17%	74%	51%	23%	72%	52%	21%

Gender Gap:

Row Labels	2011/12			2012/13			2013/14			2014/15		
	Male	Female	Difference	Male	Female	Difference	Male	Female	Difference	Male	Female	Difference
Sector (All Universities)	63.2%	67.9%	-5%	65.2%	70.0%	-5%	67.3%	72.5%	-5%	69.0%	73.5%	-4%
Aspirational Group (excluding LSBU)	55.5%	59.9%	-4%	59.1%	63.9%	-5%	61.8%	66.4%	-5%	62.6%	66.2%	-4%
LSBU	52.4%	54.9%	-2%	60.6%	59.1%	2%	57.9%	63.1%	-5%	63.0%	58.7%	4%

Mode Gap:

Row Labels	2011/12			2012/13			2013/14			2014/15		
	Full Time	Part Time	Difference	Full Time	Part Time	Difference	Full Time	Part Time	Difference	Full Time	Part Time	Difference
Sector (All Universities)	67.2%	52.7%	15%	69.3%	53.6%	16%	71.7%	53.6%	18%	73.3%	53.7%	20%
Aspirational Group (excluding LSBU)	61.0%	37.5%	23%	64.8%	39.9%	25%	67.6%	40.6%	27%	67.9%	41.4%	27%
LSBU	54.0%	52.8%	1%	60.4%	57.1%	3%	62.4%	55.3%	7%	63.1%	50.7%	12%

Disability Gap:

Row Labels	2011/12			2012/13			2013/14			2014/15		
	Known Disability	No Disability / Unknown	Difference	Known Disability	No Disability / Unknown	Difference	Known Disability	No Disability / Unknown	Difference	Known Disability	No Disability / Unknown	Difference
Sector (All Universities)	63.9%	66.1%	-2.2%	66.0%	68.1%	-2.1%	68.7%	70.4%	-1.7%	70.2%	71.7%	-1.5%
Aspirational Group (excluding LSBU)	57.9%	57.9%	0.0%	63.3%	61.7%	1.6%	65.6%	64.4%	1.2%	64.0%	64.8%	-0.7%
LSBU	47.7%	54.1%	-6.4%	55.7%	60.5%	-4.8%	56.2%	61.6%	-5.4%	55.4%	61.4%	-6.0%

Age

	Age at 31 st July	2011/12	2012/13	2013/14	2014/15
Sector (All Universities)	18-20 years	69.0%	71.2%	74.7%	75.8%
	21-24 years	67.3%	69.5%	72.0%	73.7%
	25-29 years	58.5%	60.2%	60.6%	62.3%
	30 years and over	62.0%	62.3%	64.1%	63.2%
Aspirational Group (excluding LSBU)	18-20 years	67.7%	67.7%	73.3%	73.7%
	21-24 years	58.7%	62.7%	66.5%	67.0%
	25-29 years	53.9%	56.8%	56.9%	57.0%
	30 years and over	57.4%	61.5%	60.0%	58.7%
LSBU	18-20 years	62.5%	77.8%	71.4%	71.4%
	21-24 years	53.4%	57.2%	58.5%	62.5%
	25-29 years	55.0%	63.9%	61.9%	61.6%
	30 years and over	52.3%	59.4%	62.6%	57.2%

Entry Qualifications: LSBU

Tariff bands	0 or not known	1 to 79	80 to 119	120 to 179	180 to 239	240 to 299	300 to 359	360 to 419	420 to 479	480 to 539	540+	Not applicable
2011/12	52.8%	50.0%	44.4%	42.9%	56.0%	57.9%	72.7%	66.7%	100.0%			53.6%
2012/13	56.8%	75.0%	55.6%	44.2%	60.8%	59.0%	70.0%	75.0%	100.0%			61.3%
2013/14	59.3%	66.7%	57.1%	48.6%	63.2%	61.3%	75.0%	65.0%	100.0%		0.0%	61.0%
2014/15	56.0%	71.4%	55.6%	55.6%	61.4%	66.1%	69.6%	59.1%	71.4%	100.0%		59.1%

Highest Qualification on Entry Type: LSBU

Highest qualification on entry	Post Graduate	First Degree / Other Undergraduate	Level 3 qualification (including A levels and Highers)	Qualifications at Level 2 and below	Other qualification	No formal qualification	Not Known/ Not Applicable
2011/12	66.7%	54.5%	52.8%	54.0%	50.0%	55.6%	52.2%
2012/13	80.0%	61.0%	58.1%	52.0%	72.7%	66.7%	58.6%
2013/14	62.5%	60.1%	60.9%	57.9%	66.7%	60.0%	64.0%
2014/15	71.4%	61.7%	60.4%	54.5%	53.3%	50.0%	54.5%

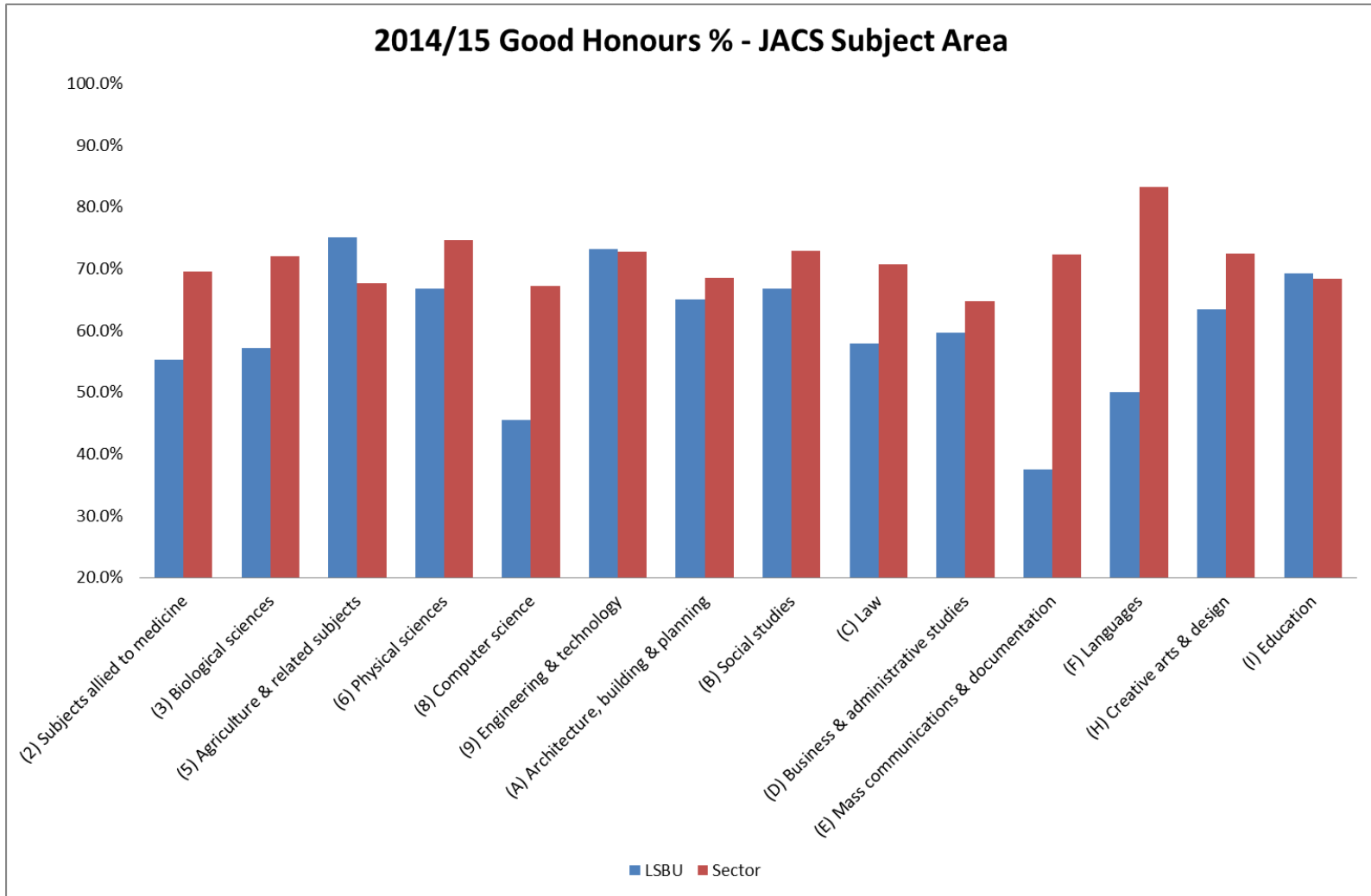
School:

School	2012/13	2013/14	2014/15	2015/16
Applied Science	52.6%	52.0%	63.3%	62.3%
Arts and Creative Industries	53.2%	63.7%	59.6%	77.6%
Built Environment and Architecture	66.2%	69.5%	72.3%	71.6%
Business	62.2%	59.1%	61.9%	66.6%
Engineering	71.5%	53.8%	62.2%	63.0%
Health and Social Care	57.1%	62.9%	55.7%	57.8%
Law and Social Sciences	46.1%	53.5%	60.0%	62.6%
Unknown	65.5%	73.3%	48.1%	100.0%

JACS Subject Area:

JACS subject area	LSBU				Sector			
	2011/12	2012/13	2013/14	2014/15	2011/12	2012/13	2013/14	2014/15
(2) Subjects allied to medicine	55.9%	64.9%	66.5%	55.2%	63.0%	66.3%	68.6%	69.5%
(3) Biological sciences	51.7%	52.9%	51.6%	57.1%	65.6%	67.6%	70.6%	72.0%
(5) Agriculture & related subjects	50.0%	75.0%	66.7%	75.0%	63.9%	63.6%	64.8%	67.6%
(6) Physical sciences	40.0%	33.3%	25.0%	66.7%	68.1%	69.5%	72.8%	74.6%
(8) Computer science	52.2%	61.9%	53.6%	45.5%	59.4%	62.5%	65.5%	67.2%
(9) Engineering & technology	61.1%	71.4%	64.3%	73.1%	66.8%	68.7%	69.7%	72.7%
(A) Architecture, building & planning	55.4%	58.8%	59.5%	65.0%	63.7%	66.6%	66.7%	68.5%
(B) Social studies	46.3%	52.8%	56.4%	66.7%	67.1%	68.6%	71.7%	72.9%
(C) Law	40.7%	40.7%	51.9%	57.9%	64.3%	65.9%	68.3%	70.6%
(D) Business & administrative studies	53.3%	61.5%	57.9%	59.6%	58.4%	60.2%	63.0%	64.7%
(E) Mass communications & documentation	22.2%	46.7%	55.6%	37.5%	68.2%	69.7%	73.0%	72.3%
(F) Languages	66.7%	50.0%	66.7%	50.0%	77.7%	80.2%	81.9%	83.2%
(H) Creative arts & design	57.6%	52.7%	60.0%	63.4%	67.4%	69.7%	71.6%	72.5%
(I) Education	75.0%	50.0%	69.2%	69.2%	62.9%	64.4%	67.2%	68.4%

Chart 1: Comparison of JACS subject area performance in 2014/15



Appendix:

Aspirational Group:

- City University
- University of East London
- University of Greenwich
- University of Hertfordshire
- Kingston University
- London South Bank University
- Middlesex University
- University of Westminster

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Agenda Item 10

	CONFIDENTIAL
Paper title:	Course validation and information processes
Board/Committee	Academic Board
Date of meeting:	22 February 2017
Author:	Shân Wareing
Purpose:	To provide an update to Academic Board on progress on the review on the validation activity and projected areas of growth review.
Recommendation:	Academic Board is requested to note the progress report.

Executive Summary	
Context	Academic Board (02/11/16) commissioned a review of validation activity and projected areas of growth to inform LSBU's academic planning, strategy and resource allocation.

CONTEXT

1.1 Following a paper on validation activity (2nd November 2016), Academic Board commissioned a review of validation activity and projected areas of growth to inform LSBU's academic planning, strategy and resource allocation by the Head of Planning, Performance & Assurance and the PVC Education and Student Experience.

1.2 As only a small proportion of the validated courses recruited successfully in their first year of operation, LSBU wants to explore whether there are ways to improve the proportion of new courses which recruit successfully to deliver the strategic goal of growth in student numbers while working within available staff resource and managing the associated risks.

1.3 The review will address how to deliver growth in student numbers as efficiently as possible. In 2015/16, a large number of validations took place, which strained academic and professional service staff, in terms of planning and preparation, entering new course information into QL. The high level of activity creates risks in terms of our ability to monitor and control information about our provision, which makes us vulnerable to Consumer and Marketing Authority (CMA) investigations. The emphasis on validation activity creates a risk in terms of our ability to conduct other quality activities (development, monitoring, review and reporting).

1.4 Work is taking place towards this review and this report is an update on that activity to keep Academic Board informed of progress.

Activity Report

2.1 Between September and December 2016, 20 validation events were completed, including 3 low risk, 5 medium risk and 12 high risk validations. A set of six meetings with six schools with the majority of planned validation activity were held in the autumn term 2016/17 between the Directors of Education and Student Experience, the PVC Education and Student Experience, and the Academic Quality Enhancement Team, to review all planned validation activity for 2016/7. Initially Schools had 73 course proposals. As a result of the meetings, validation of 17 courses was postponed until 2017/8, leaving 56 courses to validate in 2016/7. By combining some courses, 35 validations will be sufficient to validate 56 courses by the end of May. 8 validations will be light touch so will not require an event. Therefore the total number of validation events January to May 2017 will be 27.

2.2 The PVC Education and Student Experience and the Director of Academic Quality Enhancement have scheduled meetings with the seven Deans and their Senior Executive Teams for informal discussions of the Schools' development

strategies, to enable the Schools' plans to be supported, and the Schools to plan with consideration to the implications of their plans from a quality perspective.

2.3 A major review of course approval and enhancement is being commenced by the Director of Academic Quality Enhancement and the Head of the Academic Staff Development Unit, which will shape future validation activity.

2.4 The PVC Education and Student Experience, the Head of Planning, Performance & Assurance, Senior Manager, Market Research and Insight, and the Director of Academic Quality Enhancement have formed a task and finish group to review approaches to academic planning, strategy and resource allocation.

2.5 A full report will come to Academic Board on 7 June 2017.

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	PAPER NO:
Paper title:	Report from Institutional Examiner February 2017
Board/Committee	Academic Board
Date of meeting:	22 February 2017
Author:	Janet Bohrer
Purpose:	To provide an update to Academic Board from the first visit of the newly appointed Institutional Examiner
Recommendation:	Academic Board is requested to note the report and to request Quality and Standards Committee to provide progress reports on follow up work.

Executive Summary	
Context	<p>Academic Board agreed the appointment of Dr Claire Taylor, Deputy Vice Chancellor Wrexham Glyndŵr University, to take up the role of Institutional Examiner. This paper provides her report following an orientation visit to LSBU.</p> <p>Dr Taylor has agreed to return to the university in July 2017 and then on an annual basis. Her appointment is until Dec 2018 in the first instance.</p>

Report from Dr Claire Taylor

Institutional Examiner orientation visit to LSBU 2nd February 2017

1. Purpose

- To gain an overview of the Quality Assurance and Enhancement framework at LSBU and in particular to discuss the current processes and procedures involved in external examining at LSBU.
- To act as a critical friend to the University as it continues to develop and improve QA&E policy and practice.
- To submit a report consisting of observations made for consideration by the Academic Board at LSBU.

2. People involved

- Professor Shan Wareing: Pro Vice-Chancellor, Education and Student Experience
- Dr Janet Bohrer: Director of Academic Quality & Teaching Quality and Enhancement
- Professor Shushma Patel: Director of Education and Student Experience, School of Engineering
- Dr Anthony Moss: Director of Education and Student Experience, School of Applied Science
- Noreen Sinclair: Associate Professor, Student Progression and Achievement, School of Health and Social Care
- Mandy Maidment: Head of Division, Food Sciences; 0.5 secondment to oversee academic collaborative provision

3. Information provided

- Annual Monitoring: examples of Course Monitoring Reports
- Academic Quality and Enhancement Manual
- External Examiner Summary Reports for 2013/14, 2014/15, 2015/16
- Examination Board Arrangements
- External Examiner Fees Comparison
- Flow Diagram for External Examiner Nominations and Appointments

- Flow Diagram for External Examiner Reports
- School's use of External Examiners

4. Areas of discussion and observations

Overall, a key theme for discussion was around how the Quality Assurance and Enhancement (QA&E) framework positively impacts upon the student experience, the quality of learning opportunities available to students and, ultimately, student outcomes. In discussion, colleagues were encouraged to consider this as a good 'test' for the relevance and efficacy of any process/policy/procedure related to QA&E.

a. External Examiners

Discussion around the External Examining system at LSBU was wide ranging. Some barriers to effective working were identified, which colleagues are aware of and seeking to address. For example it was noted that communications to External Examiners at Course, School and Institutional level could be managed more effectively. Colleagues also questioned why External Examiner use of the VLE was not systematised centrally in order to support institution-wide engagement.

Discussion did reveal some inconsistency of practice across the University in relation to External Examiners and this may warrant a further conversation institution-wide. For example, discussion suggested that cross-University moderation of EE reports and course responses may be useful. Furthermore, student access to EE reports and responses may warrant further investigation. Discussion revealed some uncertainty as to whether all EE reports and responses were routinely uploaded to moodle for students to access. There also seems to be a need to capture EE duties of LSBU staff in order to capture potentially reciprocal arrangements; discussions suggested this could be done via the HR management information system.

Bearing in mind the impact 'test', External Examiner Summary Reports for 2013/14, 2014/15, 2015/16 were scrutinised. Discussions with staff covered the following questions which may usefully structure further discussions elsewhere in the University's governance structure:

- What does the External Examiner summary report tell you?

- Where does it go?
- How is it followed up?
- How is the feedback loop closed – for Staff, External Examiners and for Students?
- Do you have evidence that this report, and its dissemination impacts upon the student experience, the quality of learning opportunities available to students and, ultimately, student outcomes?
- What happens to the bullet point list of ‘good practice’? Is there a systematised approach to dissemination? How is this followed up?

b. Annual Monitoring

Discussion around this area was extensive. It was noted that there is currently dissatisfaction with the ‘time lag’ associated with Annual Monitoring reporting. Course Monitoring Reports (CMRs) were discussed in relation to content and their journey through the committee structures. It was noted that there is an ambition to bring the CMR process forwards to facilitate timely reporting.

Annual monitoring is a further area of the quality framework where the effectiveness ‘test’ in relation to the impact upon the student experience, the quality of learning opportunities available to students and, ultimately, student outcomes could be applied. Discussions explored the need to clarify the purpose of annual monitoring and to critically appraise the component parts of the process, with a view to moving away from an annual process to a more fluid, responsive in-year cycle. Colleagues broadly supported this approach and are already looking at how this may work in practice. It was noted, however, that such a change of approach would need to be carefully supported by relevant infrastructure, especially in relation to a Data Dashboard or similar.

c. Assuring the quality of Collaborative Provision

It was noted that the relevant section is under review in Academic Quality and Enhancement Manual. Discussions revealed significant work ongoing in this area to address risk. There is now a Collaborative Provision Register in place and a system

of annual review of MoCs. Steps are being taken to establish a steering group to consider risk assessment and mitigation in relation to collaborative partners.

Link Tutors clearly have a key role in relation to quality assurance and enhancement. It was noted that the role descriptor and handbook are being revisited. Discussions revealed the need to ensure the Link Tutor role is recognised within the University's Workload Allocation Model.

Discussions pointed to the need for a clear strategy and associated policy/criteria with regard to assessing potential academic collaborations.

d. Other areas of discussion

- Course directors (or equivalent): discussions covered the training needs in relation to QA&E for these key roles. What training is needed? What information do they need? Is there a case for centralised/core information, supplemented by Schools?
- The Centre for Research-Informed Teaching (CRIT): CRIT is referenced in the 'Academic Quality and Enhancement Manual' but discussions revealed some uncertainty around its role. It was noted that CRIT is a new initiative and that the strategy for profile raising is in development. The University may wish to consider how the impact of CRIT will be evaluated, in the context of the impact 'test' outlined above.
- Module handbooks: discussion focussed on student entitlement to accurate and timely information prior to module delivery. Discussion questioned processes for module handbook audit and the possible use of student course reps to do this.
- Standardisation of approaches versus differential practices: the University may wish to have a broader internal conversation around this; when is university-wide standardisation required or desirable and when is differential practice/process acceptable? Again, the impact 'test' may help here as well as a broader consideration and analysis of 'what is working and why?'

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	CONFIDENTIAL
Paper title:	Promotions Panel
Board/Committee	Academic Board
Date of meeting:	22 February 2017
Author:	Pat Bailey, Deputy Vice-Chancellor
Purpose:	To inform Academic Board of Chair's action in appointing the Board's professorial representatives on the Stage 2 Promotions Panel for Professor/Associate Professor.
Recommendation:	<p>The Board is asked to note that nominations were considered by the Deans' Committee, and the representatives are:</p> <ul style="list-style-type: none"> • Andrew Dewdney • Lesley Haig • Graeme Maidment <p>The Deans felt that this provides a fair spread of expertise; our external (Prof. Mark D'Inverno) is a computer scientist and musician with particular interests in biological modelling, and is pro-Warden at Goldsmiths.</p>

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	PAPER NO:
Paper title:	Academic Year Planning Group Report
Board/Committee	Academic Board
Date of meeting:	22 February 2017
Author:	Shân Wareing
Purpose:	To inform Academic Board of the work of the Academic Year Planning Group to date.
Recommendation:	Academic Board is asked to note the work of the AYPG.

Executive Summary	
Context	<p>The Pro Vice Chancellor Education and Student Experience formed an Academic Year Planning Group in 2015/6 which normally meets 3 times a year. The AYPG was formed in order to support:</p> <ul style="list-style-type: none"> • A good student and staff experience; • Comparability of student experience; • The processes of estimating the full economic cost of decisions at university level and course level.

Academic Year Planning Group

1.1 The Academic Year Planning Group pursues its aims to support:

- A good student and staff experience;
- Comparability of student experience;
- The processes of estimating the full economic cost of decisions at university level and course level.

through the following activities:

1.2.1 Ensuring clear, useful and timely information is available to students, prospective students and staff about key dates in the university calendar

1.2.2 Making decisions about the timing of key dates including the start and end of semesters, the timing of Christmas, Easter and Summer breaks, welcome week, examination weeks and examination boards for up to three years in advance, to accommodate the impact of leap years, Easter changing and Christmas falling on different days of the week, in order to help staff, students and prospective students with planning

1.2.3 Taking an overview of the impact of the university calendar on the student and staff experience, university processes and student achievement and retention, such as the length of the Christmas break, end of semester 1 exams and the start of semester 2, by consultation with members of the university community and analysis of sector practice.

1.2.4 Enabling university systems such as timetabling, Library and Learning Resources, and Estates and Academic Environment have information in order to plan their provision and resourcing to ensure all LSBU students have the access to facilities they require.

1.2.5 Reviewing the impact of flexibility and rigidity in university work cycles.

1.3 The work of academic year planning is complex because courses have varying start and end dates, contact schedules, assessment and placement dates, and there is variation between student finances (which use term dates) and LSBU systems (which usually use semesters), and there are 'crunch' points in the year where multiple processes have to be completed in a very short space of time (such as exam marking, exam boards and student enrolment in late January, early February).

1.4 Complexity and flexibility in university systems makes aspects of the academic year hard to operate. AYPG takes an overview of conflicts and pressures in planning the academic year.

Actions taken

2.1 The Group has collected data from other HEIs to benchmark key processes in the academic year, to inform decisions, including:

2.1.1 whether other HEIs run enrolment and induction as independent processes or combined, and if combined, what terminology is used, and who runs them. What problems have they encountered and how have they overcome them?

2.1.2 how are transitions between levels handled for UG students whose courses don't have September starts? How are marking, moderation, exam boards and publication of results handled for students whose year doesn't start in Sept? If the transition takes place in January/February/March, how long is allowed for a break for students between the exams of the previous level, and re-enrolment and teaching for the next level beginning?

2.1.3 What periods of time do other HEIs schedule teaching for (term/semester length)? Are there breaks scheduled across the HEI at the mid-point (reading week, half term, other non-standard teaching weeks) or does practice vary within the HEI? Is it monitored? If there are weeks mid-term/mid-semester without scheduled teaching, how is Tier 4 licence reporting managed for those weeks?

2.2 Revisions have been made to the web pages and intranet pages for staff and students about the academic year to improve clarity –

<https://my.lsbu.ac.uk/my/portal/My-Course/Academic-Calendar>

2.3 The published 2016/7 calendar has been reviewed for format, content and to check language for consistency and clarity

2.4 The 2017/8 calendar has been agreed.

2.5 A draft 2018/9 calendar has been considered.

2.6 A working group has been formed to produce different models of the academic year 2018/19, varying the starting dates and lengths of exam weeks, holiday weeks, and what happens at end of semester and taking school academic years (in Southwark, Lambeth and Havering) into account to inform the models.

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	CONFIDENTIAL
Paper title:	Research ethics
Board/Committee:	Academic Board
Date of meeting:	22 February 2017
Author:	Pat Bailey, Deputy Vice-Chancellor
Purpose:	Note
Recommendation:	The committee is requested to note two items of Chair's Action.

Executive Summary

Further to the Research Ethics update at the Academic Board meeting of 2 March 2016, Chair's Action has been taken with respect to the following:

1) In relation to School vs University approval: NHS research, where LSBU is the sponsor, can now be approved through the School Ethics Panel. The following continues to apply:

Where the School requires UEP to approve some areas that include terrorism/ radicalisation.

2) The School Ethics Coordinator now has designated authority for decisions from the Director for Research & Enterprise (and hence from the Dean).

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	CONFIDENTIAL
Paper title:	Key Performance Indicators
Board/Committee	Academic Board
Date of meeting:	22 February 2017
Author:	John Baker, Corporate & Business Planning Manager
Purpose:	To present the latest performance figures for the University KPIs for the 16/17 cycle, as at January 31 st 2017.
Recommendation:	That Academic Board considers the recent results for this cycle, and identifies ways in which Schools might: <ul style="list-style-type: none"> • Respond to current results, or • Contribute to University initiatives undertaken to improve the performance against the other KPI targets.

Executive Summary:

The report presents the latest performance figures for the KPIs.

Notes on results:

KPIs 8,9,17, 20, 21 & 22 – Finance Data: Financial forecast figures have been provided to reflect the data in the management accounts pack for Feb Ops board (period – end January 2017).

KPI 10 - LPN recruitment %: The result has been received from HESA, and has increased by 0.8% to 9.2%. This is a positive increase, both in terms of evidencing the impact of our OFFA agreement, and fit with Hefce Strategy and their methodology for allocation of funding through the National Collaboration Outreach Programme & the Student Premium.

KPI 24 - ICS service index: The result for is lower than last year, but this result relates to surveys completed in areas of the institution new to this metric, and areas assessed in previous years are no longer surveyed, as they have now achieved ICS

accreditation, having achieved a result above the 70% threshold required to obtain this, which means annual surveys are no longer conducted.

KPI 11 - Clearing recruitment %: This has now been re-calculated without HSC NHS contract students, and the results are now at a lower level than previously reported.

Where no new results have been received since the last presentation in November, the column remains grey, and the 15/16 column indicates the most recent institutional performance against this metric, and a direction of travel indicator is provided after the result column to show the direction of travel from the result in the previous year.

Notes on adjustments to previously agreed targets & criteria for reference:

The re-classification of TNE income in the management accounts - as overseas student partnerships income, rather than enterprise income, means that the previous results, and targets and rating criteria for 1617 have now been adjusted to take account of this change for KPIs 9 and 17 (the previous rag ratings have been maintained for previous results). So for 16/17 the target for Enterprise has reduced to £9.9m, and the Overseas target has increased to £10.7m.

The data for KPI 11, Clearing recruitment %, has now been re-calculated, and revised results and criteria are presented here as a result.

Information requested regarding breakdown of KPI 13: UG Year 1 Progression by School is presented below.

School	2013/14	2014/15	2015/16	2016/17
School of Applied Sciences	63.7%	63.4%	68.7%	73.1%
School of Arts & Creative Industries	75.4%	71.8%	70.3%	78.0%
School of Built Environment & Architecture	61.2%	61.5%	63.4%	72.3%
School of Business	71.7%	63.1%	70.9%	73.7%
School of Engineering	64.2%	64.4%	68.3%	69.8%
School of Health & Social Care	78.6%	79.6%	85.1%	84.6%
School of Law & Social Sciences	63.7%	69.0%	67.9%	70.2%
Grand Total	70.2%	69.9%	73.1%	76.1%

The Committee is requested to note the report.

		Report Date	3rd February 2017		Benchmark	Past Performance Baselines			Target	Forecast	Result	DoT	Ambition	16/17 Rating Criteria				
Out comes	#	Corporate Strategy Goals	20/20 Success Measures	#	Key Performance Indicators	Competitor Group 12/13 average	13/14	14/15	15/16	16/17			20/21	Exec. Lead	Green	Amber	Red	
Student Success	1	Teaching and Learning	Top 50% of universities for graduate employment / starting salaries.	1	Graduate level employment (EPI population)	n/a (local indicator)	49%	68%	76%	77%			80%	PVC (SE)	77 % +	72 - 76 %	<72 %	
	2	Student Experience	Top quartile of all universities in NSS	2	NSS scores – overall satisfaction	81.7%	80%	82%	82%	84%			89%	DVC	84 % +	82 - 83 %	< 82 %	
				3	International Student barometer (% recommending LSBU)	not available	72.40%		77.0%	78%			81%		78% +	74 - 77%	< 74 %	
				4	PGT experience (% satisfaction)	not available	77%	74%	74%	76%			82%		76 % +	73- 75 %	< 73 %	
				5	Student Staff Ratio	21.2	17.2:1	16.4:1	17:1	17.5:1			18:1		<=17.5	17.5 - 18.5	> 18.5	
Real World Impact	3	Employ- ability	95% students in employment / further study (EPI) Top 10 UK universities for student start ups	6	DHLE entry to employment or further study (EPI)	88.5%	85.5%	90.2%	90.4%	92%			95%	PVC (SE)	92 % +	90 - 91 %	<90 %	
				7	Number of Student start ups	47.86	1	30	50	70			150	PVC (R&E)	70 +	63 - 69	< 63	
	4	Research and Enterprise	Top 50% UK for Research & Enterprise Income	8	Research Income (non Hefce)	£6.1	£1.8	£2.0	£1.9	£2.6	£2.6		↑	£6.0 m	PVC (R&E)	£2.6 m +	£2.35 - 2.60 m	<£2.35 m
				9	Enterprise Income	not available	£8.4m	£8.1	£7.8	£9.9	£9.5		↑	£15.0 m	£9.9 m +	£9.3 - 9.9 m	<£9.3 m	
				10	% recruitment from low participation neighbourhoods	6.4%	7.4%	7.7%	8.4%	7.5-8.5%		9.2%	↑	9.0%	COO	8.2% +	7.7 -8.1 %	<7.7 %
Access to Opportunity	5	Access	Top London Modern for LPN recruitment	11	% FT UG students (excluding HSC contract) recruited before Clearing	not available	73.6%	71.8%	71.8%	72%		71%	↓	90%		72 % +	69 - 71 %	< 69 %
				12	First Degree Completion (at or above benchmark)	-3.13%	-9.5%	-7 %	-5.8%	-4%			+3%		DVC	>=-4 %	-5 to -7 %	<-8 %
				13	Year 1 progression	not available	70.2%	69.9%	73.1%	76%	76.1%		↑	85%		76 % +	74 - 75%	<74%
			Exceed expectations on completion	14	Good Honours	62.2%	61.0%	61.2%	66.4%	63-67%			63 - 67%		63-67%	68-70%	<60%	
				15	PGT completion	not available	54.8%	61.5%	58.7%	65%			85%		65% +	61-64%	< 60%	
	International	4 QS Stars	16	QS Star Rating	not available	2 (prov.)	3 stars	3 stars	3		3 stars	→	4	VC	3	2	2	
	17		Overseas student income (millions)	£29.5m	£9.3 m	£11.2	£9.8	£10.7	£10.4		20m	PVC (R&E)	£10.7 m +	£9.8 - 10.6 m	<£9.8 m			
Strategic Enablers	8	People and Organisation	Rated as a good employer	18	Appraisal completion %	not available	37%	90%	91%	95%			95%	EDHR	95 % +	90 - 94 %	< 90 %	
				19	Average Engagement Score as a %	70%	-	58%	62%			75%	EDHR	62%	58 - 61 %	< 58 %		
	Resources and Infrastructure	Grow our income by 25% to £170m annually, deliver an operating surplus of 5% and an EBITDA margin of 15%	20	Surplus as % of income	9.6%	2.3%	0.9%	2.4%	0.7%	0.7%		↓	5.0%		0.7 % +	0.4 - 0.6 %	< 0.4%	
			21	Income (£m)	£188.2m	£134.8m	£140.8m	£138.2	£144.5m	£144.3		↑	£170.0m	CFO	£144.5 m +	£140 - 144 m	< £140 m	
			22	EBITDA margin (EBITDA expressed as % of income)	9.20%	11.4%	9.2%	11.8%	11.7%	11.7%		↓	15.0%		11.7% +	11.3 - 11.6%	<11.3%	
			23	Student satisfaction ratings with facilities & environment	82.7%	83.0%	87.7%	90.0%	90.0%			90%		90%	COO	90 % +	86 - 89 %	< 86%
			24	ICS Service Index %	-	-	68%	76%	78%		66%	↓	80%		78% +	75-77%	<75%	
League Tables	Overall	Top London Modern university (excl UAL)	25	Times - League table ranking	92.3	122/123	120 / 127	120 / 128	115			80		115 or higher	116 - 119	120 or lower		
			26	Guardian – League table ranking	87.1	112/116	111 / 119	107 / 119	102			86		102 or higher	103 - 106	107 or lower		
			27	Complete University Guide – League table ranking	85	120/123	119 / 126	115 / 127	110			93		110 or higher	111 - 114	115 or lower		

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	CONFIDENTIAL
Paper title:	Report on Sub-committees of the Academic Board: <ul style="list-style-type: none"> • Quality and Standards Committee • Student Experience Committee • Research Committee
Board/Committee	Academic Board
Date of meeting:	22 February 2016
Author:	Pat Bailey, Shan Wareing, Paul Ivey
Purpose:	To update the Board on Sub-committee decisions and recommendations.
Recommendation:	The committee is requested to note the reports and approve the recommendations: <ul style="list-style-type: none"> (i) Student Experience Committee recommends that the President, Students' Union, be a member of the committee.

Summary

A summary of committee agenda is provided for information. Minutes and papers of these meetings are available on the modern.gov website – links below.

The Academic Board is requested to note the reports and approve the following recommendation:

Student Experience Committee

- (i) Student Experience Committee recommends that the President, Students' Union, be a member of the committee.

QUALITY & STANDARDS COMMITTEE, 25 January 2017 [modern.gov link](#)

The committee discussed:

- Academic Audit report on Collaborative Provision
- Validations 2016-17 update
- Course specifications and CMA compliance
- External Examiner Summary Report
- Annual Monitoring Reports
- Study Abroad - Outgoing Student Mobility/Exchange report
- Postgraduate student loans and accredited prior learning
- Postgraduate Taught Experience Survey
- Attainment Gap report
- International collaborations
- Transnational Education
- Academic Regulations
- Quality Assessment update in relation to the Annual Provider Review and Teaching Excellence Framework.

The committee noted:

- Pearson license update
- School's Academic Standard Committee minutes
- Academic policies update

Recommendations to Academic Board:

N/A

STUDENT EXPERIENCE COMMITTEE, 1 February 2017 [modern.gov link](#)

The committee discussed:

- Estates matters
- Part-time student issues
- Educational Framework update
- Analysis of HEA Student Learning Compass
- Learning Analytics
- Student Mental Health
- Postgraduate Taught Experience Survey
- Student Support and Employment Annual Report
- Digitally Enhanced Learning report
- Student-led Projects

Recommendations to Academic Board:

- The committee recommends that the President, Students' Union be a member of the committee.

RESEARCH COMMITTEE, 8 February 2017 [modern.gov link](#)

The committee discussed:

- The development of the Researcher Development Group
- REF working group report
- Board of Study report

The committee noted:

- New committee members: 2 x post-doc and 1 x PGR representatives.

Recommendations to Academic Board

N/A

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