

AGENDA

The meeting will be held at 14:00 via Microsoft Teams

Preliminary Items		Item	Led by
1	Apologies	Verbal	Professor P Slee
2*	Terms of reference and membership	ACB-2021-001 OPEN	Professor P Slee
3	Declarations of interest	Verbal	Professor P Slee
4	Minutes of the last meeting held on 01 July 2020	ACB-2021-002 CONFIDENTIAL	Professor P Slee
5	Matters arising	ACB-2021-003 OPEN	Professor P Slee
Reports from Officers		Item	Led by
6	Vice Chancellor's Update	Verbal	Professor P Slee
7	Development of the next Strategic Planning Framework	Verbal	Professor P Slee
8	Report from Students' Union	ACB-2021-004 OPEN	B Pereira/S Iqbal
9	Access and Participation Plan Update	Verbal CONFIDENTIAL	T Lancaster
10	Student Enrolment Update	Verbal CONFIDENTIAL	T Lancaster
11	Conferral of Emeritus Professors and Visiting Titles	ACB-2021-006 OPEN	Professor P Slee
12	Update on the conferment of Honorary Awards	ACB-2021-007 CONFIDENTIAL	Professor P Slee

Quality & student Matters		Item	Led by
13	Degree Outcomes Statement	ACB-2021-008 CONFIDENTIAL	P Cardew
14	Academic Year 2021/22	ACB-2021-009 CONFIDENTIAL	P Cardew
15	Academic Assurance Report	ACB-2021-010 CONFIDENTIAL	L Jones
16	National Student Survey (NSS) Outcomes 2019/20	ACB-2021-011 CONFIDENTIAL	P Cardew
Research Matters		Item	Led by
17	Annual Research & Enterprise Activity Report	ACB-2021-012 CONFIDENTIAL	Professor C Barnes
Reports from Committees / Groups		Item	Led by
18*	Academic Quality & Standards Committee	ACB-2021-013 CONFIDENTIAL	Professor P Cardew
19*	Honorary Awards Committee	No report	Professor P Slee
20*	Research & Enterprise Committee	ACB-2021-014 CONFIDENTIAL	Professor A Slade
21*	Access and Participation Scrutiny Committee	No report	T Lancaster
Other Business		Item	Led by
22	Schedule of Business 2020/21	ACB-2021-015 OPEN	Professor P Slee
23	Any Other Business	Verbal	Professor P Slee

Details of next meeting:

The next meeting of the Academic Board will be held at 14:00 on Wednesday 10 February 2021 via Microsoft Teams

Shaded items indicate that the Board / Committee is being asked to make a decision.

**Starred items will be taken without discussion unless a member notifies the Chair or Secretary in advance that she or he wishes the item to be open for debate*

Terms of Reference and Membership

Executive Summary

The Terms of Reference and membership of the Academic Board for 2020/21 are set out in appendix A and B, and incorporate the changes recommended by the Academic Board on 01 July 2020, which were subsequently approved by the Board of Governors on 20 July 2020 and amendments since the last meeting.

Briefly, these changes reflect structural change, and include:

- i. Dr Laura Ashley stepped down from the Academic Board at the end of her term of office on 31 August 2020 and Dr Oliver Bray was elected as Academic Staff representative from 01 September 2020
- ii. Dr Lauren Duckworth and Dr Robin Redhead stepped down as Course Director representatives at the end of their terms of office on 31 August 2020. Sarah Roe and Martin Green now occupy the positions respectively from 01 September 2020.
- iii. Sue Sherwin has left since left the University and Dr Duncan Sharp will occupy two positions (Dean of School for Health & Community Science and; Clinical and Applied Sciences) until further notice.
- iv. Priscilla Preston, Director of Student Services has left the University and Jo Norry will occupy two positions (Director of LLI and Director of Student Services) until further notice
- v. Barbara Colledge has left the University and the position will remain vacant until further notice.

Election of the Academic Board

- vi. Amy Simcock, representative of professional service staff has left the University and an election was undertaken to fill the positions. Kate Cunningham was elected following a ballot, for ratification under 'Matters Arising'.

Change of Term of Office – Student Representative

- vii. Since the last meeting, The Students' Union have requested that the term of office for the 'Student Representative' be amended to finish on 31 August in line with other positions to allow students in those positions to attend the Academic Board which is held the first week of July. This is for approval under 'Matters Arising'.

Action Requested

This report is **for Information**. The Academic Board are asked to note the terms of reference and membership for 2020/21

Appendices

Appendix A – Terms of Reference

Appendix B – Membership for 2020/21

Author

Name: Rachael Andrews

Job title: Secretariat and Assurance Administrative Officer

Date: October 2020

Academic Board - Constitution 2020/2021

Terms of reference

Subject to the provisions of the Articles of Government; the overall responsibility of the Board of Governors; and the responsibilities of the Vice-Chancellor, the Academic Board is responsible:

- (a) subject to the requirements of validating and accrediting bodies, for: general issues relating to the research, scholarship, teaching and courses at the institution, including criteria for the admission of students; the appointment and removal of internal and external examiners; policies and procedures for assessment and examination of the academic performance of students; the content of the curriculum; academic standards and the validation and review of courses; the procedures for the awards of qualifications and honorary academic titles and the procedures for the expulsion of students for academic reasons;
- (b) for considering the development of the academic and related activities of the University and the resources needed to support them and for advising the Vice-Chancellor and the Board of Governors thereon;
- (c) for advising on such other matters as the Board of Governors or the Vice-Chancellor may refer to the Academic Board.

Statement of Primary Responsibilities

Subject at all times to the provisions of the Articles of Government, the Academic Board shall be the principal academic authority of the University and in exercising that role shall have the following primary responsibilities:

- (a) to formulate, in consultation with the Schools, and recommend for approval to the Board of Governors, the academic strategy of the University, and to oversee its implementation;
- (b) to maintain the University's academic standards and enhance the quality of its educational provision;
- (c) to foster and promote research and other scholarly activity;
- (d) to establish such criteria and regulations as may be required for the recruitment, selection, admission, education, and assessment of the students of the University, and the approval, modification, and review of its courses;
- (e) to approve and modify, and to monitor and review the performance of, academic partnerships and the collaborative provision of education;
- (f) to appoint and remove the internal and external examiners of the University;
- (g) to confer awards and degrees of the University;
- (h) to promote a rigorous spirit of inquiry, scholarship, and debate in all the University's academic activities, and to protect academic freedom.

Delegation

Pursuant to paragraph 6 of the Articles of Government, the Academic Board may establish such committees as it considers necessary to enable it to carry out its responsibilities provided that each establishment is first approved by the Vice-Chancellor and Board of Governors.

The Academic Board has established the following committees which shall exercise the functions and powers stipulated in their constitutions:

- (a) Academic Quality & Standards Committee;
- (b) Honorary Awards Committee;
- (c) Access and Participation Scrutiny Committee;
- (d) Research & Enterprise Committee;
- (e) Research Ethics Sub-Committee
- (f) Research Degrees Sub-Committee
- (g) School Academic Committees

Membership profile [37]

Quorum [18]

- The Vice Chancellor (Chair) [1] – Ex-officio

Category A: Members drawn from Senior Management and Deans of School [21]

- The Deputy Vice Chancellors [3]
- The Pro Vice Chancellors [2]
- Deans of School [11]
- University Registrar [1]
- Director of the Centre for Learning & Teaching [1]
- Director of Libraries & Learning Innovation [1]
- Director of Research & Enterprise [1]
- Director of Student Services [1]

Category B: Members drawn from elected academic and officer staff; students and co-opted members [15]. Members of Senior Management are not eligible for appointment in Category B.

- Student representatives [4] (The Union Affairs Officer, the Education Officer and two nominees of the Students' Union)
- Professors [2]
- Research Staff [1]
- Course Directors [3]
- Academic Staff [2]
- Professional Service Staff [3]

In attendance:

- University Secretary

For non-ex-officio members, terms of office should normally be three years. Students' terms of office should normally be one year.

The Constitution of the Committee is made by resolution of the Board of Governors on 10 July 2020

Academic Board 2020-2021

Membership [37]

Quorum [18]

<u>Position</u>	<u>Member</u>	<u>Start of term of office</u>	<u>Expiry of term of office</u>	<u>Elected / nominated / ex-officio</u>
Vice-Chancellor [1] 1	Professor Peter Slee (Chair)	n/a	n/a	Ex-officio
<i>Category A: Members drawn from Senior Management and Deans of School [21]</i>				
The Deputy Vice-Chancellors [3]				
1 Academic	Professor Phil Cardew	n/a	n/a	Ex-officio
2 Resources	Tracey Lancaster	n/a	n/a	Ex-officio
3 Research & Enterprise	Professor Andrew Slade	n/a	n/a	Ex-officio
The Pro Vice Chancellors [2]				
1	Professor Christopher Prince	n/a	n/a	Ex-officio
2	Professor Jeanne Keay	n/a	n/a	Ex-officio
Deans of School [11]				
1 Leeds School of Arts	Professor Lisa Stansbie	n/a	n/a	Ex-officio
2 School of Cultural Studies and Humanities	Professor Andrew Cooper	n/a	n/a	Ex-officio
3 School of Built Environment, and Engineering and Computing	Professor Akintola Akintoye	n/a	n/a	Ex-officio
4 Leeds Business School	Professor George Lodorfos	n/a	n/a	Ex-officio
5 Leeds Law School	Deveral Capps	n/a	n/a	Ex-officio
6 Carnegie School of Education	Professor Damien Page	n/a	n/a	Ex-officio
7 Carnegie School of Sport	Pete Mackreth	n/a	n/a	Ex-officio
8 School of Events, Tourism and Hospitality Management	Professor Rhodri Thomas	n/a	n/a	Ex-officio
9 School of Clinical and Applied Sciences	Dr Duncan Sharp*	n/a	n/a	Ex-officio
10 School of Health and Community Studies	Dr Duncan Sharp*	n/a	n/a	Ex-officio
11 Leeds School of Social Sciences	Professor John Craig	n/a	n/a	Ex-officio
<u>University Registrar</u>				
1	Vacancy	n/a	n/a	Ex-officio
<u>Director of the Centre for Learning & Teaching [1]</u>				
1	Professor Ruth Pickford	n/a	n/a	Ex-officio
<u>Director of Libraries & Learning Innovation [1]</u>				
1	Jo Norry*	n/a	n/a	Ex-officio
<u>Director of Research & Enterprise [1]</u>				
1	Professor Cathy Barnes	n/a	n/a	Ex-officio
<u>Director of Student Services[1]</u>				
1	Jo Norry*	n/a	n/a	Ex-officio

Category B: Members drawn from elected academic and officer staff; students and co-opted members [15]. Members of Senior Management are not eligible for appointment in Category B.

<u>Four student representatives [4]</u>				
Union Affairs Officer	Barbara Pereira	01/07/2020	30/06/2021	Nominated
Education Officer	Sherry Iqbal	01/07/2019	30/06/2021	Nominated
3 One nominee of the Students' Union	TBC	TBC	31/08/2021	Nominated
4 One nominee of the Students' Union	TBC	TBC	31/08/2021	Nominated
<u>Two professors [2]</u>				
1	Professor Ruth Robbins	06/11/2019	31/08/2022	Elected
2	Professor Emma Wood	01/09/2018	31/08/2021	Elected
<u>One member of the research staff [1]</u>				
1	Dr Rasha Ibrahim	01/09/2018	31/08/2021	Elected
<u>Course Directors [3]</u>				
1	Martin Green	01/09/2020	31/08/2023	Elected
2	Stratis Koutsoukos	07/11/2018	31/08/2021	Elected
3	Sarah Roe	01/09/2020	31/08/2023	Elected
<u>Academic Staff [2]</u>				
1	Dr Oliver Bray	01/09/2020	31/08/2023	Elected
2	Dr Christopher Till	01/09/2019	31/08/2022	Elected
<u>Professional Service Staff [3]</u>				
1	Vacancy	TBC	TBC	Elected
2	Frances Bostyn	01/09/2018	31/08/2021	Elected
3	Nicola Queenan	01/09/2018	31/08/2021	Elected

Matters Arising

Purpose of Report

This report summarises the matters arising since the last meeting of Academic Board on July 2020, that are not covered elsewhere in the papers.

Action Requested

The report is **for decision**

The Academic Board are asked to:

- a) **RATIFY** the appointment of Kate Cunningham to the Academic Board as representative of Professional Service Staff.
- b) **RATIFY** the Chair's Action taken on October 2020 to appoint Dr Oliver Bray and Dee Reid to the Honorary Awards Committee.
- c) **APPROVE** the amendments to the terms of office for the Students' Union representatives drawn from BAME ambassadors in line with the academic year.

Appendices

None

Author

Name: Rachael Andrews. Secretariat and Assurance Administrative Officer

Date: October 2020

Matters Arising

Elections of the Academic Board

1. In September 2020, the secretary of the Academic Board received notification that Amy Simcock, representative of Professional Service Staff would be stepping down from the Academic Board. Nominations for the position opened on 05 October and closed on 23 October 2020. Three candidates were nominated and a ballot was held. Following the close of the ballot on Kate Cunningham was appointed to the Academic Board, subject to ratification on 04 November 2020.

Chair's Action – Honorary Awards Committee

2. Following Academic Board on 01 July 2020, Amy Simcock and Barbara Colledge stepped down from the Academic Board and their respective positions on the Honorary Awards Committee in September 2020. Following consideration by the Chair, Dee Reid was nominated as 'Director of Service' representative and Dr Oliver Bray was nominated as Academic Board representative. A Chair's Action was then produced to allow the Honorary Awards Committee to conduct its business with its membership at full complement before the next meeting of the Academic Board. A copy of the Chair's Action is available for inspection from the University Secretary's Office.

Student representatives on the Academic Board.

3. The Students' Union is currently seeking two student representatives for the Academic Board and interviews are being held on Monday 02 November to fill the position. An update will be provided verbally at the meeting.
4. Following consultation with the Students' Union, the student representatives term of office will now end on 31 July to coincide with the academic year and to allow those representatives to attend the Academic Board which is held in the first week of July. The sabbatical officers on the Academic Board will continue to have a term of office from 01 July – 30 June, in line with their term of office within the Students' Union.



Report from the Students' Union

Executive Summary

This report is to summarise the work undertaken by the Students' Union and inform the committee of any key academic issues or developments.

Action Requested

This report is **for information.** Academic Board is invited to note the report.

Appendices

No appendices.

Author

Name: Sherry Iqbal / Barbara Pereira
Job title: Education Officer / Union Affairs Officer
Date: 4th November 2020

Approval Route

26 October 2020 *Sherry Iqbal / Barbara Pereira*

Report from the Students' Union

Introduction

1. This report covers any key developments from the Students' Union relating to academic matters.

Officer Objectives

Academic

2. Sherry Iqbal, Education Officer, is aiming to continue her work on ensuring that Black, Asian and Minoritised Ethnicity (BAME) students feel a greater sense of belonging at Leeds Beckett University following the success of last year. Sherry has designed a BAME Student Satisfaction survey which will be launched next month. At the time of writing, there have been over 60 BAME Ambassador applications, and interviews are due to take place shortly. The SU leadership elections are taking place and at present approximately 32% of nominees identify as being BAME. Sherry has also been working with the Careers & Employability team to develop a BAME leaders' programme.

Other

3. Barbara Pereira, Union Affairs Officer, wants to ease tensions in the Leeds community by making students feel more welcome in the areas they live, and for the local residents to appreciate the contributions students make to the community. Barbara has been in regular communication with local resident groups, the University and wider city-wide partners to gain a better understanding of the tensions that exist and have been heightened by restrictions in place preventing students from mixing. Barbara plans to re-form 'Leeds SUs Working Together' formally to ensure that this issue can be tackled on a Leeds-wide level, create a community awareness campaign, and continue to work with the University to deliver a programme of events that students can take part in, but that will also ease the social tensions where the students live. In addition to this, Barbara is working closely with the University and the Welfare and Community Officer to better support students struggling through COVID 19, together they are in the process of setting up the Student Community Hub in partnership with voluntary action Leeds.
4. Anna Crooks, Activities & Events Officer, wants to build student communities by increasing participation in sports. Anna has started working closely with the Athletic Union to make sports and sports facilities more accessible, develop the social sports membership, and support societies in hosting more sports-based events. Anna intends to become actively involved in the Sports Committee, with a focus to discuss the progression and accessibility of LBU's sports program. Alongside this, Anna has been working with several departments within the SU to develop safe social events and she has been supporting societies in diversifying their activities to fit within COVID restrictions. Anna has also been working with the Welfare and Community officer to support isolated students in halls of residence.
5. Mphango Simwaka, Welfare & Community Officer, is working on reforming student housing and aims to reduce the cost of student accommodation and tackling student loneliness. This will be done by working with key stakeholders across Leeds to create flexible tenancy

agreements and reduce/abolish summer rent. Mphango is also looking to tackle loneliness by working with relative agencies in the city and with halls of residences to increasing the Students' Unions presence, given the current climate. Alongside the rest of the officer team, Mphango is supporting the work on developing sustainable activities and events to support the wellbeing of our students. Mphango is working collaboratively with the Union Affairs officer to actively support the creation of the Student Community Hub, in addition to this she has been working with the Activities and Events officer organising mental health wellbeing packages.

6. Kay Rhoden-Campbell, Equality & Diversity Officer, is aiming to develop the support provided by the Students' Union, including our campaign work, in areas that primarily affect the Black student community at Leeds Beckett. The main aims for this year include: to improve the lives of all students from marginalised communities, working with the university to help create an effective anti-racism campaign, and to help develop our cultural awareness training for the wellbeing of our students. Kay will actively work alongside the Education officer to develop the BAME Ambassadors scheme.

School Representative elections

7. The Students' Union by-elections are due to take place from 2nd – 5th November, to elect School Representatives and Student Communities Representatives. At the time of writing, nominations currently stand at the following numbers:

Built Environment, Engineering & Computing	8
Carnegie School of Education	7
Carnegie School of Sport	1
Clinical & Applied Sciences	4
Cultural Studies & Humanities	4
Events, Tourism & Hospitality Management	1
Health & Community Studies	3
Leeds School of Art	11
Leeds Business School	8
Leeds Law School	12
Leeds School of Social Sciences	4
Postgraduate Research Rep	1
LGB+ Students' Rep	4
Trans Students' Rep	0
Women's Rep	2
International Students' Rep	5
Disabled Students' Rep	0
Student Parents & Carers Rep	0
Black, Asian & Minoritised Ethnicities Rep	11

Schools will be advised of the names of their elected School Representative by Monday 9th November.

Black, Asian & Minoritised Ethnicity Student Ambassadors

8. Recruitment has begun for this year's cohort of Black, Asian & Minoritised Ethnicity Student Ambassadors and, at the time of writing, 62 applications have been received. Recruitment will have concluded by 3rd November and Schools will be advised of the names of their Black, Asian & Minoritised Ethnicity Student Ambassador by Monday 9th November.

Academic Representation Update

Students' Union Measures

9. In the last academic year, there was an increase in the number of Course Representatives once again to 1,051 unique individuals undertaking the role. In 2019/20, some minor amendments to the number of Course Reps required and a reduction of the quota for self-representation were agreed with QAS and implemented successfully.
10. A positive example of collaboration was delivered with each School to provide a number of hooded jumpers to Course Reps who completed their initial induction training; thank you to every School for their contribution which had a fantastic impact on the number of Course Reps trained. Due to the move to remote activity in 2020/21 we are not offering this initiative this year, but we would like to revisit this in 2021/22.
11. LBSU continued to work with Timetabling to schedule the School Forums in student calendars last year, which was recognised as a positive action in the Student Engagement Audit carried out for the University by KPMG earlier this year. Unfortunately, due to the lockdown, the final round of School Forums were cancelled but on average attendance at the first two forums of the year had increased.
12. The deadline for Course Rep details to be submitted via the online form this year was 19th October and LBSU will continue to maintain the Course Rep register in 2020/21. At the time of writing, c.750 Course Rep names had been received and work was ongoing to chase outstanding names.
13. For 2020/21, adapting to remote engagement provides an opportunity to address a longstanding issue with the previous model – the time delay between an issue being experienced, it being raised at a School Forum, and the University eventually responding to the feedback. Student feedback will now be submitted by students via the online feedback tool and uploaded to School action plans in close to real time. We hope to work with Schools and services to provide responses to student feedback more quickly. In 2020/21, the School Forum meeting will be reframed to provide an opportunity for Course Reps to meet with School & Service colleagues to reflect on feedback and responses, discuss whether issues have been addressed or if feedback has been interpreted correctly.
14. Microsoft Teams has been utilised this year to build a Course Rep digital community. A private channel within the Team will be created for the Reps in each School and will contain the action plan to assist in closing the feedback loop. This is seeing good levels of initial engagement already.

15. Last year, 74% of Course Reps attended their initial induction training which is an increase from 50% the year before. Training is scheduled at a variety of days and times between 12th and 28th October this year and will be delivered via Microsoft Teams, a method that will provide an opportunity to train a higher number of Reps in one session. A pre-recorded Teams webinar will replace the former online training for those students who are genuinely unable to attend a live session.
16. Over the course of last year, 1,460 pieces of individual feedback were received with the overwhelming majority responded to within the academic year. Feedback relating to non-academic University services were most likely to not receive a response and understandably after COVID-19 some Schools and Services took longer to respond to student feedback. All feedback still awaiting a response has been added to each School's 2020/21 action plan.
17. Next year, LBSU & QAS will be working together to develop a university wide Course Rep Handbook to support a level of consistency across the University in relation to working with Course Reps, whilst also highlighting examples of best practice across Schools and Courses and allowing space for School specific additions.
18. LBSU hopes to work with the Graduate School to introduce a level of postgraduate research 'course' representation at School level in line with the academic regulations.

School Forum Feedback

19. For the academic year, 2019/20, 1,051 course representatives were appointed, 74% of whom were trained. The School with the largest number of appointed course representatives was the Carnegie School of Sport with 158 reps. The School with the largest percentage of trained course representatives was the School of Clinical and Applied Sciences with 82% of reps being trained.
20. The themes below summarise the student feedback raised in School Forums throughout the academic year 2019/20. These are split into the NSS categories as they are on the School Forum agenda.
21. Teaching and Learning
 - a. Communication
 - i. Students studying Project Management within the School of Built Environment, Engineering and Computing commented that for some modules it is difficult to get a straight answer or explanation from their lecturers.
 - b. Teaching style
 - i. Biomedical Sciences students requested tutorial sessions for every module, that are delivered as tutorials rather than additional lectures.
 - ii. Students in the Leeds Law School commented that the amount of preparation required can be overwhelming.
 - c. Module/Course Content
 - i. Project Management students fed back that their course content is not explained in an orderly fashion with planned lectures being skipped and random topics being introduced.

- ii. Students studying Physical Education fed back that their lectures are not recorded, and they do not receive much content in the form of PowerPoints. Similarly, Sport & Exercise Psychology students commented that cannot always keep up with the content and lectures are not recorded.
 - iii. Students in the School of Built Environment, Engineering and Computing commented that more relevance between lectures and assignments would be appreciated as currently they are completing assignments without covering the content in depth.
 - iv. Students in the Carnegie School of Sport fed back that a lot of the content they receive is a review of existing knowledge and so the modules are not intellectually stimulating.
- d. Placements
- i. Students studying Primary Education fed back that the timing of their placement does not allow them much contact time in schools and this should be reviewed.
- e. Covid-19
- i. Carnegie School of Education students commented that since the closure of the University they have had no teaching or contact with lecturers and are struggling with their dissertations and final lectures.
 - ii. Students studying Medical Biochemistry fed back that they have not received any teaching and instead tutors are uploading PowerPoints without explanations. Similarly, English with Creative Writing students commented that no teaching had supported the content shared online. This was echoed by students in the Leeds School of Arts, Leeds Business School and Leeds School of Social Sciences.
 - iii. International Events Management & Sports Events Management students provided feedback on the impact of Covid-19 on their Professional Practice module. They are required to complete 80 hours of work but due to the pandemic are not getting any work experience.

22. Assessment and Feedback

- a. Information
- i. Students studying within the School of Built Environment, Engineering and Computing fed back that they do not understand their assignments as they have not been taught the relevant content.
 - ii. Sport & Exercise Science students feel there is a lack of assessment support and were not told in advance about how their exams would be structured.
- b. Marking Scheme
- i. Students studying Strategic Project Management fed back that they are struggling to understand how marking schemes are applied and would appreciate a session at the start of the course as to how they can utilise the marking schemes.
 - ii. Physical Activities, Exercise & Health students commented that the marking scheme for their assessments is weak and unclear and they require a better structure to be able to write their assessments.
- c. Timing
- i. Primary Education students commented that they are being assigned multiple assessments at once without receiving feedback from previous assessments so are not confident in their writing style.

- ii. Responsible Tourism Management students fed back that their assignments were too close together and didn't allow students to use previous feedback to improve their assignments.
- d. Feedback
 - i. Students studying within the Carnegie School of Education commented that the feedback they receive is inconsistent, with some being generic whilst other feedback is in-depth. Sport & Exercise Science students provided similar feedback and want their assignment feedback to be clear about how they can improve.
 - ii. English & Media students fed back that their feedback had been late leaving them unsure as to how they were developing their skills and where they needed to improve for future assignments. This was also raised by students studying Business Management & Finance.
 - iii. Students studying within Leeds Business School fed back that they have been waiting 6 weeks for feedback. Students studying within the Leeds School of Social Sciences also commented that their feedback had been delayed.

23. Academic Support

- a. Students across the Schools fed back that since transitioning to online teaching there have been issues with communications between students and tutors with responses taking longer than usual. Students commented that they are feeling 'unheard' and 'stranded'.
- b. Events Management students commented that more workshops on topics such as report writing would be helpful near assignment deadlines.
- c. Students studying within the Leeds School of Arts fed back that the quality of academic support varies between individual tutors.
- d. Psychology students commented that they do not feel there has been an equal experience with dissertation supervisors across the course. Some students have had group sessions whilst others have struggled to get support via email.

24. Organisation and Management

- a. Timetables
 - i. Strategic Project Management students fed back that they had 9 hours of timetabled lectures which is extremely difficult for commuter students. Similarly, students studying within the School of Health & Community Studies fed back that they have gaps of four hours in their timetable which is a problem for commuter students.
 - ii. Students studying Childhood Studies commented that they have struggled having four modules in Semester 1 and only one module in Semester 2.
 - iii. Sport & Exercise Science students felt that having a full day of lecturers was causing poor attendance and their timetable should be structured so corresponding lectures and seminars are on the same day.
- b. Placements
 - i. Carnegie School of Education students commented that the location of placements had caused concern as their placements were located too far of a distance from Leeds.
- c. Module Information
 - i. Sports Coaching students fed back that one of their modules is not well organised with overlaps in the content.

- ii. Dietetics students commented that the information in their module handbook did not correlate with what the lecturer said regarding exam content.
- d. Communication
 - i. Students within the School of Cultural Studies & Humanities fed back that there was not enough communication between departments in terms of lectures or feedback.

25. Learning Resources

- a. Students across the Schools were struggling to access programmes and software required from home.
- b. Students commented that more copies of essential reading texts were required within the library. In addition, more eBooks should be available whilst students are studying from home.
- c. Feedback was received regarding lecture recordings as students raised that not all modules were being recorded.

26. Learning Community

- a. Students studying on small courses commented that they feel excluded as they do not know other courses and do not feel cohesion within the School.
- b. Students suggested that more opportunities for students to work collaboratively across their School would help establish a learning community.
- c. Counselling & Mental Health students fed back that they were split into small groups at the beginning of the year which helped them feel more comfortable whilst studying on a large course.
- d. International Relations students commented that group work and discussions allow everyone to get to know each and create a community.

27. Student Voice

- a. Carnegie School of Sport students fed back that they appreciated mid module reviews that offer a chance to raise any issues which staff respond to. Similarly, Biomedical Sciences commented that they are given student voice feedback sheets at the end of their classes.
- b. Some students fed back that they do not always feel able to approach lecturers with feedback and are not comfortable using mid module reviews as these can be personal.
- c. Psychology students commented that they have been given the opportunity to provide feedback every semester for each module and feel their comments are listened to.

28. Student Services

- a. Students feel overwhelmed with information at the beginning of University and would appreciate a refresher at the start of every year from the different services available throughout the University.
- b. Feedback was provided about Disability Services with students commenting that it takes time to get an appointment and if you miss an appointment it is difficult to rearrange.

- c. Students fed back about University support for their wellbeing, commenting that having only four counselling sessions with no follow up is quite drastic and would appreciate being referred elsewhere for longer term support.
- d. International students fed back that they were struggling to find job or placement opportunities.

Course-based Societies

29. The Students' Union had another successful year with regards to our work with student-led, course-based societies. We're currently looking at setting up an additional 11 course-based societies where we can see there may need to be one. We're currently recruiting further students to take the remaining committee roles on these societies that we're setting up:

- Social Work and Care Society
- Public Health and Relations Society
- Youth Work and Community Development Society
- English Society
- Human Resources Society
- Languages Society
- Physical Education Society
- Illustration Society
- Sociology Society
- Media Society
- Events Society

30. The Students' Union hosts Union Awards every year, and these celebrate and recognise the achievements of outstanding societies. Last year, Leeds Beckett Music Society won the Society Development Award and Leeds Beckett African Caribbean Society won Society of the Year. In addition, the STEM Society, SLT Society, Sign Language Society and Computing Society all received the Bronze Award in the Society Reward Scheme. The President of the Computing Society, Coleen, also won the award for outstanding individual contribution to societies due to her work in leading the course-based society.

31. Due to the current situation, some of LBSUs course-based societies are no longer running and a few societies have lapsed. However, there are currently 34 course-based societies at Leeds Beckett Students' Union. All societies have moved online, and students continue to join these virtual societies. Societies have been hosting events online throughout lockdown and will continue to do so in the new academic year.

32. There are currently 28 course-based societies with a full committee and 6 course-based societies with a partial committee for which we're currently recruiting additional committee members. Since Freshers Week, the following new societies have been ratified:

- Fashion Society
- LB News

33. Currently there are 725 students who are members of course-based societies and we hope to see this continue to increase across the year as more course-based societies are set up. Additionally, when looking at the breakdown into years of study, we have found:

- General Member for those students who don't want to commit to more than 1 year (1 year membership) – 316 students
- First Year Member (3 year membership) – 233 students
- Second Year Member (2 year membership) – 111 students
- Third Year Member (1 year membership) – 65 students

Conclusions & Recommendations

34. Academic Board is invited to note this report.



Conferral of Emeritus and Visiting Academic Titles

Executive Summary

This report provides a report on the approval of the conferral of the title of Emeritus Professor, Visiting Professor and Visiting Fellow.

Action Requested

The report is for information.

Appendices

Appendix A: The University's Guidance on Emeritus and Visiting Titles

Author

Name: Janet Norfolk
Job title: Human Resources Support Team Assistant
Date: 19 October 2020

Approval Route

Michelle Broxup, Human Resources Support Team Leader
19 October 2020

Conferral of Emeritus and Visiting Academic Titles

Introduction

1. The title of Emeritus Professor or Emeritus Reader is awarded to recognise a former academic Professor's or Reader's sustained and distinguished academic service, including dedicated service to a particular field or fields of study and to the University. The University received applications for emeritus status for:
 - a. Professor Fraser Brown
 - b. Professor David Devins
 - c. Professor Alan Simson
2. Visiting Professors must have significant standing in their field of work and will normally come from a higher education or research institution and already hold a comparable status. The criteria for the conferment of the title of Professor are included in the University's Academic Promotions Policy and Procedure and the same criteria broadly apply to the award of Visiting Professor.
3. Visiting Fellows should demonstrate outstanding contribution in their particular academic or professional field and/or have substantial and successful experience at a high level of management responsibility in industry, commerce or the public sector.

Process

4. In accordance with the University's Guidance on Emeritus and Visiting Titles (Appendix A), Dean nominations to appoint Visiting Professors and Visiting Fellows have been considered by the Vice Chancellor, as Chair of the Promotions Board.

Approval

5. The Vice Chancellor considered and approved all nominations for emeritus status. The formal offer of the title has been made to both Professor Simson with effect from 1 September 2020 and Professors Brown and Devins with effect from 1 October 2020.
6. The formal offer of the title of Visiting Professor (in the School of Clinical and Applied Sciences) has been made to Reverend Professor Michelle Briggs for a period of 3 years.
7. In addition Visiting Professor Ron Webster (School of Health and Community Studies) has been extended for a further 3 years and Professor Nick Harris (Carnegie School of Sport) has been extended for a further one year.
8. Jon James and Neil Barnett (Leeds Business School) and Ken Clare (School of Clinical and Applied Sciences) have been formally offered the title of Visiting Fellow for a period of 3 years.
9. In addition Visiting Fellow Sharief Hendricks (Carnegie School of Sport) has been extended for a further 3 years.

Conclusion

10. The Academic Board is invited to note the approval of the conferral of the above visiting titles.



GUIDANCE ON EMERITUS AND VISITING ACADEMIC TITLES

Emeritus Professors and Emeritus Readers

The title of Emeritus Professor or Emeritus Reader is awarded to recognise a former academic Professor's or Reader's sustained and distinguished academic service, including dedicated service to a particular field or fields of study and to the University. The title will normally only be awarded to Professors or Readers who are leaving the employment of the University for reasons of permanent retirement. These titles are honorary and unpaid.

The title may be awarded at any time after the Professor or Reader has left the University (nominations may be submitted during the academic year of the planned retirement).

The relevant Dean should send a recommendation for the conferment of the title to the People Director, for consideration by the University Promotions Board as part of the annual Academic Promotions round. The recommendation should include the former Professor or Reader's curriculum vitae, together with written expressions of support from two or more Professors of the University. In exceptional circumstances, the title may be approved at other times of the year by the Vice Chancellor (as Chair of the Promotions Board).

The titles of Emeritus Professor and Emeritus Reader may be conferred for a specified period of time or in perpetuity. However, the University retains the right to remove the title if, for example, a conflict of interest arises or it is considered that damage may be caused to the reputation of the University by continued association with the person.

It is intended that Emeritus Professors and Emeritus Readers should continue to be of service to the University by participating, on a voluntary basis, in activities of the University. For purposes of courtesy and on ceremonial occasions, an Emeritus Professor is regarded as a Professor of the University, and an Emeritus Reader as a Reader of the University. Emeritus Professors and Emeritus Readers are not eligible for membership of Academic Board or ex-officio membership of any School Committees.

The award of Emeritus titles will be reported at the next meeting of the Academic Board.

Visiting Professors and Visiting Fellows

Visiting Professors must have significant standing in their field of work and will normally come from a higher education or research institution and already hold a comparable status. The criteria for the conferment of the title of Professor are included in the University's Academic Promotions Policy and Procedure and the same criteria broadly apply to the award of Visiting Professor.

Visiting Fellows should demonstrate outstanding contribution in their particular academic or professional field and/or have substantial and successful experience at a high level of management responsibility in industry, commerce or the public sector.

All nominations to appoint a Visiting Professor or Visiting Fellow should be made by the appropriate Dean to the People Director, by completion of the Visiting Professor/Visiting Fellow proposal form. Visiting Professor and Visiting Fellow appointments will be considered by the Academic Promotions Board on an annual basis (as part of the annual Academic Promotions round). Appointments at other times of year will only be considered in exceptional circumstances through approval by the Vice Chancellor (as Chair of the Promotions Board).

Although no remuneration is paid for these appointments, reasonable expenses in connection with University business may be paid in agreement with the appropriate Dean.

The title is normally conferred for a maximum of three years in the first instance and may be extended after this time. However, the University retains the right to remove the title if, for example, a conflict of interest arises or it is considered that damage may be caused to the reputation of the University by continued association with the person.

On appointment, the specific role of each Visiting Professor and Visiting Fellow will be determined in agreement with the relevant Dean.

The award of Visiting titles will be reported at the next meeting of the Academic Board.

Schedule of business 2020/21

Executive Summary

The report presents the Academic Board's schedule of business for 2020/21

Action Requested

The report is **for information.** Academic Board is invited to note its updated schedule of business for 2020/21.

Appendices

None.

Author

Name: Rachael Andrews

Job title: Secretariat & Assurance Administrative Officer

Date: October 2020

04 November 2020	10 February 2021	28 April 2021	07 July 2021
<i>Report Deadline: 26 October 2020</i>	<i>Report Deadline: 01 February 2021</i>	<i>Report Deadline: 19 April 2021</i>	<i>Report Deadline: 28 June 2021</i>
Student Survey outcomes 2019/20	Academic Calendar	Proposed dates for Academic Board Committee meetings for 2020/21	Admissions Policy
Annual Research & Enterprise Activity Report	Research & Enterprise Income (HE-BCI)	Academic Board Elections	Register of Collaborations and Partnerships
Update on the conferment of honorary awards	Access & Participation Plan Monitoring Statement		Annual Review of the course approved to use the Fitness to Practise Policy and Procedures
Development of the next Strategic Planning Framework	2022 Entry Tariffs		Annual Statement on Research Integrity
Degree outcome statement	REF Submission		Academic Regulations (amendments)
Academic year 2021/22			Amendments to the Terms of Reference and Memberships for the Academic Board and its Committees
Standing Items			
<ul style="list-style-type: none"> Membership & terms of reference (first meeting only) 	<ul style="list-style-type: none"> Report from the Chair 	<ul style="list-style-type: none"> Academic Assurance Report 	
<ul style="list-style-type: none"> Declarations of interest 	<ul style="list-style-type: none"> Report from the Students' Union 		
<ul style="list-style-type: none"> Minutes of the last meeting 	<ul style="list-style-type: none"> Student recruitment / applications / enrolment update 		
<ul style="list-style-type: none"> Matters arising 	<ul style="list-style-type: none"> Reports / Minutes from committees 		
<ul style="list-style-type: none"> Schedule of business 	<ul style="list-style-type: none"> Conferral of Emeritus Professors and Visiting Titles 		