ACADEMIC BOARD
10 FEBRUARY 2021

AGENDA

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

Preliminary Items		Item	Led by
1	Apologies	Verbal	Professor P Slee
2	Declarations of interest	Verbal	Professor P Slee
3	Minutes of the last meeting held on 04 Nov 2020	ACB-2021-016 **CONFIDENTIAL**	Professor P Slee
4	Matters arising	ACB-2021-017 **OPEN**	Professor P Slee

Reports from Officers		Item	Led by
5	Vice Chancellor's Update	Verbal	Professor P Slee
6	Update on Development of the next Strategic Planning Framework	Verbal	Professor P Slee
7	Report from Students' Union	ACB-2021-018 **OPEN**	B Pereira/S Iqbal
8	Access and Participation Plan Update	Verbal **CONFIDENTIAL**	T Lancaster
9	Student Recruitment Update	ACB-2021-019 **CONFIDENTIAL**	T Lancaster
10	Conferral of Emeritus Professors and Visiting Titles	ACB-2021-020 **OPEN**	Professor P Slee
11	Home Undergraduate Entry Tariffs - 2022	ACB-2021-021 **CONFIDENTIAL**	C Watts

Quality & Student Matters		Item	Led by
12	Structure of Academic Delivery in 2021/22	ACB-2021-022 **CONFIDENTIAL**	P Cardew

| 13 | Academic Assurance Report | ACB-2021-023 **CONFIDENTIAL** | L Jones |

Research Matters		**Item**	**Led by**
14	Research Excellence Framework (REF) Submission	ACB-2021-024 **CONFIDENTIAL**	Professor C Barnes

Reports from Committees / Groups		**Item**	**Led by**
15*	Academic Quality & Standards Committee	ACB-2021-025 **CONFIDENTIAL**	Professor P Cardew
16*	Research & Enterprise Committee	ACB-2021-026 **CONFIDENTIAL**	Professor A Slade
17*	Access and Participation Scrutiny Committee	Included in Item 8	T Lancaster
18*	Sports Committee	No Report	Professor P Slee

Other Business		**Item**	**Led by**
19	Schedule of Business 2020/21	ACB-2021-027 **OPEN**	Professor P Slee
20	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 28 April 2021 via Microsoft Teams

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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*

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Matters Arising

Purpose of Report

This report summarises the matters arising since the last meeting of Academic Board on November 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 Aimerance Kady and Terance Dasent James as Student Union representatives

b) **APPROVE** the amendments to the School Academic Committee Terms of References which outlines that the Postgraduate Research student position would be filled by election within the Students' Union.

Appendices

None

Author

Name: Rachael Andrews. Secretariat and Assurance Administrative Officer

Date: January 2021

Matters Arising

<u>Appointment of Student Union Representatives</u>

1. In December 2020, the Students' Union nominated Aimerance Kady and Terance Dasent James as Students' Union representatives to the Academic Board. Their term of office will be from 10 February 2020 ending on 31 August 2021.

<u>Amendments to the School Academic Committee Terms of Reference</u>

2. The Graduate School and the Students' Union have considered ways to promote further engagement from Postgraduate Research Student ("PGR") within Schools. A proposal was received by the Research Degrees Sub-Committee and the Research & Enterprise Committee which outlined that the Students' Union would look to co-ordinate the election process of the PGR representatives on the School Academic Committees. This approach would both enhance and promote PGR student engagement within the Students' Union and additionally contribute to the PGR community throughout all schools. Further details outlining the proposals have been appended to the Research & Enterprise Summary report (ACB-2021-026)

3. The Research Degrees Sub Committee and the Research & Enterprise Committee have both endorsed the proposals for implementation from the 2021/22 academic year.

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

Appendix A: Postgraduate Research Student Representation Paper
(included as part of the Research & Enterprise summary ACB-2021-026)

Appendix B: Student Feedback Action Plans (available to view here)

Author

Name:	Sherry Iqbal / Barbara Pereira
Job title:	Education Officer / Union Affairs Officer
Date:	29th January 2021

Approval Route

29 January 2021   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 Report

Updates from Students

2. As a result of the national lockdown, students' priorities and thus feedback received has shifted. The Students' Union has carefully reviewed its priorities and the work that will be delivered over the next 6 months. Previously, where Officers objectives were their sole priority, we aim to be dynamic in our approach to student feedback, making this our priority and so will report on student feedback for members of the board.

Students Deserve Better Campaign

3. The Students' Union Officer team are collectively working with Officers across England on the Students Deserve Better campaign. The team's latest update blog details their current priorities going forward; it can be found here: https://www.leedsbeckettsu.co.uk/articles/leeds-beckett-students-you-deserve-better. Further information and updates will be provided to the Board in due course.

Teaching & Learning

4. The safety net has been very well received by students and the Education Officer is working with QAS to answer FAQs, as requested by students. Furthermore, students have reported that their teaching and learning experience has been varied as a result of online learning. Students appreciate the recording of lectures and this is largely happening, and where it isn't work is going to ensure lectures are recorded and content for lectures is provided at least 24 hours before a lecture/seminar. Students have reported costs where they didn't expect them, examples include printing. Where students aren't able to travel or come onto campus, they are required to purchase technology such as a printer and are incurring these costs. Work with the Student Money team to support students is ongoing.

    Students are reporting pockets of successful practice such as Lecturers providing time in between and before lectures for students to engage with each other, building a sense of community. Students who have accessed the library on campus are pleased to be in a safe space and are thankful to staff who have worked to open the library.

Tuition Fees

5. Students are reporting that they would like tuition fee reimbursements as they are not able to access campus and facilities as a result of the pandemic. The Students' Union has decided that it will lobby the Government and regulators and that it is the responsibility of the Government to reimburse fees, and not that of the University. The Education Officer is leading some work with other Education Officers across the country and will provide

progress updates at future meetings. She aims to write to MPs, and organisations such as the QAA and OFS to lobby for further work in this area.

Housing

6. Students living in Houses of Multiple Occupancy (HMOs) have requested to be released from their tenancy contracts early as they are not able to live in this accommodation. It's important to highlight that students who may have travelled to their family home may have to pay rent to live there, thus paying double rent for their student accommodation and family home. The Students' Union Officer team aim to lobby private providers and are working with Alex Sobel MP. Further updates on this work will be provided at future meetings of the Board.

Black, Asian & Minoritised Ethnicity Students' Experiences

7. Sherry Iqbal, Education Officer, is working to improve the education experience of Black, Asian and Minoritised Ethnicity students. Recently, she led the BAME Ambassador project groups, detailed further down this report. Project plans and work in these areas is underway and any support colleagues can provide would be greatly appreciated. She has also co-authored an article in Pheonix with colleagues in Careers & Employability regarding the work the University and SU have undertaken in supporting students who are of Black, Asian and Minoritised Ethnicities.

Elected Officer & Representative Review

8. The Student Members Meeting took place on 10 November 2020 and students were presented with a proposal to change the make-up of the full-time Officer team and develop support for our Student Communities.

9. Students were asked to consider three proposals, which are summarised below, and recommend their implementation to the Board of Trustees, which they did, and which has subsequently been approved by the Board of Trustees.

   a. *To support communities of students, including liberation and under-represented groups, to organise, take decisions and achieve positive change in the most suitable way for them, by:*
      • Removing the role of full-time Equality & Diversity Officer, as well as all voluntary representative roles in their current format from the 2021-22 academic year and replacing with part-time Convenors elected from each Student Community.
      • Ensuring that the resource made available by the removal of the Equality & Diversity Officer role is used to remunerate and support these Convenors, and to provide resource for Student Communities to run campaigns and other initiatives as they see fit.

   b. *To recognise the increased need to focus on building a sense of community amongst students at Leeds Beckett as outlined in our Strategic Plan, by:*
      • Expanding the responsibilities of the Union Affairs Officer, with increased focus on working with the Welfare & Community Officer on bridging the gap between

students and the local community, public engagement, and development of community within the environs of Leeds Beckett University.

   c. *To strengthen the links between the network of Course Representatives and the Students' Union, provide additional opportunities for paid part-time roles for students, and more accurately reflect the purpose of our academic representation systems, by:*
- Replacing the 11 elected School Representative roles with 10 paid and appointed Academic Rep Assistant roles, from the 2021/22 academic year.
- Retitling of the 'Education Officer' role to 'Academic Experience Officer'.

School Representative Elections

10. The Students' Union Term 1 Representative Elections took place in November, to elect School Representatives and Student Communities Representatives. The results of the School Rep and PGR Rep elections are detailed below:

School Rep (BEEC)	Coleen Bergantinos
School Rep (CAS)	Aneesh Sudhakaran
School Rep (CSE)	Jacob Cook
School Rep (CSH)	Leanne Speight
School Rep (CSS)	Rachel Carter
School Rep (ETHM)	Katy Varty
School Rep (HCS)	Latoyah Wong
School Rep (LBS)	Mina Markovic
School Rep (LLS)	Natasha Lennox
School Rep (LSA)	Ria Taylor
School Rep (LSSS)	Lauren Korytko
Postgraduate Research Rep	Balaraba John

Each School Rep will join the School Academic Committee for their respective Schools.

Black, Asian & Minoritised Ethnicity Student Ambassadors

11. Recruitment and training of this year's Black, Asian & Minoritised Ethnicity Student Ambassadors has now concluded. Over 60 applications were received this year and the appointed individuals are detailed below:

Built Environment, Engineering & Computing	Adeeb Nabeel Al Ajaj (AJ)
Clinical & Applied Sciences	Mariyam Arif
Carnegie School of Education	Ashleigh Pinnock
Cultural Studies & Humanities	Jawan Safar (Rowan)
Carnegie School of Sport	Pamalpreet Sahota (Pamal)
Events, Tourism & Hospitality Management	*Vacant*
Health & Community Studies	Latoyah Wong

Leeds Business School	Mam Jallow
Leeds Law School	Marie Ndow
Leeds School of Arts	Sally Omolara Rose (Lara)
Leeds School of Social Sciences	Terance Dasent James*
General Ambassador	Aimerance Kady *
General Ambassador	Viet Anh Nguyen (Anh)
General Ambassador	Sarah Ileyas
General Ambassador	Tara Krishan

Terance Dasent James and Aimerance Kady have also been appointed to the Academic Board as delegates of the Students' Union alongside the Union Affairs and Education Officers.

Each School associated Ambassador will attend the School Academic Committee for their assigned Schools.

12. The Ambassadors are working to hone several ideas for campaigns and activities that they have identified for delivery this academic year. Some of these ideas, raised initially within the induction training, include:

   a. Mental Health and Student Support
   - *A campaign about mental health in Black, Asian and Minoritised Ethnicity communities – culture has a huge impact on speaking about mental health. Diverse therapists who reflect the student demographic are needed, and a better online mental health service.*
   - *Free sanitary products for everyone who experiences periods. Black, Asian & Minoritised Ethnicity women are disproportionately impacted, and this negatively impacts their learning. Existing campaigns are very white centred.*
   - *Need to remove stereotypes – students aren't seeking help or advice because they fear being stereotyped and viewed in a certain way because of their race. One example provided was black women being viewed as aggressive.*
   - *High amounts of racism in the medical field – people can't get treatment because there isn't enough information and a lot of medical staff do not know how to treat those issues. There are certain conditions which disproportionately impact Black, Asian and Minoritised Ethnicity communities.*
   - *Code-switching – students often change their accents and identity to fit in and be accepted.*

   b. Diverse Reading Lists, Curriculum & Teaching
   - *More diversity within the curriculum content across the University. Classes on racism and slavery are being taught by white people, which can be extremely uncomfortable. A guest lecture of Black or African ethnicity would be more appropriate and preferred. The content can also be considered racist. More diverse reading and resources needed – not everything is about their experience and people are writing on a wealth of topics. For example – language use in Physiology is very white and doesn't reflect the diversity of the UK population i.e., your skin turning blue if you stop breathing.*
   - *Better training needed for staff and an understanding of what they are teaching – can be off-putting and stops students from speaking. Staff should lead by*

example and encourage others to speak, rather than waiting for Black, Asian and Minoritised Ethnicity students to speak up.

- *More diversity in teaching needed – the teaching community doesn't represent the students they are teaching, but young people need those role models.*
- *Encourage staff to use and share resources which have been produced by someone other than white men.*
- *Culturally diverse resources shouldn't be extra, they should be the norm. Lots of resources are produced with white people in mind, but this isn't representative of the Leeds Beckett population.*

c. Education & Awareness
- *Making people more aware of the experiences people have, to normalise open discussions and share experiences. People need to connect with others, but many don't understand the experiences of racism and the impacts they have.*
- *ED&I training for staff each year – things change so quickly so staff need to be kept up to date.*
- *Raising awareness of racism towards Asian people – it is often ignored and left unchallenged. Could set up a panel, guest talk etc.*
- *Better information about the diversity of Leeds Beckett – using infographics.*

d. Strengthening Communities
- *Building a strong community for students to feel a part of.*
- *Helping people gain skills that will benefit them (soft skills and English). Providing some training and workshops to help those students learn.*
- *International students – more help needed for things like bus systems and having better welcome packs.*

e. Placements & Employability
- *Students on placement and their experiences – a lot of racism on placement, students don't feel comfortable going to placement and don't feel like they have the right support. They can't raise issues with their managers because they don't identify with them, so they suffer in silence. Their voices need to be heard and know they are supported.*

Postgraduate Research Student Representation

13. Leeds Beckett Students' Union, with support from the Graduate School, have submitted a proposal to expand and develop postgraduate research student representation at School level, in the interests of our Postgraduate Research students.

    Specifically, the proposal seeks to introduce an elected PGR Rep for each School, supported by both the University and the Students' Union, in time for the 2021/22 academic year.

    The proposal has been endorsed at the December meeting of the Research Degrees Sub-committee and approved at the January meeting of the Research & Enterprise Committee. Final approval will be sought from this meeting of Academic Board and the paper has been included as Appendix A.

Academic Representation Update

Students' Union Update

14. This year, 80% of the students named by courses as Course Representatives have completed their initial induction training, which represents a record number and an increase on this time last year. Where Schools have January-start courses, we have encouraged them to elect Course Representatives where appropriate and to inform the SU of their details.

15. The number of Course Reps and percentage trained in each School is provided below:

SCHOOL	REPS	% TRAINED
Built Environment, Engineering & Computing	85	72%
Clinical & Applied Sciences	77	95%
Carnegie School of Education	71	86%
Cultural Studies & Humanities	34	88%
Carnegie School of Sport	140	75%
Events, Tourism & Hospitality Management	69	72%
Health & Community Studies	97	74%
Leeds Business School	127	79%
Leeds Law School	55	87%
Leeds School of Arts	153	85%
Leeds School of Social Sciences	89	92%

16. All Academic Services Managers have been invited to inform the Student Voice & Insight team of who will need access to view the Course Rep register.

17. As reported at the last meeting of the Academic Board, we anticipated that the adaption to remote engagement would provide 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. In response, we prioritised our online student feedback tool to collect student feedback and add this to the Schools' action plan in close to real time.

18. At the time of writing, **670** pieces of individual feedback have been collected this academic year. **511** (or 76%) of these have not been responded to by the University.

    2020 has understandably had a considerable impact on students, the University and the workload of colleagues across the institution. Student feedback at this time and ensuring our student community feel supported is all the more important and we would encourage colleagues to action and respond to student feedback quickly, where possible. For some Schools and services, a number of items of feedback that were not addressed by the end of the 2019/20 academic year still have responses outstanding.

19. The first round of School Forums took place in the first two weeks of December and saw them reframed to provide an opportunity for Course Reps to meet with School and service colleagues to reflect on feedback and responses, discuss whether issues have been

addressed or if feedback has been interpreted correctly. We continue to work with the Timetabling team to schedule School Forums at the best times for the most students.

20. Microsoft Teams has been utilised this year to develop a thriving Course Rep community online. A strong group of elected School Reps have been elected this year who lead discussion and communication with Course Reps, ensuring that feedback is collected and that the feedback loop is closed.

21. As recommended by last year's Student Engagement Audit, the Students' Union will look to develop a Terms of Reference for the School Forums and this will be considered by the Academic Quality & Standards Committee at its meeting on 22 March 2021. The Students' Union supports the additional audit recommendation that in order to maintain the balance in staff and student attendance, staff at the School Forums should be limited to the Dean, IT Services and Library but also that the Academic Services Manager should continue to attend. We welcome input from the Deans on this topic for consideration.

22. LBSU continues to work with colleagues in QAS to develop a university-wide Course Rep handbook to support a level of consistency across the University in relation to working with Course Reps, highlighting best practice across Schools and Courses and providing a consistent level of key information for Course Reps themselves.

23. Key Students' Union colleagues with academic representation responsibilities recently hosted the creators of the Unitu – The Student Voice Platform to receive a presentation on how the Unitu platform could help Leeds Beckett University and Students' Union to collect and analyse student feedback in real time and deliver faster improvements to the student experience. We would welcome the opportunity to discuss with the University the potential of this platform.

School Forum Feedback

24. A link to the Student Feedback Action Plans for each School is provided within the coversheet for this report as Appendix B.

25. **Student Voice**
Most students who addressed this feedback area in varying Schools felt that their departmental staff and tutors were **actively seeking out and/or acting on their feedback**. For example:

> *"Pretty much everything we feedback on gets changed. They always do their best to fix things we're really happy with that. People have commented that since first year that they have never been in a school environment where they are so efficient at changing things."* – Level 5 Illustration

> *"there are lots of opportunities to give feedback. The lecturers are more than willing to work with us and see what's best for us moving forwards course wise."* – Level 6 Law

"… Quite a few of our tutors ask for feedback at the end of each session going forward into the next one so it's continuous feedback rather than at the end of each module. Our feedback is being taken on board…" – Level 5 Primary Education

"I feel that the tutors seek out feedback often and have so far been very open to any suggestions or discussions brought up." – Level 7 Responsible Tourism Management

A few concerns were raised, however. For example, a Level 6 Biomedical Science student was concerned about the **lack of mid-module review opportunities for all modules**. Alternatively, some students in the school of Health & Community Studies suggested the **need for more anonymous feedback opportunities.**

26. **Learning Community**
One of the most consistent themes across the student feedback rasied concerned the lack of a learning community attributed to online learning. Many students who addressed the issue felt that it was **difficult getting to know and/or interact** with fellow course members and/or staff without meeting and/or interacting face-to-face. For example:

"With it all being online it has made making relationships both with staff and other students a lot harder. With using breakout rooms relationships have started to form it's just taken a bit longer than it would have done normally and we haven't met anyone face to face." – Level 4 Physical Education

"The learning community has been non-existent this year in L6 sport and exercise science as we have not had on campus time to be able to meet and communicate with our module groups." – Level 6 Sport & Exercise Science

"… As a first year student, it's hard to make friends anyways, but not having enough face to face seminars it makes it much more difficult. Students didn't have a proper freshers week, they don't really know anyone in their seminar classes." – Level 4 Law

Alternatively, a student in the School of Built Environment, Engineering & Computing attributed the lack of learning community to **being a mature student on an undergraduate course**:

"Mature students I talk to feel very left out when starting a bachelor course because they are older. Mature students are being left out of friendship groups because they have full time jobs or families."

Those that felt their learning community was sufficient tended to cite o**nline group chats, course society events, group work opportunities** and **interactive learning sessions** (such as using breakout rooms) as helpful, although others felt that the latter two reinforced the lack of community due to low participation and engagement. For example:

"The learning community is very positive for my course, I think the dream team challenge definitely helped, especially with not being able to mix properly due to Covid:) group chats have been made and we feel these have been thoroughly useful." – *Level 4 Biomedical Sciences*

"… I'm also part of the dietetics and nutrition society - really great team of people with almost weekly events." – Level 7 Dietetics

"Online seminars feel impersonal and isolating, especially when in a breakout room where you can't see or hear people and they only talk in the chat box. Breakout rooms have lots of awkward silences." – *Criminology & Psychology*

Some students who have been studying at Leeds Beckett prior to online learning also cited having **existing course friendships** as a reason for a sufficient learning community this year. For example:

"I think level 5's are lucky that throughout level 4 we got to be in a classroom together and go out together so we had a community going into level 5. With the online sessions we have breakout sessions where the teachers aren't present which is a great opportunity to talk about how everything is going." – Level 5 International Tourism Management

"We do lots of group work on Zoom. Because we are on the second year we know each other pretty well so I think it has been easier. Everyone misses the opportunity to chat between lectures." – *Level 7 Counselling and Psychotherapy*

27. **Academic Support**

It is difficult to discern the overall sentiment and/or patterns within and across the different schools as satisfaction with academic support is inevitably subjective relating to student needs and expectations on the one hand but also seems to be module/tutor-dependent on the other hand. As explained by a student in the School of Education Forum:

"There is 50/50 split with positive and negative experiences through personal experiences this year. It seems to be that some lecturers and supervisors aren't as helpful and supportive as others."

Nonetheless, students who expressed satisfaction with academic support tended to cite **additional support provisions and/or tutor attributes**, such as:

- Regular 1-2-1/small-group meetings with module tutors/academic advisors
- Assessment support workshops
- Understanding and empathy of current issues students face, such as mental health and the impact of COVID
- Timely and helpful email responses
- Willingness to help

In contrast, students who expressed dissatisfaction with academic support tended to cite:

- Lack of additional support provisions, such as 1-2-1, small-group or assessment Q&A sessions
- Lack of understanding and empathy about current issues students face, such as mental health and the impact of COVID
- No or slow email responses from tutors, which delays student progress
- Increased difficulty of seeking help compared with in-person learning where students can simply ask the tutor during and/or after a session and receive immediate clarity
- Lack of detail and/or clarity in answers on course discussion boards

28. **Assessment & Feedback**

Most concerns about Assessment & Feedback that were raised across multiple schools were not necessarily present across all courses or course modules within the given schools. Again, this implies that some issues are module/tutor-dependent rather than generalisable at a course or school level. However, a handful of the concerns could be attributed to the three-term structure put in place for the current academic year. The following analysis is separated into three sections: assessment guidance, assessment deadlines and assessment feedback.

Assessment guidance

Assessment guidance considered vague and/or lacking clarity:

- i.e. despite receiving guidance, students still felt unsure and confused about how to approach and complete their assessment(s).
- This feedback was fairly common, raised to varying extents across 7 of the 11 schools included in this analysis (BEEC, Education, Sport, ETHM, Arts, Clinical & Applied Sciences and Health & Community Studies).
- Students were from varying courses and levels, although a Level 4 student in the School of Education emphasised the issue as being particularly problematic for first year students who are less experienced with academic writing standards.
- Many of the students who raised this issue suggested that the provision of assessment support sessions/resources in addition to the assessment briefs could improve clarity, such as 1-2-1 meetings, live Q&A sessions, FAQ documents or detailed step-by-step guides.
- These suggestions are bolstered by the feedback from students who felt that assessment guidance was sufficient, as they tended to highlight the provision of clear and detailed instructions, 1-2-1 or group assessment support sessions, marking criteria and/or previously submitted examples as particularly helpful.

Sufficient assessment guidance not provided early enough in the module:

- i.e. most modules provide assessment guidance at the start of/early in the term but some modules did not. Although, whether this meant any guidance or more substantial guidance/support is not known in some cases.
- This was a less common issue, only reported by a handful of students from the School of Built Environment, Engineering & Computing, Health & Community Studies, Sport and Business.

"Most students feel overwhelmed with the portfolio for PFP as this was not explained to students until last week and it is due in next Monday!" – Level 7 Social Work student

"… all the help has come too close to the deadlines" – Level 5 Sports Nutrition

Lack of clarity over how lecture content relates to assessments:
- i.e. some students feel unsure about what and how lecture content should be applied to their assessments.
- This was raised by a handful of students from the School of Arts, Clinical & Applied Sciences, Business and Sport.

    "Explanation for the first assignment that took place halfway through the Teaching Block was too vague which confused students. Set up a step-by-step guide that goes through every step of what needs to be done on the assignment in regards to its layout and any weekly materials that are relevant to the assignment." – Level 5 International Business

Assessment deadlines
Unreasonably timed assessment deadlines:
- i.e. some students feel that the assessment deadlines are set at unreasonable times, namely when staff are uncontactable.
- This was specifically reported by students in the School of Education where the deadlines were at 4AM. For example:

    "Would it be possible to change submission deadlines from 4am to something more reasonable i.e. 12pm. This would provide students with more time to get in contact with academic staff in case of any issues. For example, Turnitin not working or mitigating circumstances." – Level 5 Primary Education

- A student in the School of Health & Community Studies expressed similar concerns but in relation to deadlines being in the immediate new year as staff tend to be on annual leave over the Christmas period.

Crammed deadlines:
- i.e. some students felt that deadlines within modules (i.e. mid-term and end-of-term assessments) and across modules were crammed.
- This was reported by a number of students from the 7 of the 11 schools included in the analysis, including Clinical & Applied Sciences, ETHM, Health & Community Studies, Social Sciences, Sport and Business.
- In particular, crammed deadlines was attributed to the shorter term lengths by some students addressing this issue:

    "Students have pointed out that due to the change in term lengths the end of module assignment and mid-term assignment have a short time between them, causing issues for students to successfully complete the second assignment without

feeling they are rushing it, this is also due to the inability to start the second assignment until the first has been competed due to the module content not correlating until after that point." – Level 7 International Hospitality Management

"A lot of students I have spoken to are stressed about meeting this years deadlines, as learning is now taking place in 8 week blocks we have a much shorter timeframe to complete assignments, this block we have 2 x 4000 word essays, which were given to us within week 3 of learning and most students have said that they felt they were unable to start the assignments at that point due to the small amount of content we had been taught." – Level 5 Business Studies

Little or no gap between end of module teaching & assessment period:
- i.e. some students reported having to start working on assessments before the module teaching has ended in order to meet deadlines.
- This was reported by students across various schools including Clinical & Applied Sciences, Business and ETHM. For example:

    "We have also recently been informed that our teaching doesn't finish until 3 days prior to the due date for EM module." – Level 5 Business Studies

    "… many of the students, like me, seemed to have to decide to put studying the content to one side while doing the assessments during the weeks preceding the submission of the latter." Level 7 Responsible Tourism Management

Preference for split assessment components:
- i.e. a handful of students from the Schools of Cultural Studies & Humanities and Business expressed dissatisfaction with the move to one end-of-term assessment rather than two assessments (one mid-term and one end-of-term) associated with the new three-term academic structure, as they felt it put greater pressure on them to achieve well.

    "Concerns surrounding the decision (for some classes) to request one 3k-4K word count essay / learning journal instead of requesting for two separate essays to be completed. A lot of people feel pressure because of the fact that their grade for that class rides solely on how they perform in this one assignment. People preferred having two smaller assignments because it meant if you did badly in one then you could have a second opportunity to bring your mark up in the second assignment." – Level 6 English & History

Assessment feedback

Whilst many students reported that assessment feedback was timely and constructive, others felt that it was not so sufficient. The key themes in this area included:

Late feedback and/or not receiving feedback before completing and/or submitting subsequent assessments:

- i.e. receiving feedback later than the indicated timeframe and/or having to start working on/submit assessments before receiving feedback from earlier assessments in modules where there are multiple components.
- This was a widespread concern, raised by several students across 7 of the 11 schools included in this analysis, including BEEC, Health & Community Studies, Education, Law, Social Science, Arts and ETHM.
- For these students, it meant that they were potentially carrying over mistakes and misunderstandings to new assessments that could have been resolved upon receiving feedback. For example:

> *"We didn't get the results and feedback of our first course work in time to use it before we submitted our second lot of coursework. Provide feedback from previous coursework before the next course work is due to be submitted and early enough to use to improve the work."* – Level 4 Construction Management

Feedback as generic and/or lacking detail:
- i.e. some students felt that the feedback was not personalised and/or not thorough enough, such as vague comments, only providing grades, or focusing on only positive or negative aspects rather than both.
- This was reported by a number of students across 6 of the 11 schools included in this analysis, including BEEC, Health & Community Studies, Law, Social Sciences, Arts & ETHM.

> *"Feedback too generic so people don't know what level they are specifically working at."* – Level 7 England and Wales Law

> *"We got some feedback last week from an assignment and it was mainly what we did well. It wasn't how you could improve so more on how we can improve and get into a higher grade would be better."* – Level 6 Working with Children, Young People and Families

> *"Some courses the tutor will tell you the feedback is available on VLE but on the VLE you see just marks but not feedback. Marks are different to feedback and you want to see this is what you did, this is what you should have done. I emailed my tutor for the feedback and she sent it to me but that would be a lot of everyone did this. If they could be specific enough to tell us where exactly the feedback is and not just the marks."* – Level 7 Data Science

Inconsistent modes of feedback across modules/tutors:
- i.e. some tutors provide written feedback whereas others provide verbal.
- This was reported by a handful of students from the Schools of Health & Community Studies and Social Sciences. For example:

> *"… some were given a grade area some giving written feedback some verbal. It was all different."* – Level 7 Social Work

> *"Students wish to know if it is possible to receive more informed feedback from submitted work on turnitin? The feedback we receive for submitted work so far*

seems to vary significantly with some assessors providing voice notes and others just leaving a few words." – Level 7 Psychology Conversion

29. **Organisation & Management**

Satisfaction with organisation tended to vary greatly within and across schools, reflecting the more module-/tutor-dependent experience discussed previously. Of the several students who did express satisfaction in this area of feedback, they tended to highlight aspects including **availability and accessibility of module information/content/resources online, communication of module information** and **reasonable timetabling**.

> *"All my folders on the VLE MyBeckett are really organised into the different weeks. I can find everything I want to do on each week." – Level 5 Computing for Business*
>
> *"Everything was recorded before the start of the term, so all her lectures were recorded and ready for day 1. The other lecturer also did the same and recorded every lecture before the start of the year and also recorded face to face sessions and uploaded them." – Level 5 Computing*
>
> *"Course is well organised, and all of the lectures are listed in the module handbook. Any changes to schedule are communicated via lectures and emails." – Level 7 Sound & Music for Interactive Games*
>
> *"Changes have been communicated effectively and the tutors have adapted to our requests very quickly."* – Level 7 Responsible Tourism Management
>
> *"This term has been very nice and spread out." – Level 4 Primary Education*

However, many other students did not share the above thoughts on experiences of course/module organisation and management.

Insufficient and/or inconsistent availability and accessibility of sessions and/or lecture content:

- Perhaps the most prominent concern across schools was that **sessions and/or lecture content were not uploaded online on time/within a reasonable time**. This was reported by a number of students, predominantly from the School of Clinical & Applied Sciences, Social Sciences, Business and Cultural Studies & Humanities.

> *"Organisation for our … module has been a bit of a mess - slides up an hour before a lecture when I'm aware they are meant to be up 24 hours before." – Level 7 Dietetics*
>
> *"Advances in Pharmacology module, we did have a lot of problems with the lectures. They have not always been uploaded in time. Sometimes the lecture is uploaded on the same day that we have the tutorial session it was expected that we go through the content and go through it all to be able to have a discussion*

about it in the tutorial session. A lot of students weren't able to do that because there wasn't enough time between the lecture being uploaded and the tutorial session." – Level 6 Biomedical Sciences

"Posting recorded lectures on MyBeckett takes a little too long for some students which pushes back their intended times to go over the lectures and missed points. Lecturers should try to post recorded lectures as soon as possible on MyBeckett rather than wait a day or two." – Level 5 International Business

- Another concern across a number of schools was that **live sessions were not always recorded and therefore uploaded online**. This was reported by some students in the School of Clinical & Applied Sciences, Social Sciences, Sport, Education and Business.

  "Not all of the seminars are being recorded and uploaded, so people are missing out on essential information." – Level 4 Sports Development

  "It's been a bit inconsistent. Could seminars be recorded as well, some lecturers record them and others aren't." – Level 5 Primary Education

- Where sessions were uploaded, some students expressed concerns about **the lack of audio** (i.e. just PowerPoint slides) or **poor audio quality**. Similarly, a student from the School of Education and another from the School of Arts also raised concerns about **accessibility issues** pertaining to not being able to see the tutor speaking which is important for partially deaf students and lack of subtitles, respectively.

  "We have recently had 2 pre-recorded lectures that have just been a PowerPoint that you go through yourself and there is no talking. Some people find that quite difficult to just read and understand they need someone to explain it to them rather than a PowerPoint with a big piece of text." – Level 4 Primary Education

  "… a lot of background noise in recorded lectures to the point that it becomes nearly impossible to listen and focus. For example, in the lectures of week 4 there was what I could only describe as pots and pans being banged around in the background of the lecture which continued throughout a good proportion of the video." – Level 4 Law

  "It would be helpful to see tutors in a video as they are speaking as I'm partially deaf so it's hard for me to do everything online. Being able to see someone helps me as I can see how their lips are moving. Even just engaging with it seeing someone there is nicer than just having a video." – Level 4 Primary Education

  "Concerns have been raised about the lack of adjustments made for students with accessibility issues, despite the issue being raised by the students affected. Other lecturers have switched to Microsoft Teams which provides subtitles of speech." – Level 5 Entertainment Management

- A handful of students also experienced **lecture cancellations which were not rearranged**, although this was only raised by students in the School of Clinical & Applied Sciences and Health & Community Studies.

  "People were unhappy in some instances where they would log on to collaborate for a live session and wait for a long time only for it to be cancelled after waiting for long." – Level 5 Nutrition

  "we had a lecture cancelled because of technical issues and we weren't made aware until after the lecture time slot." – Level 4 Biomedical Sciences

  "We've had a few of our lectures cancelled either due to staff sickness or IT issues but those lecturers haven't been rearranged. When we ask tutors, they said they don't have the time." – Level 5 Adult Nursing

Inconsistencies in the platforms/apps being used within and/or across modules:
- A concern put forward a number of times was that different tutors within and/or across modules were using varying platforms/apps to deliver modules and students would prefer consistency.
- This was raised by a handful of students from the School of BEEC, Social Sciences and Arts.

  "The difficult side to this is the sheer number of different apps used." – Computer Forensics & Security

  "Some tutors are using different platforms, some using Panopto, some using Teams, some using Blackboard collaborate which is a bit confusing especially for international students." – Level 7 Data Science

Timetabling issues:
- Several students highlighted issues relating to **timetables not accurately indicating which sessions are live or pre-recorded,** although this appears to be a technical issue rather than module-/course-/school-specific.

  "MyBeckett timetable sometimes does not reflect the course content - i.e. it says its online live and its actually pre-recorded or vice versa." – Level 7 Psychology of Sport & Exercise

- A number of students from varying schools (including the School of Education, Social Sciences, Sport, Cultural Studies & Humanities and Arts) suggested that **timetabling should factor in breaks and/or less condensed days** as they are struggling to work on a computer screen for sustained periods and/or stay focused.

  "Online learning has been a bit tough, definitely struggling with the physical blue light headaches" – Media Communication Cultures

"There is one day when we have 3 seminars and lectures all 2 hours long and there's only an hour break in between one of them and one rolls on from the next which is a bit full on for a day. This will be bad for mental health as well as on the 9-5 day students will be so tired by the end and students won't get out all day and will be staring at a screen all day so maybe breaking it up a bit more. It seems like a long time to be on a computer." – Level 4 Primary Education

Difficulty accessing module information/content/resources online:

- i.e. whereas some students found that module information/content/resources was well-organised, such as into weekly folders, others reported quite the opposite.
- Although, this was only reported by a handful of students from 3 schools, namely the School of Sport, Business and Health & Community Studies:

"Some students have approached me to say that the structure of online classes can be ambiguous. I agree with this as I find that it is hard to access all course materials when they are spread across many different areas within the Module page. Some links are not labelled clearly, and others are put in completely different folders to where you might find the resources you need." - Business Management

"The information is dotted around MyBeckett site and is not always easy to find" – Level 4 Adult Nursing

"No [MyBeckett is not universal/standardised across modules], it's different across them and it makes it hard to navigate and find things. It would be appreciated and much easier if it was the same for all modules." – School of Sport

30. **Teaching & Learning**

Many students praised the way their courses/tutors had transitioned to online learning and delivered modules given the circumstances. Several also expressed satisfaction with the modules in terms of interesting and enjoyable content. For example:

"The tutors have done an amazing job going from in person to online. It's been as seamless as it can be, and they've really taken on board the feedback that has been given and implemented it so well." – Level 5 Primary Education

"The staff on the course are really making an effort to create exciting modules. The content is very engaging, accessible and stimulating. Also, the tutors provide great additional activities and reading." – Level 7 Responsible Tourism Management

"The course is wonderful and stimulating. Every topic inspires, and the lectures really lend to ideas for assignments. We're all learning a lot, and enjoying the course thoroughly, thank you for creating such a brilliant, exciting and dynamic space." – Level 7 Race, Education & Decolonial Thought

Overall, many students perceive online learning as convenient:

- i.e. many students have recognised that much of their courses can be taught successfully online and, in doing so, it can be more convenient than in-person teaching for all students but especially commuters, parents and disabled students.
- This is especially the case when sessions are recorded so students can pause, rewind or refer back to sessions at a later point.
- This was reported by students from the School of Education, Business, Cultural Studies & Humanities and Arts.

> *"The online sessions and recordings seem to be very convenient and easier to access, especially for students who commute." – Childhood Studies*

> *"It has been really well managed. I've found it much easier to attend seminars that I might not have been able to before due to childcare. It's been a really positive thing in some ways." – Level 6 English & History*

> *"It is hard being in the same room working all the time and not having a change of scenery. At the same time I believe it's a lot less stressful working at home where you are in a comfortable environment and don't have to rush out into the cold and rain to try and catch public transport." – English & History*

> *"People like the fact that lectures are pre-recorded as can easily pause and rewind." – Business Management with Marketing*

However, students from certain courses feel that online learning is unsuitable:

- i.e. more practical-based modules cannot be (successfully) completed remotely
- This was an issue raised almost exclusively by students in the School of Arts studying Dance, Music Production, Music Technology and Interior Architecture and Design.
- They were particularly concerned about the lack of access to specialist equipment and facilities required for their practical experience and skills development.

> *"With dance it's been a bit more difficult in terms of the practical lessons because we have limited spaces in our bedrooms or kitchens. For the lectures it's worked really well so we've had that connection with other people as it is live and not pre-recorded." – Level 4 Dance*

> *"For Dance it's been harder for the tutors in our practical sessions to give feedback on Zoom. Because there are so many of us you end up being small squares and it's harder for them to notice all of us and it goes onto 2 pages." – Level 4 Dance*

> *"One of the things I've find frustrating is that because we can't go into University we've been told that we won't be marked down because we have to do it all at home. But at the end of the day it's not just about getting a degree this is my portfolio for getting jobs and if I'm not able to access the things I'm paying for and therefore it won't be as good." – Level 6 Music Production*

"For a practical subject such as Music Tech, it doesn't really work. We need access to the studios, the labs and all the equipment and software but have such a limitation / no access at times. Obviously, there's only so much the University can do in these times but so far the lectures and online content just doesn't seem worth the full £9k." – Music Technology

"In general, the main consensus is that doing a design course at university online is almost impossible ... More open access to the studio is needed, as studio time for my course is so important and influential for our final designs and therefore grades." – Interior Architecture & Design

Students from a wider array of practical-based courses similarly expressed concern about their practical experience:

- i.e. students undertaking courses with industrial placements are unsure about what the limited or cancellation of industrial placements means for their degree and/or future prospects.
- Students concerned about this tended to be from the School of Health & Community Studies, Sport, Education and ETHM.

"Students are worried that due to Covid they won't be able to complete the 120 hours which has been kept the same even though we've been placed in lockdown. Many companies aren't offering placement due to Covid." – Level 5 Sports & Exercise Science

"Do we know what's happening with placement? My first placement got cancelled a week in, but we've also missed out on a lower key stage placement and we don't know if that's being added back in again or not." – Level 5 Primary Education

"We're struggling with volunteering. I contacted the prison charity and agreed to have a place and then it got cancelled last minute." – Level 4 Events Management

Preference for live sessions rather than pre-recorded:

- This was reported by students across schools, including the School of Clinical & Applied Sciences, Business, Arts and Social Sciences.
- Whilst not all students have a preference, running live sessions for those who wish to attend and recording such sessions for those who prefer working through sessions in their own time would work best for all students.

"Where possible, delivering the session live would be the most helpful improvement here." – Level 5 Dietetics

"Students want lectures to be live." – Level 6 Biomedical Sciences

"I would like to highlight that it is better and preferred to have LIVE sessions than recorded lectures. Please eliminate the recorded lectures as it gets exhausting and cannot ask any doubts to the lecturer." – Level 7 Marketing & Digital Strategy

Tutors not utilising entire scheduled session:

- A reoccurring area of concern was that tutors are not utilising the scheduled sessions fully. For example, sessions are finishing earlier than the scheduled slot.
- This was particularly mentioned by students in the School of Education but also a student from the School of Sport.

"We're timetabled in for so many hours but during the live sessions things always seem to end early." – Level 6 Childhood Studies

"We are not getting enough for our money! Our timetabled hours are 8 hours per week. The reality is 5hrs per week as some seminars and lectures are cut 1-2hrs short. This is unacceptable and unprofessional." – Childhood Studies

"Sessions aren't lasting the full session, or there isn't a big enough gap between online and in person sessions for students who need to travel" – School of Sport

Lack of participation/engagement in live sessions:

- Many students highlighted an apparent lack of participation and engagement in live sessions.
- For example, students are not turning their cameras and/or microphones on, answering questions from tutors to facilitate discussion or engaging in discussion in breakout room groups.
- This seems to be a widespread issue, with students from varying schools reporting this including Sport, Education, Business, Social sciences, Cultural Studies & Humanities and Arts.

"Online seminars are embarrassingly quiet which is a problem for both students who want to learn and for the teachers delivering material." – Level 4 Sports & Exercise Science

"Online seminars feel impersonal and isolating, especially when in a breakout room where you can't see or hear people and they only talk in the chat box. Breakout rooms have lots of awkward silences." – Criminology & Psychology

"Some students like the concept of breakout rooms, but the lack of engagement makes them feel like a waste of time and an obstruction to learning during the seminar." – School of Social Sciences

"The online lectures are fine, but seminars are not great. The conversation just doesn't flow well." – Media Communication Cultures

Lack of motivation/engagement:

- Students from varying schools and courses reported feeling unmotivated and/or struggling to stay up-to-date and engaged with their learning whilst studying remotely.
- This was reported widely, with students from the School of Clinical & Applied Sciences, Social sciences, Health & Community Studies, Business, Cultural Studies & Humanities and Arts. For example:

> *"A lot of students have mentioned a lack of motivation and lack of organisation with lectures being recorded online. That's because it's not scheduled into timetable so it's hard to find the motivation to go and get the work done. Lectures are sporadic rather than at 9am on the Monday as students were told which makes it harder for students to manage their time and ensure they get all their work done." – Level 6 Biomedical Sciences*

> *"Feel quite concerned about the whole year being online tbh, struggling to stay engaged, sometimes don't even feel like I'm at uni anymore." – Level 6 Counselling & Mental Health*

> *"I think it is tricky to be motivated and feel like you've been productive. It is hard being in the same room working all the time and not having a change of scenery." – English & History*

Lack of interactive learning opportunities:

- The topic of interactive learning evoked mixed views, as touched upon already.
- Some students are not satisfied with pre-recorded lectures and/or live sessions without an interactive element (such as breakout rooms) as it felt like they were just being *"talked at"* – Level 6 Music Technology
- A handful of students also suggested that tutors should join student groups in the breakout rooms, as they would in an in-person tutorial group – *"often we are left for most of the time without the tutor. In person the tutor would walk around the room and join in conversations"* – Level 7 Counselling & Psychotherapy

31. **Learning Resources**

    A number of students expressed satisfaction with the learning resources provided by module leaders and the library, often citing the **usefulness of the provided reading lists and online library resources**. For example:

> *"Readings lists within the modules are versatile and numerous." – Level 7 Responsible Tourism Management*

> *"Obviously a lot of thought and time has gone into preparing the resources made available by the module leaders and this is much appreciated." – Level 7 Responsible Tourism Management*

> *"I found the online resources and the library ebooks were really good and helped with my assignments. With not being able to go physically onto campus to get a book I found everything I needed online."* – Level 5 English Literature

A Level 4 Primary Education student also highlighted the MyBeckett system, online library and referencing support session they received:

> *"We had the training session about Harvard referencing and using the library and they went through how to use MyBeckett and access your emails through there."*

However, this area of feedback presented **four key problem areas that were consistent across multiple schools** and can also be **attributed to wider circumstances**, namely the ongoing COVID-19 pandemic, rather than module-/tutor-specific.

Difficulty accessing library facilities:
- Due to the social distancing and/or lockdown restrictions put in place, many students were struggling to access the library facilities which are running at a limited capacity.
- This was a widespread concern, reported by students from the School of BEEC, Social Sciences, Law, Business, ETHM, Education and Health & Community Studies.

> *"I'm aware that due to COVID restrictions there are only limited study spaces available for students in the library. Personally, I have been unable to access a study space during lockdown as, understandably, they very quickly became fully booked. I live in a student house with other people and due to lockdown am finding it incredibly difficult to study at home, whereas normally I would go to a dedicated study area (e.g., the library), and am really worried about the impact this will have on my work."* – Level 7 Psychology Conversion

> *"Students want to access the library but it's saying it's fully booked."* – Level 7 Data Science

Difficulty accessing library resources:
- Many students have also struggled to access library resources, both in-person (not enough physical copies or unable to access physical copies as distance learning due to COVID-19 pandemic) and online (books unavailable online).
- This was a widespread concern reported by a large number of students from multiple schools including Social Sciences, Cultural Studies & Humanities, Business, ETHM, Health & Community Studies, Education and Arts.
- In terms of quantity, it was certainly one of the most prominent issues reported within the student feedback.

> *"There have been a number of concerns regarding access to reading materials online. There are only three copies of the essential texts needed for the cognitive psychology module and not everyone can access these. Students needs more access to the reading materials, can the library get more copies of the textbook as an e-*

resource, or make the postal service open for more students that don't have access to campus?" – Level 6 Psychology

"Our books have had queues to access them as there aren't enough online copies." – Level 5 Business Studies

"More e-books in a range of healthcare related subjects would be excellent." – Level 4 Adult Nursing

"For history, everything can be found online and is available but for English this isn't the case" – Level 6 English & History

"In regard to library resources, we have many distance learning students, some are denied access to readings because of the country they are in - which restricts learning." – Level 7 Race, Education & Decolonial Thought

Difficulty navigating online systems:

- Another widely reported issue regards students having difficulties navigating the online systems required for online learning.
- This was reported by students across the School of BEEC, Business, Health & Community studies and Arts.
- In general, they felt that students, especially first years, would benefit from clear guidance about how to operate the various online systems, particularly MyBeckett and the online library system.

"66% of students in the class said they had initial difficulty navigating VLE … We could have a VLE recorded tutorial class on each module to help new students navigate across various materials and feedbacks on the modules." – Level 7 Data Science

"I spoke with my Course Director about making a handbook for everyone about how to use Blackboard as in first year it's not something you're used to." – Level 5 Computing for Business

"We just got our marks for the semester and a lot of people don't know where to find the feedback. My module leaders have emailed out instructions on how to find the feedback, but people are still struggling to find it so maybe a video on how to access the feedback would be more helpful than a document." – Level 5 Computing for Business

Technical issues:

- Another issue across schools was that of technical issues.
- For example, students noted problems relating to MyBeckett regularly going down, the authentication process, exam software errors and systems being incompatible with students' appliances.

Course-based Societies

32. 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 be a need. We're currently recruiting further students to take the remaining committee roles on the following new Societies:

   - 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

33. The Students' Union hosts Union Awards each 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 the Computing Society all received the Bronze Award in the society reward scheme. The President of the Computing Society also won the award for outstanding individual contribution to Societies due to her work in leading the course-based society.

34. Due to the current situation, some of LBSU's course-based societies are no longer active and a few societies have lapsed. However, there are currently 33 course-based societies at LBSU. All societies have moved online, and students continue to join these virtual societies. Societies have been hosting events online throughout the lockdown and will continue to do so in the new academic year. There have been chilli cook-offs, baking events, online fundraisers, quizzes and Christmas events amongst these societies.

35. Since the last report, the following course-based societies have been set up:

   - Interior Architecture Society
   - Legal Tech and Innovation Society
   - Tourism Society
   - Current Affairs Society

36. Currently there are 1,020 students that 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.

Conclusions & Recommendations

37. 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 and to note.**

Appendices

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

Author

Name:	Janet Norfolk
Job title:	Human Resources Support Team Assistant
Date:	25 January 2021

Approval Route

Name:	Michelle Broxup
Job title:	Human Resources Support Team Leader
Date:	26 January 2021

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 no applications in the current period.

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 University received no applications for new Visiting Professors in the current period.

6. Visiting Professor Dr Steve McKevitt (Leeds Business School) has been extended for a further 3 years, Dr Joey Eisenmann (Carnegie School of Sport) and Professor ShiNa Li (School of Events, Tourism and Hospitality Management) have been extended for a further two years and Professor Karen Middleton (Clinical and Applied Sciences) has been extended for a further one year.

7. Dr Gemma Phillips (Carnegie School of Sport) has been formally offered the title of Visiting Fellow for a period of 3 years.

8. In addition Visiting Fellow Colonel Paul Parker (Carnegie School of Sport) has been extended for a further one year.

Conclusion

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

LEEDS BECKETT UNIVERSITY

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:	February 2020

04 November 2020	10 February 2021	28 April 2021	07 July 2021
Report Deadline: 26 October 2020	*Report Deadline: 01 February 2021*	*Report Deadline: 19 April 2021*	*Report Deadline: 28 June 2021*
NSS Outcomes 2019/20	Academic Calendar 2021/22	Proposed dates for Academic Board Committee meetings for 2020/21	Admissions Policy
Annual Research & Enterprise Activity Report	2022 Entry Tariffs	Academic Board Elections	Register of Collaborations and Partnerships
Update on the conferment of honorary awards	REF Submission	Research & Enterprise Income (HE-BCI)	Annual Review of the course approved to use the Fitness to Practise Policy and Procedures
Development of the next Strategic Planning Framework	Development of the next Strategic Planning Framework	Access & Participation Plan Monitoring Statement	Annual Statement on Research Integrity
Degree outcome statement			Academic Regulations (amendments)
Academic year 2021/22			Amendments to the Terms of Reference and Memberships for the Academic Board and its Committees
Standing Items			
• Membership & terms of reference (first meeting only)	• Report from the Chair	• Academic Assurance Report	
• Declarations of interest	• Report from the Students' Union		
• Minutes of the last meeting	• Student recruitment / applications / enrolment update		
• Matters arising	• Reports / Minutes from committees		
• Schedule of business	• Conferral of Emeritus Professors and Visiting Titles		