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 28 April 2021	ACB-2021-038 **CONFIDENTIAL**	Professor P Slee
4	Matters arising	ACB-2021-039 **OPEN**	Professor P Slee

Reports from Officers		Item	Led by
5	Vice Chancellor's Update	Verbal	Professor P Slee
6	Strategic Planning Framework	ACB-2021-040 **CONFIDENTIAL**	Professor P Slee
7	Report from Students' Union	ACB-2021-041 **OPEN**	P Simwaka/M Darroch
8	Access and Participation Plan Update	ACB-2021-042 **CONFIDENTIAL**	T Lancaster
9	Student Recruitment and Enrolment update	ACB-2021-043 **CONFIDENTIAL**	T Lancaster
10	Conferral of Emeritus Professors and Visiting Titles	ACB-2021-044 **OPEN**	Professor P Slee

Governance Matters		Item	Led by
11	Academic Board & Committees Membership 2021/22	ACB-2021-045 **OPEN**	C Thomas

Quality & Student Matters		Item	Led by
12	Academic Calendar	ACB-2021-046 **CONFIDENTIAL**	Professor P Cardew
13	Academic Assurance Report	ACB-2021-047 **CONFIDENTIAL**	L Jones
14	Register of Collaborations and Partnerships	ACB-2021-048 **CONFIDENTIAL**	L Jones
15	Amendments to the Academic Regulations	ACB-2021-049 **CONFIDENTIAL**	L Jones
16	Admissions Policy	ACB-2021-050 **CONFIDENTIAL**	D Dixon-Smith
17	Annual Review of the courses approved to use the Fitness to Practise Policy and Procedures	ACB-2021-051 **OPEN**	C Thomas
18	Academic Engagement Policy	ACB-2021-052 **CONFIDENTIAL**	Professor P Cardew
19	Equality, Diversity & Inclusion Policy	ACB-2021-053 **CONFIDENTIAL**	T Lancaster

Reports from Committees / Groups		Item	Led by
20*	Academic Quality & Standards Committee	ACB-2021-054 **CONFIDENTIAL**	Professor P Cardew
21	Research & Enterprise Committee *-Including e-Thesis Policy*	ACB-2021-055 **CONFIDENTIAL**	Professor A Slade
22*	Access and Participation Scrutiny Committee	Included in Item 8	T Lancaster
23*	Sports Committee	No Report	Professor P Slee

Other Business		Item	Led by
24	Proposed dates for Academic Board Committee meetings for 2021/22	ACB-2021-056 **OPEN**	C Thomas
25	Draft Schedule of Business 2021/22	ACB-2021-057 **OPEN**	Professor P Slee
26	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 03 November 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

Matters Arising

Purpose of Report

This report summarises the matters arising since the last meeting of Academic Board on 10 February 2021, that are not covered elsewhere in the papers.

Annual Statement on Research Integrity

This report which is usually received by the Academic Board at its July meeting will now be received in November. This is to ensure the report captures an entire academic year.

School of Health – School Academic Committee

Following the merger of the School of Clinical and Applied Sciences and the School of Health & Community Studies, considerations are underway for re-aligning the membership of the School Academic Committee. Once this has been established, the membership will be approved by Chair's action to allow the School to meeting prior to the first Academic Board in November. A copy of the Chairs Action will be available at its meeting in November 2021.

Action Requested

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

Appendices

None

Author

Name: Rachael Andrews. Secretariat and Assurance Administrative Officer
Date: June 2021

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: Student Feedback Action Plans (available to view here)

Appendix B: Semester 2 Analysis of Student Feedback

Author

Name:	Pango Simwaka
Job title:	Union Affairs Officer-elect
Date:	21st June 2021

Approval Route

21st June 2021   Pango Simwaka, Union Affairs Officer-elect

Report from the Students' Union

Introduction

1. This report covers key updates from the Students' Union relating to the student experience.

Officer Update

2. **Students Deserve Better Campaign**
   The Officer team at LBSU continue to work towards the national campaign, Students Deserve Better, attending digital rallies with officers across the country and most recently supporting the Students United Against Fees campaign with a digital day of protest on the 29 April, calling on MPs and the Government to take action for students. Earlier this year, the Government released that it would be supporting students struggling through hardship and we have worked with the University and its money department to successfully amplify the messaging that this fund was available for those that need it. We have continued to provide online events and we are currently exploring how we wish to engage with students going forward into the academic year with a new cohort of students joining the institution.

3. **National Union of Students (NUS) National Conference**
   The NUS Conference Delegates recently attended NUS' National Conference and engaged in discussion, voted on policy and networked with a range of other Sabbatical Officers and students from across the UK. Policies such as supporting the reimbursement of tuition fees from the Government, supporting Student Mental Health, taking a stance on sexual violence, NDS's and relationship abuse, support for the Erasmus+ programme, calling for better student housing, and tackling the cost of living for students. These motions have all successfully passed and NUS' Officers will create action plans which will be available for information to colleagues.

4. **Teaching & Learning**
   Many students have been eager to hear of the Government's plans on returning to campus, and what University will look like in the next academic year, as they look towards finishing this academic year. We've had many students contact the SU for support in distributing their dissertation and gaining participants, a need we didn't foresee, but are working towards supporting students with. Students are reporting some issues with re-playing and watching lectures via Collaborate, and the library team are supporting students in accessing these systems. Additionally, large numbers of students have reported their thanks to staff. This year has been different, and students are thankful to staff for their support throughout this unprecedented time.

5. **Communication**
   Students have continued to ask for more clarity on what the national roadmap means for them at Beckett going forward. Together with the support of the University, we were able to facilitate a dialogue between students and the University's Executive Team with our event 'Ask the University'. This event has given our students reassurance that the University is creating the most appropriate experience it can offer in the current time. However, since then, enquiries surrounding graduation ceremonies, or an alternative event continues to be an ongoing question we hear from students. The Union Affairs Officer, alongside the Welfare & Community Officer, continue to work with the Director of External Relations, the Deputy

Vice Chancellor Resources and the University Secretary to create a clearer understanding of what an alternative graduation will look like for our students.

6. **Student Safety**
Following the tragic death of Sarah Everard, students raised concerns about the proactiveness of the University and Students' Union around the issue of student safety in the community and sexual violence against women. It was highlighted to us that students do not feel safe in Hyde Park and Headingley, following the Headingley Alleyway incident and the group of teenagers terrorising students.

The Union's plan moving forward is to collate as much research around the issue as possible. The Welfare & Community Officer and the Union Affairs Officer are working closely with Leeds University Union to find out how we can best support students in Hyde Park and Headingley. The Officers are in ongoing discussions with the Police, the MPs and the local councillors to work together on new ideas and on how to best communicate to the student community what work is happening in Leeds to support this push for better student safety. Most recently the Welfare and Community Officer LUU officers and the Police Liaison Officer, Mark Fox met with the West Yorkshire Mayor, Deputy West Yorkshire Mayor, MP Alex Sobel and the West Yorkshire police engagement officers to discuss the work that the Universities and Unions have been doing around tackling the sexual violence.

Additionally, the Officers are keen to make this a priority for the Students' Union going forward and will continue to meet Student Services, MPs and with members of the University to plan for longer term work to support this.

7. **Housing**
We continue to support NUS and other national campaigns to lobby national for the government to continue to support students who are in the private letting sector. In collaboration with Leeds University Union, Leeds Trinity Students' Union and with support of all our respective universities and Alex Sobel MP, we wrote to accommodation providers thanking them for any adjustments that they have made for tenants and urging those who have not considered it, to do so where possible. The Welfare and Community officer is currenting chairing the NUS/Unipol Accommodation Cost Survey 21/22.

New Students' Union Officers

8. On 30th June we said farewell to Barbara Pereira, Union Affairs Officer and Kay Rhoden-Campbell, Equality & Diversity Officer. As colleagues may know, Sherry Iqbal, Education Officer left at the end of April. All will be greatly missed by the Students' Union – we thank them for all their work making students' lives better here at Leeds Beckett.

9. We welcome to the Officer team Meg Darroch, Academic Experience Officer and Lucy MacDonald, Welfare & Community Officer for the 2021/22 academic year. We look forward to welcoming their ideas, insight and passion to what will be a different year ahead of us.

10. We also welcome a team of new Student Community Convenors for the 2021/22 academic year, who will undertake the work previously delivered by the Equality & Diversity Officer. They are:

- **Women's Community Convenor** – Yara Vizinho
- **LGB+ Students' Community Convenor** – Eve Walters
- **Disabled Students' Community Convenor** – Natalie Lennox
- **International Students' Community Convenor** – Deep Padmani
- **Student Parents & Carers Community Convenor** – Leanne Speight
- **Black, Asian & Minoritised Ethnicity Students' Community Convenor** – Lara Rose
- *A by-election will take place in October 2021 for the role of Trans Students' Community Convenor.*

Academic Representation Update

11. Since the last meeting of the Academic Board the third and final round of School Forums has taken place. Attendance and participation varied across Schools but continued to be lower than that seen in semester one. We continue to encourage Course Reps to raise feedback in the most appropriate locations and promote the online feedback tool where they are unable to attend the School Forum.

12. An analysis of the student feedback received in semester two is provided as an appendix to this report (to follow) and follows the analysis of semester one feedback received by the Board earlier in the year.

13. A link to the live Student Feedback Action Plans for each School is provided within the coversheet for this report as Appendix A. Thanks to all colleagues who continue to respond to student feedback. We hope to be able to close out the remaining feedback and close the feedback loop for students by the end of this academic year.

14. Following the approval of our joint paper (with the Graduate School) to Academic Board and the Research & Enterprise Committee, we have now taken the steps to put into motion the proposal to expand and develop postgraduate research student representation at School level, in the interests of our Postgraduate Research students.

    An election took place in May to elect Postgraduate Research Representatives in the following Schools:

    - **Carnegie School of Education –** Balaraba John
    - **School of Health** – Cameron Stockwell
    - **School of Events, Tourism & Hospitality Management –** Ama Samaradheera
    - **Leeds School of Arts** – Melody Blackmore

    A by-election will take place in October 2021 to elect Postgraduate Research Representatives in the remaining six Schools. Support from all stakeholders to encourage PGR students to consider these roles would be appreciated.

15. Please continue to direct any SU communications related to academic representation to studentvoice@leedsbeckett.ac.uk and a member of the team will be in touch.

Academic Integrity (AI) Cases – Students' Union Advice Service

16. The Students' Union Advice Service offer professional, independent, advice to students at Leeds Beckett on university regulations & policies, housing related issues and financial matters.

17. The service has noticed an increase on the number of students seeking advice on breaches of the Academic Regulations under section 10 – Academic Integrity. Between 1st September 2020 – 21st May 2021 we have advised on 151 cases of AI.

    • This is a 107% increase on the numbers we saw last year for the same period (73 AI cases between 1st September 2019 – 21st May 2020).
    • This is a 14% increase from the total number of students we advised during the whole of the 2019/20 academic year (Between 1st September 2019 – 31st August 2020 we advised students on 133 cases of AI).

18. These stats, in and of themselves, might not be a cause for concern as this could simply be due to more students contacting the service for advice, rather than an actual increase in cases being heard at the university overall. However, it will be interesting to see the statistics recorded by QAS at the end of the academic year to see if more work needs to be done by us all in educating students on AI.

19. It is worth noting that only found cases are reported to AQSC & Academic Board. The board may wish to consider collecting stats on the total number of hearings heard, including where there is no case to answer (with no personal information on the student recorded), to ensure a full picture is available.

Course-based societies

20. Elections have been taking place for Society Committees across most of our student Societies and once these have concluded we will be able to confirm the number of course based Societies in existence for the year ahead.

21. Recently, a new course-based Society, the Events Society, has been set up.

22. There are currently 1,169 course-based Society members in this academic year.

23. Due to the current situation there have not been as many events held by Societies. However, many Societies had been working with the team to start holding events after 21 June if the road map had continued as normal. The 4-week extension recently announced by the government has affected or delayed some of these activities.

Conclusions & Recommendations

24. Academic Board is invited to note this report.

Appendix B

Semester 2 Analysis of Student Feedback

The following report provides an analysis of student feedback received via the School Forums and online student feedback tool between January 2021 and June 2021.

Student feedback received in Semester 2 was analysed from all but one School Action Plan (LLS, which did not have any new feedback). This included BEEC, CAS, HCS, CSS, CSE, LBS, LSSS, CSH, LSA and ETHM.

1. **Academic Support**

There were 55 new feedback points pertaining to Academic Support in semester 2, ranging across all 10 schools included in this analysis. Notably, it is difficult to discern the overall sentiment and/or patterns within and across the different schools as satisfaction with academic support is largely subjective relating to student needs and expectations on the one hand but also module-/tutor-dependent on the other hand.

Of the 55 feedback points, 25 expressed satisfaction with academic support (45%), 11 expressed a mixture of both satisfaction and dissatisfaction (20%) and 19 expressed dissatisfaction (35%). In doing so, a number of themes were present in the feedback.

1.1.   Responsiveness

Where satisfaction was expressed in relation to responsiveness, students talked of **timely email responses from tutors**, both module tutors and/or academic advisors. For example:

> "Across all modules – Blood Diseases, Clinical Immunology and Medical Genetics – academic support has been fantastic. Whenever students have emailed tutors, they have always received responses in a timely manner and it's always been really helpful, with all the information provided being really clear and all questions have been responded to really well." – Level 6, Biomedical Sciences (CAS)

> "Responses from lecturers have been quick which is appreciated." – Level 7, Sports Development & Management (CSS)

> "Students have found that it can be difficult to get a response from Academic Advisors, but module leaders and tutors have been really quick to respond." – Level 5, Sport & Exercise Science (CSS)

However, other students discussed **tutors being either unresponsive or very slow at responding**. For example:

> "I emailed about a module (Physiology) in 1st semester and I still haven't had a reply and this is the case for a lot of people on my course. We're emailing lecturers and we're just not getting a response at all. If we do get a response it's well after work has been submitted." – Level 5, Sports Therapy (CAS)

> "A large number of students this term have contacted me regarding lack of academic support. Particularly around assessments. Staff are unreachable at times, students feel their emails are not being responded to." – Level 5, Counselling & Mental Health (HCS)

> "Students aren't getting a response from their dissertation supervisors but the deadline is getting closer which is worrying students." – Level 6, Criminology & Psychology (LSSS)

Alternatively, some students referred to **inconsistencies across tutors**, with some being responsive and others not so much. For example:

> "Some email responses are really quick but others take longer." – Level 5, Primary Education Accelerated (CSE)

> "Students feel that there have been some inconsistencies across academic advisors, where some students have had lots of contact, or very little." – CSE

1.2. Availability of support

A handful of students discussed how their **tutors make themselves available** to discuss concerns or provide extra support and clarity. For example:

> "We've always been told by lecturers and the course director what times they are available to speak with and we can always contact them by email. When they do respond, it's usually in a timely manner and we always receive long detailed emails so we don't ever feel like we're being fobbed off, it's great." – Level 6, History (CSH)

> "Staff are always available for meetings and questions, which is much appreciated." – Level 7, Responsible Tourism Management (ETHM)

> "Academic support has been great, tutors are on hand to support." – Level 6, Business and Management (LBS)

> "Tutors are always happy for us to schedule in 1-2-1s if we feel we need it, for essays and what not." – Level 4, Dance (LSA)

> "My tutors have been more than happy to answer any questions thrown their way." – Level 6, English & History (CSH)

In contrast, other students reported feeling that **support is hard to find or access,** with some tutors being **unreachable** or even **dismissive** of their needs. For example:

> "Students feel marginalised by where they are and it wasn't always easy to access academic support. Students felt like they'd been left to sort things themselves and they have had to jump through hoops to access support." – Therapeutic Counselling Diploma (HCS)

> "Nursing students have raised concerns about how burnt out they all are due to placement hours and their modules but are told 'that's just how it works in third year' and they feel that they need support." – Level 6, Adult Nursing (HCS)

1.3.   Provision of extra support sessions

Some students expressed satisfaction pertaining to tutors actively providing extra support beyond lectures and tutorials, such as **Q&A sessions after lessons**, **1-to-1 meetings, assessment workshops** and **academic skills sessions**. For example:

> "We had an informal Q&A session in place of a formal lecture with Scott Warren where he gave us 2 case studies and then slowly went through them with is using the ABCDE approach, with questions along the way. He also asked us for experiences from practice that he could talk us through. The feedback was positive from all the students I spoke to

– we'd like more sessions like that included in Skills for Practice or Applied Biology, where we can learn informally from the extensive experience and knowledge of our lecturers."
– Level 5, Adult Nursing (HCS)

"Lecturers wait at the end of the session in case students have questions about the content or assessments." – Level 5, Physical Exercise, Activity and Health (CSS)

"Having drop ins is really helpful." – Level 5, Primary Education Accelerated (CSE)

"Advice sessions and study skills every other week which has been really helpful. It feels really social and it's really good to be able to get that support. It's the part of uni they've been missing." – Level 5, Psychology (LSSS)

In contrast, a handful of students talked of how **tutors have not provided any or enough extra support opportunities.** For example:

"Not enough time is always given to explain assignments, but 1to1s would combat this."
– Therapeutic Counselling Diploma (HCS)

"Some of our academic advisory sessions that are normally fortnightly in our action learning sets were moved to whole group sessions, meaning we didn't have chance to talk to our academic advisor on a more individual level if we needed to." – Level 5, Childhood Development and Playwork (CSE)

"One thing which I would improve on is the amount of focus on academic skills which aid essay writing and presentation skills. One good way to approach this is to provide in modules specific weeks when focus on academic skills is a main priority. Classes on such as getting through readings, how best to take notes, how study more effectively, skills on referencing etc." – Level 6, Politics with International Relations (LSSS)

"International students are frustrated as when they ask questions the tutor tells them that they should be at this level and know this content already. International training is very different to the UK, and students are struggling. Assignments are completely

different for these students' home countries and sometimes the guidance documents are ambiguous and hard to understand." – Level 7, Management and Leadership (LBS)

1.4. Clarity & guidance

Some students talked of how module **tutors are effective at providing clarity and guidance** when concerns are raised about module content or assessments. For example:

"Whenever students have emailed tutors, they have always received responses in a timely manner and it's always been really helpful, with all the information provided being really clear and all questions have been responded to really well." – Level 6, Biomedical Sciences (CAS)

"When they do respond, it's usually in a timely manner and we always receive long detailed emails so we don't ever feel like we're being fobbed off, it's great." – Level 6, History (CSH)

"Good advice and communication is mainly available." – Level 4, Events Management (ETHM)

Again, however, other students disagreed and stated that some **tutors have not effectively communicated information pertaining to module content, assessments or support provisions.** For example:

"Because of our placements being later than they normally would be, we're trying to write our research proposals whilst also on placement and tutors have been relaxed about it telling us to put it on the back burner. But now I feel like students have fallen behind and wish they had had more guidance. So, there needs to be more clarity about how we can manage our time better during the current climate." – Level 6, Physiotherapy (CAS)

"Students are unsure as to who their academic advisors are." – Level 7, International Events Management (ETHM)

> "Students struggled with part of a session and one of the lecturers hadn't given enough content in order to be able to do the exam in Corporate Reporting." – Level 7, Accounting and Finance (LBS)

1.5.   Course/module communication

Two students explained how **regular and clear course and module communication** from both the course director and module leaders/tutors has been both very **useful** and **appreciated**:

> "The course director has also been amazing at making everything really clear in terms of how the course is being ran over this teaching block, graduation, mitigation and assessment, results etc. Everything has been made very clear to us, we're always receiving module announcements and we've been checked up on in terms of dealing with workload and mental health etc." – Level 6, Biomedical Sciences (CAS)

> "Communication from the course leader has been very good." – Level 7, Data Science (BEEC)

1.6.   Pastoral support

A number of students in the CSE praised the support from the pastoral staff in their school. For example:

> "Support has been great from the Pastoral Team." – Level 4, Childhood Studies (CSE)

> "Thank you to the pastoral team for calling L4s before they started, it showed that the school cared even before they'd started, especially with all of the A-Level issues." – Level 4, Primary Education (CSE)

> "The support from the Pastoral Team has been great and they've been really helpful." – Level 5, Childhood Studies (CSE)

However, one student in the CSE (i.e. the only school with a pastoral team) suggested that the **pastoral team should reach out to students more**, whilst a student in other schools also talked of or implied **the need for pastoral support**. For example:

> "My seminar group asked if the pastoral team could send more personal emails to students to check in, as some students may be 'scared' to reach out?" – Level 4, Primary Education (CSE)

> "Everyone is feeling very isolated and it's really easy to drop off the radar. I think it would be beneficial to have somebody reaching out if they are not attending, I think a few of our classmates could have benefited from someone reaching out directly rather than just seeing general class emails listing the support." – LBS

> "Nursing students have raised concerns about how burnt out they all are due to placement hours and their modules but are told 'that's just how it works in third year' and they feel that they need support." – Level 6, Adult Nursing (HCS)

2. Assessment & Feedback

There were 52 new feedback points pertaining to Assessment & Feedback in semester 2, ranging across all 10 schools included in this analysis. Of the 52 feedback points, 7 expressed satisfaction (13%), 20 expressed a mixture of both satisfaction and dissatisfaction (38%) and 25 expressed dissatisfaction (48%). In doing so, a number of themes were present in the feedback. Points 2.1-2.5 refer to feedback about assessments, whereas points 2.6-2.8 concern assessment feedback.

2.1. *Clarity of assessment information & guidance*

Several students referred to the clarity of their assessment information and guidance, although views were mixed. Some students reported that it has been **very clear and helpful**, with detailed and informative assessment briefs and/or marking criteria clearly set out. For example:

> "Most of the marking criteria are very clear." – Level 7, Responsible Tourism Management (ETHM)

> "Marking criteria is labelled in the module handbooks and tutors make reference to this throughout the module." – Level 6, Business Management (LBS)

> "For our assessments, everything is labelled clearly in the module handbook and I think everyone knows that everything is listed clearly here because the lecturers have made it clear. Everything is laid out really nicely for us basically and it's been a good document to have." – Level 4, Film Making (LSA)

However, a number of students who provided feedback about this element expressed **dissatisfaction pertaining to clarity**, although this tended to relate to particular tutors/modules rather than consistent across whole courses. For example:

> "There have been some minor issues regarding contradicting information being released about assignments for a module in which several versions of assignment guidance were given to students with differing information." – Level 7, Information Technology (BEEC)

> "Some people in our cohort found it hard to understand what we had to do for the assignments within the Playwork: Critcial Applications module, as the two assignments seemed quite similar. To improve it would be great if the assignment briefs were explained in more detail at the beginning of the module, rather than towards the middle of the module. Just so we clearly understand at the beginning and not get confused." – Level 5, Childhood Development and Playwork (CSE)

2.2.   Release of assessment information, guidance & resources

As opposed to those who reported that assessment information is provided in the module handbooks provided at the start of the semester, a handful of students expressed dissatisfaction pertaining to the timing of when assessment information, guidance and resources have been made available, with most reporting that it has been **too late in the term and/or close to deadlines**. For example:

> "The Food & Food Science Microbiology module had an incident where a workbook was made available 2 weeks later than anticipated, with only a 10-day extension given for completion which resulted in stress for students." – Level 4, Dietetics & Nutrition (CAS)

> "A lot of students have complained about the dissertation module because they feel as if there's a lack of support and resources made available. For example, one aspect of our dissertation is a lot of statistical analyses on the lab work that we've carried out and a lot of students struggled quite a bit with that, e.g they weren't too sure what analyses to do etc. We actually had a draft submission on 19th April and that had to include all our analyses and results etc. Students had been consistently asking for help, and then a week or so after the draft submission, one of the tutors decided to upload a folder with a bunch of resources on the statistical analyses. This was good but the problem is it was uploaded a week after the draft submission, so students couldn't utilise it for their draft and therefore missed out on receiving better feedback. So it just felt quite pointless." – Level 6, Biomedical Sciences (CAS)

> "This semester's assessments have made me a little bit extra stressed. As one module (Applied Physiology and Sports Performance) in particular did not release the information and data until over a week than they said they would." – Level 6, Sport and Exercise Science (CSS)

2.3.   Tutor support & communication

Another theme present throughout the feedback points concerned the extent of tutor support and communication regarding assessments. Here, some students praised their tutors for the **provision of helpful assessment sessions**, including **1-to-1 or group meetings**. For example:

> "1 to 1s have been available before deadlines to make sure that students are ready to submit, and students have been signposted to skills sessions i.e. referencing." – Level 5, Working with Children, Young People and Families (CSE)

> "The consultation hours and additional meetings that lecturers have been holding as opportunities for essay tutorials and spaces to ask questions about feedback, I think people have really made use of those and it's a really good idea." – Level 6, History (CSH)

However, other students referred to a **lack of additional support opportunities**. For example:

"Dissertation module – A lot of students have also been complaining that they haven't been receiving enough communication with their project supervisor. They've been asking for meetings that some supervisors have refused and some students have said that their supervisors have forgotten to have the meetings etc. This problem has been happening since September and I've repeatedly brought it up in School Forums etc." – Level 6, Biomedical Sciences (CAS)

"One-to-ones would be helpful, not been aware that that's an option." – PG Cert, Interpersonal and Counselling (HCS)

"For all modules, I feel a Q&A session or support lesson would be really helpful. For example, going through the marking criteria or showing different examples." – Level 5, Sports Nutrition (CSS)

"Feels unfair that supervision has to be cut off a month before the dissertation is due - students know that this isn't the case on all courses and would like to know why some students are allowed more supervision than others." – Level 6, Sociology (LSSS)

"There have also been essays we have written where we have had 0 guidance or 1-1 tutorials, so again we don't feel as though the lecturers are helping us to achieve our best." – Level 5, Dance (LSA)

2.4. Mode of assessment

A handful of students referred to the mode of assessment in this area of feedback. In doing so, **most praised their mode of assessment(s)**, for example:

"Having a group presentation and was really good because it encouraged students to work together during lockdown." – PG Cert, Interpersonal and Counselling (HCS)

"For the Apartheid module, we had to create an exhibition panel and the majority of people really enjoyed it as it was a change from a traditional essay and it was quite creative." – Level 6, History (CSH)

> "Various and quirky forms of assessment that helps students develop multiple skills." – Level 7, Social History (CSH)

> "Lewis (module leader for Exploring Imprisonment) has been really generous letting us complete the assignment in any format we want. Whether it's a word doc, or PowerPoint presentation with voice over, or just the PowerPoint etc... I think people have really liked the more 'free flowing' structure of the assignment as there's less pressure than just writing an essay." – Level 6, Criminology (LSSS)

However, others expressed **dissatisfaction with the mode of their assessment(s)**, most notably in relation to **group work**:

> "Students are struggling with group work and group assessments when they've not had the chance to meet anyone on their course yet." – Level 4, Primary Education (CSE)

> "Group work is tricky because some people in the groups don't put as much effort in and I end up having to do their work and they get the mark for it." – Level 4, Events Management (ETHM)

2.5.   Deadlines

A few students referred to the distribution of their assessment deadlines, with some reporting that they have been **adequately spread out**, whereas others felt that they were **too crammed or even clashed**. For example:

> "Assessments have been really spread out." – Level 4, Social Work (HCS)
>
> "Hand in clashes for assessments has impacted students' wellbeing, it would be good if there was some flexibility. This has been raised with the Module Leads and been resolved, but it has happened on a handful of other courses. This is particularly hard for part time students." – Level 7, Psychology of Sport & Exercise (CSS)

> "Full-time students recommend larger spacing between assessment deadlines, to make the workload more manageable." – Level 7, Race, Education and Decolonial Thought (CSE)

2.6.   Timeliness of feedback

In terms of assessment feedback, several students referred to the timeliness of feedback, although this evoked mixed views once again. Some students reported that their **tutors had provided assessment grades and feedback within an acceptable timeframe**. For example:

> "Students are reporting that this module (Food & Food Science Microbiology) is going well and assessments are coming back on-time." – Level 4, Dietetics & Nutrition (CAS)

> "Feedback prompt and incredibly constructive." – Level 7, Social History (CSH)

However, a number of students across various schools and courses referred to **delayed feedback** which, in cases where this concerned mid-term assessments, meant that they were **unable to or struggled to utilise the feedback ahead of their end-of-term assessments**. For example:

> "The feedback from Teaching and Learning took 4 weeks to come back, but it would have been good to have that feedback before the next deadline in order to rectify mistakes from the first assignment." – Level 4, Primary Education (CSE)

> "There sometimes is not enough time between assessments to apply the feedback given in prior ones." – Level 7, International Events Management (ETHM)

> "Some tutors have struggled to provide feedback timely." – Level 7, Responsible Tourism Management (ETHM)

> "For the Mastering module, there's been two deadline extensions/postponements due to lecturers being unable to get feedback to students in time." – Level 6, Music Technology (LSA)

> "For the Critical Contexts 1 module, we had a couple of weeks delay in feedback coming back but for the Digital Practice module we got it back when it was due to come back." – Level 4, Dance (LSA)

> "Length of time between marks can be really hard because you don't know how to improve for the next essay, and students ended up feeling really rushed after waiting so long for feedback." – Level 6, Psychology (LSSS)

2.7. Quality of feedback

Another theme present throughout the feedback pertaining to assessment feedback concerned the quality of feedback. Again, however, this evoked mixed views among students. Some students reported that **the feedback they receive is sufficient** as it is **constructive, clear and/or detailed**. For example:

> "I think because feedback differs between academics and tutors it's hard to summarise but overall feedback seems to be coherent and constructive." – Level 7, Public Health and Health Promotion (HCS)

> "Feedback has been fine and has been a mix of typed and voice notes, all has been detailed and there have been opportunities for 1to1s if students want a further conversation." – Level 5, Working with Children, Young People and Families (CSE)

> "We've had really good feedback. Especially liking the verbal feedback." – PG Cert, Interpersonal and Counselling (HCS)

> "Differing opinions as to quality of feedback, mainly positive e.g. value adding and relatively prompt" – Level 7, Race, Education and Decolonial Thought (CSE)

> "The quality of feedback across all modules has been excellent, really detailed and most people haven't struggled with understanding the feedback or what they need to do to progress." – Level 6, History (CSH)

However, in contrast, other students across various schools and courses reported that their **feedback is too generic and/or brief** which, in doing so, makes it **difficult to know how to improve** ahead of future assessments. For example:

"Some feedback we have received has been really inconsistent. Sometimes we get a video, sometimes comments throughout the assignment. We have had a few people say that some feedback has not been constructive and they have been left unsure of how to improve their work." – Level 5, Primary Education Accelerated (CSE)

"Feedback feels generic, everyone got given the same line." – Level 5, International Business (LBS)

"People have been concerned with their feedback from the Introduction to Political Economy module as they felt the feedback they received on their essays was very generic and some students had received the exact same feedback as others making them question if examiners had gone in to enough depth when marking, students felt their grades weren't justified because of this." – Level 4, Economics and Finance (LBS)

"Transnational Corporations - Students were disappointed with the lack of specificity in the feedback for their assessments, it was quite vague and some points were just one word, meaning that it's difficult to identify areas for improvement." – Level 6, Business Management and Finance (LBS)

"We did two modules last semester (Production and Story). We were quite disappointed with the feedback for one of the modules because it didn't offer much detail. It was really basic - what we did right and whatever we did wrong it didn't mention at all. So we were quite disappointed because compared to a few other courses and uni's, they seem to offer quite detailed feedback about what we did well and what we did wrong but our feedback was only about 3 sentences. And I've not had any feedback for the other module." – Level 4, Film Making (LSA)

"Students would like more reassurance about their work and how to improve." – Level 5, Psychology (LSSS)

2.8.   Marking & standardisation

Lastly, a few students expressed concerns about assessment marking, including **consistency across tutors, criteria and penalties**. For example:

> "Students are not happy with the way their assignments have been marked and commented. They feel it is harsh and not following academic aspect, on the contrary, the students were marked technically and beyond what the course and the assignment request and cover." – Level 7, Health & Safety (CAS)

> "A comment from another student is they were upset that they were penalised for submitting a piece of work one minute after the deadline but a module we did last semester we got the grades back really late and they found this wasn't fair." – Level 6, Sociology (LSSS)

> "There is worry that there is a lack of standardisation with marking for the global topics in infectious disease case study coursework based on the feedback individual's have received." – Level 6, Biomedical Sciences (CAS)

Although, some others felt that **marking has been fair**:

> "The marking seems to be fair." – Level 7, Responsible Tourism Management (ETHM)

3. Teaching & Learning

There were 79 new feedback points pertaining to Teaching & Learning in semester 2, ranging across all 10 schools included in this analysis. Of the 79 feedback points, 22 expressed satisfaction (28%), 30 expressed a mixture of both satisfaction and dissatisfaction (38%) and 27 expressed dissatisfaction (34%). In doing so, a wide range of themes were present in the feedback.

3.1.   Satisfaction

A number of students expressed **satisfaction with their teaching and learning experience,** often with reference to the **organisation, delivery and content**. For example:

> "The Nutritional Biochemistry module was extremely well-organised." – Level 4, Dietetics & Nutrition (CAS)

> "A lot of our teaching and learning involves placement experience and obviously with COVID that has been restructured/staggered and we haven't had the same amount of placement as everybody so we're going out at different times etc. It's actually been really well organised as we are still getting our placements that we need even if they are at different times. So I want to praise the course leaders who have been organising placements as most people have still been able to get out to do their placements since COVID restrictions have been lifted." – Level 7, Physiotherapy (CAS)

> "Students are enjoying the lecturers enthusiasm for the course and profession as a whole." – Level 7, Occupational Therapy (CAS)

> "Staff are very engaging this semester, the live sessions are in depth and useful towards assessments. Assessments were clearly laid out and learning supported us through this. On campus session was very fun and engaging for us." – Level 5, Sports and Exercise Nutrition (CSS)

> "Really enjoying the course, but it is intense, modules are interesting. The 2 new lecturers are fantastic. Great to have new perspectives." – Level 5, Primary Education Accelerated (CSE)

> "All of the tutors are clearly invested in their research and passionate about subject matter. Fantastic lectures and topics in the Critical Whiteness Studies (CWS) module." – Level 7, Race, Education and Decolonial Thought (CSE)

3.2. Helpful support sessions

Some students also praised **the provision of additional support sessions**. For example:

> "There's been a lot of chances to do case-study questions which have helped with the assessment for this module. So students have provided a lot of positive feedback in relation to that but less so in terms of the module content as it's just too lengthy, such as the information that needs to be gone over each week in preparation for the tutorial." – Level 6, Biomedical Sciences (CAS)

"I feel there's a lot of content to learn and it is quite difficult to focus especially with biology. However, the revision sessions delivered by our lecturer were quite useful." – Level 5, Adult Nursing (HCS)

3.3.   Mode of lesson (i.e. live vs. pre-recorded)

Several students commented on the provision of live vs. pre-recorded online lessons, with most reporting that **live lessons are preferred for student engagement and understanding** but **lecture recordings online are useful** to refer back to at a later point. For example:

"Some students have noted that there are not enough live lectures on this course which can feel demotivating." – Level 7, Dietetics (CAS)

"Fin Markets Corp Fin Decision – One downside was that the lectures were pre-recorded instead of live." – Level 5, Economics and Finance (LBS)

"Students really want sessions to have live rather than pre-recorded because it just makes it so much easier to stay on top of things and stay focused." – Level 6, Biomedical Sciences (CAS)

"In first year, we didn't get our lectures recorded on lecture capture. They have only been recorded this year due to being on teams. The recordings have been helpful to go back on remember what was said and have chance to watch the lectures back. Hoping we go back to in person lectures etc in September, would we be able to have our lectures recorded whether via lecture capture or another platform? Especially as we will be third year students, I feel this would be helpful and beneficial in some way to everyone." – Level 5, Childhood Development & Playwork (HCS)

"The teaching and learning has been good considering that everything has been online for our course, the pre recorded lectures provided have been good for people as people can go back and review notes as much as they want. Lecturers have been good at explaining the content using PowerPoint slides and explaining them as well with the

voiceovers explaining graphs and such on the slides." – Level 4, Economics and Finance (LBS)

"Great to have lectures recorded as you can refer back to them when revising and doing assessments." – Level 6, Business Management and Marketing (LBS)

In doing so, some students raised concerns about **lecture recordings not being uploaded at all, for all students or using consistent formats.** For example:

"For our introduction to NMP module, the slides [are only made] available for students who attend the live lecture, this is unfair as there many reasons why students can't attend. Every student should have access to recorded lectures." – Level 6, Adult Nursing (HCS)

"Some lectures still aren't being recorded or being made available to students, but they would like to use them for revision." – Level 5, Sport and Exercise Science (CSS)

"Lack of consistency over uploading of recorded lectures and other sessions. Some modules upload to Panopto which is preferred by students I have spoken to, as it is easier to navigate (e.g. skip forward/back, increase speed), whereas others just upload a link to MyBeckett as an mp4 file (or similar) that is not as easy to navigate." – Level 6, Business Management with Finance (LBS)

3.4. Lengthy online lessons

Another concern present across the feedback was the **length of teaching sessions** which, in doing so, can be **difficult to engage with**, especially during remote learning.

"Blood Diseases module – Students complained that the lectures are too lengthy and there's a lot of content to get through." – Level 6, Biomedical Sciences (CAS)

"Clinical Immunology module – The lectures are way too lengthy, coming up to about 100 slides for just one lecture across all of the teaching weeks." – Level 6, Biomedical Sciences (CAS)

"Course is fully online now and loads of work has been put into that to make it doable online and students really respect it. Students feel that it is exhausting being in front of a screen all day, and really miss the social aspect of university. Students are doing what they can to maintain the social side of uni, but fatigue is setting in – especially with being in front of a computer for hours each day." – Therapeutic Counselling Diploma

"Sometimes when you have a long lesson, it can be difficult to focus." – Level 5, Primary Education Accelerated (CSE)

"The sessions are very long with a q&a session at the end, but students lose interest in such long sessions." – Level 7, Management and International Business (LBS)

"The Microeconomics module this semester has been okay but people found that the lectures would last too long and then they wouldn't have finished the pre-recorded lecture in time to join the question and answer meeting afterwards and ask questions on the lecture. It is 2-4pm generally, but the lectures sometimes run over you then miss the session straight after and miss the chance to ask questions, or have to skip the end of the lecture." – Level 4, Economics and Finance (LBS)

3.5. Guest lectures

A handful of students discussed **the provision of guest lectures**, although views appeared mixed, with some students suggesting that they are **not worthwhile**. For example:

"There has also been some guest speakers but students have not really found it very useful; it's just been a lot of factual information thrown at us." – Level 6, Biomedical Sciences (CAS)

"Overall, everyone is really happy with what they've been learning about and no one has come to say they want something to be changed and there's been no negative feedback. Specifically for the Communist Eastern Europe module, there's quite a lot of enthusiasm about the module in terms of the way it's been delivered, there's a lot of exciting topics

and the teaching methods have been quite innovative by introducing guest speakers to the module each week which has been really helpful." – Level 6, History (CSH)

3.6.   Interactive opportunities

The use of breakout rooms on MS Teams during live teaching sessions was also discussed across a number of feedback points. Once again, views were disputed, with some finding this approach **useful to interact with other students** but others not finding them worthwhile due to a **lack of engagement**.

"Breakout rooms (as requested by students) have been great, leading to students meeting new people and feeling engaged with the course. Students would like this to continue." – Level 6, Biomedical Sciences (CAS)

"We get put into groups during online lectures but not a lot of students engage during these." – Level 5, Adult Nursing (HCS)

"Breakout room is overused for such a small course, sometimes they're less beneficial than a group discussion." – Level 5, Primary Education Accelerated (CSE)

In this context, some students also referred to **group work opportunities**, although again views were mixed:

"Group work can be really hit and miss, it really depends on the group and can be really awkward online when [people don't put the camera on. Some have had a really good experience in breakout rooms." – Level 6, Sociology (LSSS)

"I think it would be nice to do more group work as we haven't had a chance to socialise with people this academic year. Maybe do projects outside of the lecture/break out rooms. In terms of group work, there hasn't been any opportunities to work with other course mates apart from break out rooms in lectures." – Level 6, Criminology (LSSS)

3.7.   Module content

Several students referred to their module content. In particular, some students commented on **content not being uploaded online on time**. For example:

> *"There was also an incident where pre-recorded materials did not get released during the allocated lecture time and only became available three days after the original timeslot."*
> *– Level 6, Biomedical Sciences (CAS)*

Another student commented on a **lack of organisation of module content on Blackboard/MyBeckett**, which makes it difficult to find and access the content:

> "Students are finding it difficult to access learning material and lecture links in an organized manner, finding the Blackboard site to be disorganized on a weekly basis as to where these resources are uploaded." – Level 7, Occupational Therapy (CAS)

> "I've heard mixed reviews on some of the organisation of online teaching resources. We usually get our weekly tasks set out on MyBeckett and some people would prefer uniformity between the different modules because different lecturers have different ways of setting out the tasks. For example, for the Communist Eastern Europe module, people have said that they really like the way module leader uses checklists so we know exactly what we need to do each week, whereas for the Apartheid module this isn't the case and sometimes people get confused because some of the module tasks are in the handbook and others are on MyBeckett. So it would be nice to have them all in one place for each of the modules and laid out in a similar way." – Level 6, History (CSH)

Another student reported that the content of their lectures was seemingly **outdated**:

> "Some of the presentations are out of date and talk about older governments rather than current situations that students are learning about." – Level 7, Public Health and Health Promotion (HCS)

3.8.   Communication

A few students commented on a **lack of module communication**. For example:

> "For the Microbiology and Food Science module, there is not enough nor clear communication about assessments and practical sessions. Students feel as though they are not being supported by the tutors and feel overwhelmed due to lack of communication. We are also not given clear dates of when the online multiple choice question will be. We were under the impression that once we finish microbiology, we'd complete a test and the same for food science. Detailed briefing for microbiology and food science is needed. Set up discussion boards so students don't have to email lecturer individually and information can be accessed by anyone (in case someone else had the same question)." – Level 5, Nutrition (CAS)

4.   <u>Organisation & Management</u>

There were 32 new feedback points pertaining to Organisation & Management in semester 2, ranging across all 10 schools included in this analysis. Of the 32 feedback points, 14 expressed satisfaction (44%), 5 expressed a mixture of both satisfaction and dissatisfaction (16%) and 13 expressed dissatisfaction (41%). In doing so, a number of themes were present in the feedback.

4.1.   Timetabling

A handful of students referred to **timetabling clashes**, although noted that they were eventually resolved. For example:

> "A number of students have had timetable clashes which has been quite hectic for them. They contacted their course team to get this rectified and it's been sorted now but highlighted that it was a difficult time period." – Level 7, Management and Leadership (LBS)

> "Psychology and Serious Crime - The drop in session held for students clashed with their live lecture. This was concerning for students, but has now been resolved which students are grateful for." – Level 5, Criminology and Psychology (LSSS)

Others referred to **timetabling changes**, including **cancellations and/or rescheduling**. In this context, some students complained that it was very last minute, although others commented on being given sufficient notice. A handful of students also noted technical errors whereby **timetabling changes are not always reflected in live timetables**. For example:

> "A Food & Food Science lecture was cancelled/rescheduled last-minute the night before it was going to take place, which was difficult for students who work or have childcare responsibilities." – Level 4, Dietetics & Nutrition (CAS)

> "For our course we have to attend IPL days which are mandatory and last all day. this IPL day is not on our normal study day (Thursday/Friday) we were told just 5 days before the day and most students are working/placement and can't rearrange and find cover for work." – Level 6, Adult Nursing (HCS)

> "Timetabling has been ok, in retail futures it had to change often due guest lectures, but notice was given and the sessions recorded." – Level 6, Business Management (LBS)

> "Course Reps are always checking for timetable changes because it isn't always accurate." – Level 4, Primary Education (CSE)

Alternatively, one student commented on how timetabling has been sufficient in relation to personal **time management**:

> "Students are satisfied with their timetable and feel despite being in the final few weeks of third year they have a balance between timetabled classes and independent study." – Level 6, Business Management (LBS)

4.2.   Uploading resources & pre-recorded lessons

Another issue raised by a few students concerned the uploading of module resources on Blackboard, as **some tutors appear to upload them late or at less convenient times**. For example:

> "Our pre-recorded lectures are released around 6pm. So I might have a 9am lecture and then nothing to do until the pre-recorded lecture is released at 6pm. Even though it's pre-

> recorded many people treat it like a normal lecture, so they're just waiting around and it messes up other commitments, e.g. work. So it would just be easier if all lectures were released at once earlier in the day together, so we could have the rest of the day to go to work or work on assignments and revision for other modules." – Level 5, Sports Therapy (CAS)

In doing so, one student noted how this issue has been resolved since teaching block 1:

> "The structure has been far better in this teaching block compared to the last two teaching blocks. In teaching block 1, we had so many problems with pre-recorded lectures being released later in the day but this seems to have been resolved now; lectures are being released at 9am and we haven't experienced any problems with the delivery etc." – Level 6, Biomedical Sciences (CAS)

4.3. Communication

One student highlighted a **lack of communication** about the **uploading and availability of resources on Blackboard:**

> "Sometimes communication from lecturers is patchy – for example, I only last week found a PowerPoint and associated supporting materials on an upcoming essay due in early June. We asked for this information before Easter and were told it would be done – it obviously has been, but I don't think we were told about it which is a shame for both the lecturer who put a lot of effort into it and the students who (like me) might only just have realised its there when they were looking for something else." – Level 5, Adult Nursing (HCS)

4.4. Assessment deadlines

Another student commented on **assessment deadline clashes**, although as with timetabling clashes, this issue appears to have been eventually resolved:

> "This semester 3 modules were originally due on the same date. In fairness when students contacted their lecturer this issue was resolved pretty quickly, but it has still

caused a great deal of initial stress on our course amongst students." – Level 5, Physical Education (CSS)

4.5. Three term structure

A handful of students in the School of CSH and ETHM expressed satisfaction with the three-term structure implemented this academic year in terms of **helping with workload and time management**. For example:

"I think the three term structure has worked really well, especially for third year students. Having that one semester to focus solely on our dissertations has been a really good idea as it has reduced some stress. I can't imagine how I would've coped juggling my dissertation, module class work and other module assignments. It feels like it's provided a breathing space where you can just catch up and focus solely on the dissertation." – Level 6, English & History (CSH)

"The three-term semester structure and having one semester focuses solely on the dissertation has been a good idea. it has reduced some stress because of not having to juggle the dissertation alongside weekly classwork and assignments." – Level 6, English & History (CSH)

"The second semester seems to be running more smoothly. Working on three modules instead of four is a huge relief." – Level 7, Responsible Tourism Management (ETHM)

4.6. Module handbooks & introductory sessions

Two students praised the provision of clear and informative module handbooks and introductory module sessions, which clearly set out the module delivery, content and assessment etc. For example:

"The module handbook makes everything a lot easier." – Level 4, Film Making (LSA)

"The tutors have been good with this. In the first lesson on a module, they'll tell us exactly what's coming up and where to find key dates. And they've stuck to it so it's easy to know

what we're turning up to, what's going to be happening and whether we need to prepare anything." – Level 4, Dance (LSA)

However, another student commented on **inconsistencies between module handbook information and MyBeckett information**:

> "There has been a lot of confusion concerning modules handbooks - often, information was inconsistent with what's communicated on MyBeckett. Providing a certain consistency in module handbooks and on MyBeckett would be great." – Level 7, Responsible Tourism Management (ETHM)

4.7.   Teaching/resource platforms

Lastly, one student reported that it is **difficult to navigate the relevant module information and resources** because **too many platforms** are being used within and across modules:

> "At first it was hard navigating between the student website and OneDrive as it's two different platforms that things were being uploaded on, which made it hard to understand what kind of things are being uploaded one OneDrive and what's being uploaded on the website. After a while we kind of got used to it and I got more of an idea about the two different platforms. But it might be worth making it more obvious at the start of the year or maybe even just uploading everything onto one platform." – Level 4, Film Making (LSA)

5. <u>Learning Resources</u>

There were 44 new feedback points pertaining to Learning Resources in semester 2. ranging across 9 of the 10 the schools included in this analysis (CAS, HCS, CSS, CSE, LBS, LSSS, CSH, LSA and ETHM). Of the 44 feedback points, 12 expressed satisfaction (27%), 5 expressed a mixture of both satisfaction and dissatisfaction (11%) and 27 expressed dissatisfaction (61%). In doing so, a number of themes were present in the feedback.

5.1.   Library resources

Several students expressed satisfaction with various aspects of the library in this area of feedback, including the **number of books available online**, **journal article/book request function**, **Click & Collect service**, **Inter Library Scheme** and **Quote/Unquote online tool**. For example:

"We've had opportunities to request journal articles and we've been receiving responses quickly." – Level 6, Biomedical Sciences (CAS)

"Click and collect service has been brilliant, and students appreciate being able to still access books during a pandemic. It was also noted that there seemed to be more ebooks available online through the library which was great for working from home." – Therapeutic Counselling Diploma (HCS)

"I've had a few personal issues. For example, with a book for my dissertation, but I can appreciate given the current situation why this was. I tried to access a copy and it said on the library website that it was archive material and when I enquired about how I go about accessing the book, I received an email saying that I wouldn't be able to as I'd need to go and see the book in purpose. But I was happy as I actually managed to order it through the Inter Library Loan Scheme, so it was great that there was another way for me to get round the issue." – Level 6, History (CSH)

"Library tools are really useful and helpful. Use quote unquote lots and having the pdf version on the library is really useful when we can't use the library." – Level 5, Childhood Studies (CSE)

However, some students also raised concerns about these aspects and others. For instance, two students expressed dissatisfaction with the **accessibility of the Click & Collect service**:

"Not all students can access click and collect due to being distance learners, how can they access books?" – Level 7, Public Health and Health Promotion (HCS)

"It would be useful to be able to collect books from the library instantly/same day pick up because when you are in the library and the book you need is there but you cannot

check it out for 2 days it can be inconvenient." – Level 5, Primary Education Accelerated (CSE)

Another student expressed **dissatisfaction with the journal article/book request function**:

"The library system doesn't seem to be working for some people. Obviously, people haven't been able to go in and get resources out and the digital request service replies up to 3 weeks later with 8/10 of the sources you've requested having no digital copies available." – Level 6, Music Technology (LSA)

Lastly, a handful of students expressed **dissatisfaction with the online library search system itself,** suggesting that it is **not particularly user friendly** nor easy to use. For example:

"The library search tool is not as refined as students might like, they use Google Scholar instead. Doesn't always find what you need when searching, even when using advanced search." – Level 6, Primary Education Accelerated (CSE)

"Library website is really difficult to use, a lot of students prefer google scholar due to ease of access. But the library should be more accessible and easier to use considering the course is currently online." – Level 5, Primary Education Accelerated (CSE)

"Really struggling with the online library not being user friendly and books can be hard to find or are getting kicked out of cortex halfway through a chapter." – Level 5, Primary Education Accelerated (CSE)

5.2.   Library support services

Several students praised the library support services, including the **online chat tool, support workshops/meeting** and **when directly seeking help from the library staff**. For example:

"The library staff are always really helpful!" – Level 7, Sports Development and Management (CSS)

"The library live chat is really useful!" – Level 4, Primary Education (CSE)

> "The library has been really helpful. A few weeks ago, one of the librarians came in to talk to us about how to best use Discover and all the different resources. We also had a referencing meeting about how to reference properly so that we can improve for our second essay." – Level 4, Dance (LSA)

5.3. Study spaces

A recurring theme throughout this feedback concerned **lack of study spaces** and/or **limited access to study spaces**, although most recognised that this was due to COVID restrictions. For example:

> "Students have said that resources within the facilities could be better, e.g. study spaces. It seems like students are booking library slots but not using them, which is obviously having an impact on those who really need study space. Could the library set up a system to tackle the issue of students who are booking slots and not turning up? E.g. temporary blocks on booking slots for those who do not turn up to 3 or 5 booked slots." – Level 6, Biomedical Sciences (CAS)

> "Many students need the 24 hour library – it's one big reason they chose LBU over other universities. Can this be reopened as a priority as restrictions are lifted?" – Level 5, Adult Nursing (HCS)

> Our library opening hours seem very limited. 12 hours on weekdays, and 6 hours on weekends isn't a great deal of time considering there are already limitations on the number of students allowed to access it, which is understandable during a pandemic. Should staffing be an issue, could student volunteers be a consideration? I for one would be happy to be included on a rota of students who are responsible for checking people into the library should it be 24 hours or open at 0600 and close at 0000." – Level 5, Primary Education (CSE)

> "The library is great but seats are limited and get taken up very quickly." – Level 4, Events Management (ETHM)

Although, one student did acknowledge and praise the **more recently increased capacity in study spaces**:

> "The library booking system is working really well, especially with the addition of extra time slots recently." – Level 7, Psychology of Sport & Exercise (CSS)

5.4. Reading lists

Two students expressed **satisfaction with the reading lists they have been provided with**, although one student requested more wider reading suggestions.

> "For the Nutritional Biochemistry module, there is a reading list provided at the end of every lecture with access links. Students have found this extremely helpful and the lecturer has always fixed any errors with links. Regarding the Food & Food Sciences module, they have all the information they need but would like to see some extra reading suggestions." – Level 4, Dietetics & Nutrition (CAS)

> "Learning resources have been really good. Staff have provided a lot of additional resources, for example, journal articles, videos, activities etc." – Level 6, Biomedical Sciences (CAS)

5.5. Multi-factor authentication

Another issue cited by a handful of students concerned dissatisfaction with the **multi-factor authentication** process:

> "MFA is highly problematic and I have to reset my password almost daily." – Level 6, Adult Nursing (HCS)

> "MFA is an issue for student nurses who are on placement in hospitals as there is a no phone policy on the wards." – Level 6, Adult Nursing (HCS)

> "MFA is a bit of a pain... especially if you don't have your phone on you and you want to do some work." – Level 4, Primary Education (CSE)

5.6. Technical issues

A few students raised concerns about **technical issues**, most notably in relation to **Blackboard** and **MyBeckett.** For example:

> "A student raised an issue where their audio breaks when they enter a breakout room so other participants were unable to hear them. Specifically when using Blackboard Collaborate." – Level 5, Sport and Exercise Science (CSS)

> "Blackboard can be glitchy." – Level 7, Race, Education and Decolonial Thought (CSE)

> "MyBeckett doesn't always work and can be quite hard to use." – CSE

5.7. Software

Lastly, a handful of students commented on particular **software used on their course**:

> "Students prefer Panopto because it's easier to navigate and understand and are struggling with the MP4 format which is currently used for some classes." – Level 6, Business Management (LBS)

> "Students on the course would like to be taught how to use Adobe Illustrator, as tutors have told them it isn't in the lesson plans." – Level 4, Illustration (LSA)

> "Padlet has been a good compromise to type in answers to questions, it makes things less awkward. It's quite conversational. sometimes you just end up talking to yourself and reading people's comments back! Padlet is great." – Psychology (LSSS)

6. <u>Learning Community</u>

There were 27 new feedback points pertaining to Learning Community in semester 2, ranging across all 10 schools included in this analysis. Of the 27 feedback points, 9 expressed satisfaction (33%), 11 expressed a mixture of both satisfaction and dissatisfaction (41%) and 7 expressed dissatisfaction (26%). In doing so, a number of themes were present in the feedback.

6.1.   Online learning

As expected, several students noted how the sense of community has been impacted by the online learning experience as it is **less interactive, less engaging** and ultimately **unparalleled to the in-person experience alongside course peers**. For example:

> "Students have felt a little bit more disconnected if they've not been on campus." – Level 5, Physical Exercise, Activity and Health (CSE)

> "It has been hard with not being able to meet people but it's been better than nothing." – Level 4, Primary Education (CSE)

> "In pre-covid times it felt like more of a community as we'd stand outside the classroom waiting to go in and I'd get talking to other students in my seminars. Obviously it is harder this year because everything is online so you kind of just go in and you might be sat waiting for 5 minutes but it's harder to talk to people online." – Level 6, History (CSH)

> "It's been hard this year to feel part of a community because we've been learning in our rooms." – Level 6, English & History (CSH)

In doing so, one student discussed the difference between live and pre-recorded online lectures, citing **pre-recorded lectures as the least effective online learning approach** in the context of student community:

> "Students don't really feel engaged in the modules because lectures are pre-recorded and, although the tutorials are very useful in terms of exam prep/case-study questions, there aren't many opportunities for students to interact with one another." – Level 6, Biomedical Sciences (CAS)

6.2.   MS Teams breakout rooms

Although many students recognised that that the online learning experience particularly impacts the sense of community, some students pointed out **methods which have reduced this impact**.

This included **the use of MS Teams breakout rooms**, whereby tutors allocate smaller groups of students to separate rooms within a live lesson to interact with one another. For example:

> "In one module during the last teaching block – Global Topics and Infectious Diseases – the tutor would put students in Breakout rooms before tutorials to discuss the exam questions/case study-type questions with one another. That proved to be really useful for students, so student engagement in that module was fantastic and students really enjoyed that experience." – Level 6, Biomedical Sciences (CAS)

> "Students report that breakout rooms are very helpful for building communities and getting to know their course mates." – Level 6, Biomedical Sciences (CAS)

6.3.   Group work

Another method praised for improving the sense of community during online learning was that of **group work opportunities**. For example:

> "I think that students are happy starting the consultancy project as it means there is more interaction amongst students, after all the individual work on the IP. I think that face to face teaching is still missed." – Level 6, International Tourism Management (ETHM)

That being said, a number of students suggested that the **efficacy of group work is dependent on allocation**. For example:

> "Students on the whole think this is an area that needs to be improved, there are opportunities to collaborate with other students such as the consultancy project but also argue that they need to get to know each other before being placed in an assessment group online to complete an important degree module." – Level 6, Business Management (LBS)

> "Working with Children - Students were put into a group in the first week of the module and didn't know anyone which made it really hard to communicate with group." – Level 5, Sport Development (CSS)

> "Group assessments have been ok but it's very dependent on the group … not all students have had such a positive experience with their group allocation and have struggled to do the work." – Level 5, Sport and Exercise Science (CSS)

6.4. Course group chats/social media pages

Another method praised for improving the sense of community was that of **course group chats/social media pages**. For example:

> "Students have created their own community with WhatsApp etc" – Level 5, Working with Children, Young People and Families (HCS)

> "Group chats have worked which have been set up by student." – Level 5, Sport and Exercise Science (CSS)

> "The course have created a WhatsApp has the majority of the course in and it's been really good to chat to people. It has been hard with not being able to meet people but it's been better than nothing." – Level 4, Primary Education (CSE)

6.5. Virtual social & leisure opportunities

Another area of praise for improving sense of community during online learning concerned **the provision of virtual social and leisure events and activities** within and across courses. For example:

> "I think what's really helped is having some of the social activities outside of the seminars, for example quizzes and end-of-term get togethers have really helped make it feel like a community." – Level 6, History (CSH)

> "I do think that the tutors have been quite good at connecting us to each other; I know there was a planned event that and even though it wasn't a great turnout, there was still that aspect of the course community there." – Level 6, English & History (CSH)

> "One of the lecturers offers a secret cinema session every Thursday, so you get to meet different people from the different year groups which really does help and it was even around before lockdown." – Level 4, Film Making (LSA)

> "The student reps set up a meeting once a week, kind of like a drop-in session, and sometimes we play games or just have a chat about the course. It's just a more relaxed environment without any lecturers, it's just the students that arrange it." – Level 4, Film Making (LSA)

6.6. Discord

Students in LSA also referred to **the use of Discord to share and interact with one another**. For example:

> "We feel like we have a really good community. Mainly because … on Discord we have a community where people share their projects and can go into the different classrooms/subjects that they do. It feels like everyone's connected in this little community." – Level 4, Film Making (LSA)

Although, one student noted that there is a **lack of engagement on this platform** within their course:

> "Everyone's feeling more isolated this year but I think part of it is down to a lack of engagement with the chatrooms on Discord and Blackboard. There's very little activity on there despite some lecturers trying to keep the ball rolling with that kind of thing but people just don't really send things on there." – Level 6, Music Technology (LSA)

6.7. Distance learners

Lastly, a distance learner student commented on how the **distance learning experience is inevitably associated with a lack of a sense of community** at university.

> "As a distance learner, it is hard to feel part of a community. There are very few opportunities for (staff and) students to get together and network." – Level 7, Responsible Tourism Management (ETHM)

7. **Student Services**

Note: *Feedback raised under the "Student Services" category refers to a range of departments across the University and not solely the department known as Student Services.*

There were 21 new feedback points pertaining to Student Services in semester 2 from 8 of the 10 the schools included in this analysis (CAS, HCS, CSS, CSE, LBS, LSSS, CSH and LSA). Of the 21 feedback points, 12 expressed satisfaction (57%), 2 expressed a mixture of both satisfaction and dissatisfaction (10%) and 7 expressed dissatisfaction (33%). In doing so, a number of themes were present in the feedback, with most students focussing on particular services.

7.1.   Career Service

Several students noted how **helpful** the Careers Service support has been to them, especially by having online sessions. For example:

> "I've had constant feedback from students about student services being fantastic. The Careers Service in particular have been really good, there's so many opportunities to attend events/workshops, e.g. CV support, applying to graduate jobs, taking part in graduate interviews etc." – Level 6, Biomedical Sciences (CAS)

> "I think the guidance given by student futures and student career service has been really helpful. I think it's hard to put time aside to search for job opportunities, so having an email every week about career and volunteer opportunities has been really helpful and made things less stressful." – Level 6, English & History (CSH)

> "Careers have been really supportive to students and put on a wide range of online sessions." – Level 6, Business & Management (LBS)

> "The careers sessions that have been run are really helpful, I think them being on teams has enabled more people to attend than in person." – Level 5, Psychology (LBS)

Although, one student reported that some students felt that some careers communications came **too late** and were thus of less use:

> "Some students would've liked to have had info about graduate schemes and careers/employability etc before second semester, as most deadlines have passed by

then and they have to defer their applications for another year." – Level 6, Psychology (LSS)

7.2. Disability Service

Two students praised the Disability Service, with one student noting how **helpful** the team has been after a recent disability diagnosis and another student noting how much **more accessible disability tutor sessions have been since being online**. As illustrated below:

"Disability tutor sessions have moved online and it has been much better, and could be kept this way after covid because it's more accessible and more can be achieved." – CSS

"Disability have been amazing, really helpful to a student who was recently diagnosed." – Level 6, Primary Education (CSE)

7.3. Student Wellbeing Service

A handful of students referred to the Wellbeing Service, although this evoked mixed views. One student noted that **support signposting** has been sufficient, whereas two students commented on the **long waiting lists** for wellbeing service such as counselling. For example:

"Mental health support has been great, students are really well signposted." – Level 6, Biomedical Sciences (CAS)

"The mental health services are not sufficient and the wait time is too long." – Level 5, Illustration (LSA)

7.4. CSE pastoral team

Two students from the CSE **praised the support they have received from their pastoral team**. For example:

> "Disability have been amazing, really helpful to a student who was recently diagnosed. Their advisor went through things as well as the pastoral team which really helped with adjustments." – Level 6, Primary Education (CSE)
>
> "Multiple responses of positive feedback in terms of pastoral support, particularly in response to COVID-19. Very helpful and supportive in processes of moving from full to part time for example." – Level 7, Race, Education and Decolonial Thought (CSE)

7.5.   Financial support

Two students expressed satisfaction with the financial support they/their peers have received, with both students referring to the **Digital Access Fund** and one also referring the **Hardship Fund**. For example:

> "Really good support in terms of funding and financial support! have been able to apply for both hardship and laptop fund which is great and so have many others on my course!" – Level 6, Adult Nursing (HCS)

> "The Digital Access fund has been very useful to students." – LSSS

7.6.   Communication & awareness of student services

A handful of students discussed the communication and awareness of student services. In doing so, some felt that **the communication of what services are available and how to access has been sufficient**. For example:

> "There's been quite a positive response from people on my course in terms of what student services can offer us in terms of signposting. There's been quite a lot of emails informing us of how we can access wellbeing services and the funds that are available. We've been really made aware of those, so I think it's great that we've had that level of information as well." – Level 6, English & History (CSH)

> "Students know about the services available, have received info in emails and from lecturers." – LBS

However, one student suggested that **email communications are not the most effective way to inform students** about student support services:

> "I don't think email is the best way to always communicate information. We get so many emails so often that they start to dilute each other. There's just so many emails." – Level 4, Film Making (LSA)

8. Student Voice

There were 17 new feedback points pertaining to Student Voice in semester 2, ranging across 8 of the 10 the schools included in this analysis (CAS, HCS, CSS, CSE, CSH, ETHM, LBS, LSSS). Of the 17 feedback points, 10 expressed satisfaction (59%), 6 expressed a mixture of both satisfaction and dissatisfaction (35%) and 1 expressed dissatisfaction (6%).

8.1. Feedback opportunities

Several students focused on whether they have had feedback opportunities and, in doing so, many felt that they have been provided with plenty of feedback opportunities such as through **Course Reps**, **module review surveys** and, most often, **directly raising issues with tutors** and **tutors directly asking them for feedback**. For example:

> "One of the course reps actually send out a google form for students to sign to get the 3-hour exam for the Clinical Immunology module could be extended to 24 hours. A lot of students were asking for this, so a lot of students signed it and then sent it to the course director who then took it up with the Dean." – Level 6, Biomedical Sciences (CAS)

> "We do have opportunities to provide feedback. Yesterday, for example, the Communist Eastern Europe module leader sent us an informal module review form which was an opportunity to say what we enjoyed about the module, what we've learnt and anything that needs to be improved. Not so much for the Apartheid module though, although I did send a thank you email with some feedback yesterday. I think it's more a case of the mid-module reviews when students tend to give feedback on how the module is going." – Level 6, History (CSH)

> "My course director meets with all course reps regularly and encourages our points of view. Students feel able to give feedback to course reps." – Level 6, Business Management (LBS)

That being said, one student suggested that, **although there have been feedback opportunities, there could be more**:

> "There have been a few opportunities to provide feedback. This could be improved, though." – Level 7, Responsible Tourism Management (ETHM)

8.2. Feedback being listened to & acted on

Many feedback points also focused on whether feedback has been listened to and acted on. For the most part, students appeared to **feel that their voice is being heard and acted on**. For example:

> "One of the course reps sent out a google form for students to sign to get the 3-hour exam for the Clinical Immunology module could be extended to 24 hours. A lot of students were asking for this, so a lot of students signed it and then sent it to the course director who then took it up with the Dean. Since then, the exam has now been extended to a 24 hour which students are really happy about and it's relieved a lot of pressure etc. Even smaller issues raised throughout the module has been resolved by emailing staff."
> – Level 6, Biomedical Sciences (CAS)

> "Our course leaders for social work are amazing with asking for our feedback and actioning it. I feel like we've really been listened to and changes are normally made very quickly!" – Social Work (HCS)

> "Feedback has been acted on well. When I raised points with the SU and course directors, we got a response pretty much immediately. For example, when I raised concerns about stress and dissertation writing, there was a lot of response in terms of signposting support available." – Level 6, English & History (CSH)

> "Thank you to technology health and bodies module lead – been amazing through the year and has been asking for feedback and taking it on board." – Sociology (LSSS)

However, this element also evoked more mixed views, with some students feeling that **some module staff are taking feedback on more than others** or that **feedback is not being acted on quickly enough**. For example:

> "When concerns are raised to module staff, students always receive positive responses and can see that they're trying to take their feedback on board - such as the 24-hour exams and breakout rooms. However, students have been requesting live lectures for every module but feel that it has been somewhat brushed aside sometimes when it is brought up." – Level 6, Biomedical Sciences (CAS)

> "Pharmacology module – things do get resolved, it can just take a while to have it done and it has to be chased up quite a lot." – Level 6, Adult Nursing (HCS)

Meanwhile, **a minority of students expressed total dissatisfaction in relation to this.** For example:

> "Pharmacology module – Students don't always feel that their feedback was listened to in the module and have really been struggling." – Level 6, Adult Nursing (HCS)

8.3.   Transparency

One student commented on and praised **being able to view School Action Plans**:

> "Being able to view the action plan and see what feedback has been given is useful." – Level 6, Business Management (LBS)

9.   **Extra Positive Feedback**

There were 30 new Extra Positive Feedback points in semester 2, ranging across 6 of the 10 the schools included in this analysis (CAS, HCS, CSE, CSH, ETHM and LSA). The points are summarised below by school.

9.1.   CAS

Physiotherapy (Level 6)	We've had a lot of support from academic advisors with personal statement writing for applying for graduate jobs. A lot of us have sent our personal statements off and received good feedback so that we can apply for jobs, it's been really positive.
Biomedical Sciences (Level 6)	All of the module staff have been really engaging, enthusiastic, inviting and welcoming.
Biomedical Sciences (Level 6)	We've had some opportunities to submit drafts this year which gives students a bit of reassurance that they're heading along the right track.
Health & Safety (Level 7)	I would like to commend Amy Brandreth on how she conducts her modules, especially Occupational Health. She's made it very interactive and involves students thereby making it less virtual.
Nutrition (Level 5)	we all enjoyed the PD module and having guest lecturers talk about their experience and having a Q and A session with us. the Nutrition and Physical activity is well organised and there is ample support and communication between students and lecturer

9.2.   HCS

N/A	Fiona meth needs a shoutout, she is outstanding, she is our course leader!
Social Work	Sarah Harlow! So kind and caring, really engaging and makes us all feel really at ease!
Therapeutic Counselling Diploma	lecturers gave really good feedback in the sessions, and use their own examples and experiences to bring theories to live which is really useful and really helps understanding
N/A	Shoutout to the Childhood Development and Playwork course team, they are all amazing!! Ali is a great course director too!!
MSc Public Health and Health Promotion	Tutors are really enthusiastic and passionate too which makes the learning much more engaging and 'fun', if we can call education fun!

Childhood Development & Playwork (Level 5)	The Childhood Development and Playwork course team have been amazing throughout this year as they were last year, but especially all that has happened this year. They have still been really helpful, supportive and done a great job!!
Working with Children, Young People and Families (Level 5)	Erica has been fantastic throughout this teaching block!
Health Visiting (Level 7)	Jill Kelly has always kept students in the loop, the teaching sessions have been fantastic and always stands up for students and the profession

9.3.   CSE

N/A	Claire birkenshaw shout out – has been so so helpful with finding new projects for the legacy project when we've not been able to do placements
N/A	One hundred percent would say Hannah Munro needs a shoutout - she is so lovely and supportive. She really made us feel welcome and helped us so much!
N/A	Shabnam Cadwallender has also been an amazing help to us with our Humanities assignment!
N/A	Alex Gaites has been very supportive to all new starters and has listened to our feedback and taken it all on board.
Race, Education and Decolonial Thought (Level 7)	most enjoyable, enriching academic experience of my life so far', 'enjoy relationship with peer group as everyone is respectful … and each student brings something different to the table'

Childhood Development and Playwork (Level 5)	I'd just like to say a massive thank you to Ali, Mike, Nicky and Ana and the rest our amazing course team for all they are doing to support us with online uni with all that is going on.
Primary Education Accelerated (Level 5)	Pastoral have been brilliant regarding mitigations and extensions. They have been very supportive and helpful, which is important considering our degree is so intense
N/A	Marc Turu Porcel has been amazing at helping us finding placements this year which obviously hasn't been easy but students would like to recognise him

9.4.   CSH

History (Level 6)	Communist Eastern Europe module – a lot of people have messaged me throughout the module about the amount of effort that has been put into ensuring that the module is as exciting as possible, such as by using her contacts to get guest speakers to try and bring the module to life. I think it's just an excellent way to make the module more exciting.

Apartheid module – a lot of people were really happy with the way the module leader tried to make the module more innovative as well, by really varying the weekly learning tasks. So instead of just reading an article we would have to listen to a song or watch part of a film. Just switching it up a bit to keep our attention, it was great.

Some of the support I have received for my dissertation has been really good. He makes himself available to us practically every single week and he always reminds that we can always contact him by email or we can have a meeting about your dissertation, whatever support you need. And he's always really flexible with deadlines for draft chapters as well which is great as I know that a lot of people have been struggling with personal reasons.

Career support - the other week we had a task where we had to produce a mock interview presentation which I found really useful to prepare for a job I've just applied for. It was nice to be able to have that chance to practice and get some feedback from my peers and staff and then apply that to my actual interview. |
| English & History (Level 6) | The assessment for Communist Eastern Europe was really interesting. It was so nice to be able to develop different skills from what we would usually be using because we had to write a narrative essay which is something we haven't done before on a history course. But it's really interesting and we've been well supported in being able to do that as the module leader has ran workshops to help us. It's just been a great module and to have the opportunity to actually get to talk to someone and ask questions to |

someone who has lived through that part of history, it's been brilliant.

Dissertation support should also be recognised as it has been really brilliant.

English & History (Level 6)	They're also really equipping us for how we can go into a career or postgraduate study. We've had the opportunity to hear from people who have gone onto postgrad at different universities or different careers and to know that you have that support and that everyone at Beckett wants you to succeed, it's really reassuring to know that.
English & History (Level 6)	In the dissertation module, there has been time set aside for talking about careers and postgraduate study which has been really helpful. It's given us a bit of a break from intense focus on dissertation and I also feel way more prepared about graduating than I did at Christmas time. I also found interview preparation really helpful as well.

9.5. ETHM

Responsible Tourism Management (Level 7)	Our Rep Hannah K is absolutely fantastic!

9.6. LSA

PhD Student	I'd like to really commend my supervisors and the School for the support. I remember an academic meeting we went to where we anticipated what might go wrong and it feels like we were ahead of the curb and every one adjusted quickly. The welfare services have already been supportive.
Dance (Level 4)	We have a group tutorial once a week and the tutor is very good at allowing opportunities to talk about any issues or anything unrelated to the course. For example, a few weeks ago we had a massive chat about how we're feeling with the pandemic and lockdown. It was quite nice to be able to connect that way with the course.

Dance (Level 4)	Feedback on all assignments has been very detailed and easy to apply to future assessments.
Dance (Level 4)	Online Library resources have been appreciated and cover a wide range of topics.

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:	23 June 2021

Approval Route

Name:	Michelle Broxup
Job title:	Human Resources Support Team Leader
Date:	29 June 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.

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 the nomination for emeritus status. The formal offer of the title of Emeritus Reader has been made to Dr Naeema Hann, Carnegie School of Education with effect from 1 August 2021.

6. The formal offer of the title of Visiting Professor has been made to Professor Edyta Rudawska, Leeds Business School and Professor Nahid Nasrat, School of Health and Community Studies, both for a period of three years.

7. Visiting Professor Volker Schöffl, School of Clinical and Applied Sciences has been extended for a further three years.

8. Dr Suzanne Molesworth, School of Clinical and Applied Sciences has been formally offered the title of Visiting Fellow for a period of three years.

Conclusion

9. 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.

Membership of Academic Board and its committees 2021/22

Executive Summary

This report proposes amendments to the terms of reference and membership profiles of the Academic Board and its sub-committees:

- Academic Quality & Standards Committee
- Research & Enterprise Committee
- Research Ethics Sub-Committee
- Access and Participation Scrutiny Committee
- Sports Committee
- Honorary Awards Committee.

Elections were held between April – June and the following appointments were made:

a) Professor Gary Jones was elected unopposed to the **Academic Board**, as a representative of the **Professor** constituency from across the University with a term of office that will run from 01 September 2021 to 31 August 2024.

b) Stratis Koutsoukos was re-elected to the **Academic Board** following a ballot, as a representative of the **Course Directors** from across the University with their second term of office that runs from 01 September 2021 to 31 August 2024.

c) Dr Agata Fijalkowski was elected to the **Academic Board** following a ballot, as a representative of the **Research Staff** from across the University with their term of office that runs from 01 September 2021 to 31 August 2024

d) Billy Abbas was elected to the **Academic Board** following a ballot, as a representative of the **Professional Service Staff** from across the University with a term of office that runs from 01 September 2021 to 31 August 2024.

e) Helen Lorentz was elected to the **Academic Board** following a ballot, as a representative of **Professional Services Staff** from across the University with a term of office that runs from 01 September 2021 to 31 August 2024.

The proposed amendments to the terms of reference and memberships for 2021/22 for the Academic Board's sub-committees are set out in appendices B to E which have been endorsed by their respective Committee Chairs.

Action Requested

This report is **for decision.** The Academic Board is invited to:

a) Approve the proposed amendments to its terms of reference and membership;

b) Approve the appointment of Professor Gary Jones as Professor representative to the Academic Board;

c) Approve the appointment of Stratis Koutsoukos as Course Director representative to the Academic Board;

d) Approve the appointment of Dr Agata Fijalkowski as Research Staff representative to the Academic Board

e) Approve the appointment of Billy Abbas and Helen Lorentz as Professional Service Staff representatives to the Academic Board; and

f) Approve the proposed amendments to the terms of reference and membership profiles of Academic Quality & Standards Committee, Research & Enterprise Committee, the Research Ethics Sub-Committee and Honorary Awards Committee.

Appendices

Appendix A – Academic Board Terms of Reference & Membership 2021/22
Appendix B – Academic Quality & Standards Committee Terms of Reference & Membership 2021/22
Appendix C – Research & Enterprise Committee Terms of Reference & Memberships 2021/22
Appendix D – Research Ethics Sub-Committee Terms of Reference & Membership 2021/22
Appendix E – Honorary Awards Committee Terms of Reference & Membership 2021/21

Author

Name: Rachael Andrews
Job title: Secretariat and Assurance Administrative Officer
Date: June 2020

Approval Route

30 June 2021   *Kate Harvey, Secretariate Manager*

Academic Board - Constitution 2021/2022

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) Sports Committee
(h) 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 [~~19~~21]

- The Deputy Vice Chancellors [3]
- The Pro Vice Chancellors [2]
- Deans of School [~~11~~10]
- University Registrar [1]
- Director of the Centre for Learning & Teaching [1]
- Director of Library & Student Services~~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, Academic Experience 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~~16 July 2021

Academic Board 2021-2022

Membership [37]
Quorum [18]

Position	Member	Start of term of office	Expiry of term of office	Elected / nominated / ex-officio
Vice-Chancellor [1]				
1	Professor Peter Slee (Chair)	n/a	n/a	Ex-officio
Category A: Members drawn from Senior Management and Deans of School [19]				
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 [10]				
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	Dr Steve Burton*	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 Health	Dr Duncan Sharp	n/a	n/a	Ex-officio
10 Leeds School of Social Sciences	Professor John Craig	n/a	n/a	Ex-officio
University Registrar				
1	*Vacancy*	n/a	n/a	Ex-officio
Director of the Centre for Learning & Teaching [1]				
1	Professor Ruth Pickford	n/a	n/a	Ex-officio
Director of Library & Student Services [1]				
1	Jo Norry	n/a	n/a	Ex-officio
Director of Research & Enterprise [1]				
1	Professor Cathy Barnes	n/a	n/a	Ex-officio
~~Director of Student Services[1]~~				
~~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</u> [4]

1 Union Affairs Officer	Mphango Simwaka	01/07/2021	30/06/2022	Nominated
2 Education Officer	Megan Darroch	01/07/2021	30/06/2022	Nominated
3 One nominee of the Students' Union	TBC	TBC	TBC	Nominated
4 One nominee of the Students' Union	TBC	TBC	TBC	Nominated

<u>Two professors</u> [2]

1	Professor Ruth Robbins	06/11/2019	31/08/2022	Elected
2	Professor Gary Jones	01/09/2021	31/08/2024	Elected

<u>One member of the research staff</u> [1]

1	Dr Agata Fijalkowski	01/09/2021	31/08/2024	Elected

<u>Course Directors</u> [3]

1	Martin Green	01/09/2020	31/08/2023	Elected
2	Stratis Koutsoukos	07/11/2018	31/08/2024	Elected
3	Sarah Roe	01/09/2020	31/08/2023	Elected

<u>Academic Staff</u> [2]

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</u> [3]

1	Kate Cunningham	04/11/2020	31/08/2023	Elected
2	Billy Abbas	01/09/2021	31/08/2024	Elected
3	Helen Lorentz	01/09/2021	31/08/2024	Elected

Academic Quality & Standards Committee - Constitution

Terms of reference

The Academic Quality & Standards Committee is responsible to the Academic Board for overseeing the academic quality, standards and enhancement of the University's taught courses.

The Committee's main responsibilities are to:

(a) advise the Academic Board on the development, review, and implementation of the Academic Principles & Regulations, quality assurance framework and associated policies and procedures for taught provision in light of developing national and international expectations regarding quality assurance including the UK Quality Code for HE;

(b) maintain oversight of academic quality and standards and the implementation of the University's academic quality assurance framework including partnerships and collaborative provision;

(c) maintain oversight of the School Academic Committees in relation to the implementation of the University's academic quality assurance framework in Schools, and to receive regular reports from the Schools concerning academic quality, standards and the enhancement of taught provision;

(d) promote good practice in the management of quality and standards for taught provision.

Delegated Authority

The Academic Quality & Standards Committee has authority from the Academic Board to:

(a) approve exceptions to the Academic Principles & Regulations;

(b) oversee the implementation and development of the course approval, monitoring, and review processes for taught provision;

(c) approve an annual quality report from each School ensuring that actions are effectively implemented and consideration given to common issues;

(d) approve an annual report to the Academic Board on the management of academic quality and standards for taught provision, identifying any institutional matters for consideration and resolution;

(e) oversee preparations for all external audits and inspections of taught provision, consider the outcomes, and monitor the implementation of any recommendations;

(f) maintain oversight of the external examiner appointments for taught provision;

(g) maintain oversight of the academic integrity process and its outcomes;

(h) maintain oversight of the academic appeals & complaint processes for students and their outcomes.

Delegation

In accordance with the Standing Orders, the Committee may establish short life working groups to perform specific tasks and in so doing must determine their terms of reference, membership (including the Chair who must be a member of this Committee), and lifespan.

Membership Profile

Members [~~21~~20]
Quorum [10~~1~~]

- Deputy Vice Chancellor Academic (Chair) [1] – Ex-Officio
- A nominee of the Students' Union [1] – Nominated*
- School representatives [10] – Nominated**
- Nominees of the Director of ~~Libraries & Learning Innovation~~ Library and Student Services [~~1~~2] – ~~Ex-Officio~~Nominated***
- Director of the Centre for Learning & Teaching [1] – Ex-Officio
- Associate Registrar [1] – Ex-Officio
- ~~Director of Student Services [1] – Ex-Officio~~
- Head of Apprenticeships - [1] – Ex-Officio
- Chair of the University Apprenticeship Steering Group [1] – Ex-Officio
- A nominee of the University Secretary [1] – Nominated***
- A nominee from the Distance Learning Unit [1] – Nominated***

*   Nominated by the Students' Union
**   Nominated by Deans of School
***   Nominated by the Director of Service
****   Nominated by the Director of Distance Learning

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

All nominated staff will be so nominated by the Chair of the Committee unless otherwise specified.

The Constitution of the Committee is made by resolution of the Academic Board.

Academic Quality & Standards Committee - 2021-22

Membership [20]
Quorum [10]

Position	Member	Start of term of office	Expiry of term of office
Deputy Vice Chancellor Academic (Chair) [1]	Professor Phil Cardew	n/a	n/a
A nominee of the Students' Union [1]	Meg Darroch	01/07/2021	30/06/2022
School Representatives [10]			
1 Leeds School of Arts	Oliver Bray	01/09/2019	31/08/2022
2 School of Cultural Studies and Humanities	Jessica Van Horssen	01/09/2019	31/08/2022
3 School of Built Environment, Engineering and Computing	Jim Durrant	01/09/2016	31/08/2022
6 Leeds Business School	Gareth Robertshaw	01/09/2019	31/08/2022
7 Leeds Law School	Deveral Capps	01/09/2020	31/08/2023
8 Carnegie School of Education	Dr Steven Burton	01/03/2020	28/02/2023
9 Carnegie School of Sport	Jamie French	01/09/2019	31/08/2022
10 School of Events, Tourism and Hospitality Management	Dr Peter Robinson	01/09/2018	31/08/2021
12 School of Health	Dr James Milligan	01/09/2016	31/08/2022
13 School of Social Sciences	Professor John Craig	01/09/2016	31/08/2022
Nominees of the Director of Library and Student Services [2]			
	Helen Howard	01/09/2019	31/08/2022
	Jo Jones	01/09/2021	31/08/2024
A nominee from the Distance Learning Unit [1]	Sarah Grund	18/03/2019	18/03/2022
Director of the Centre for Learning & Teaching [1]	Professor Ruth Pickford	n/a	n/a
Acting Director of Quality [1]	Lee Jones	n/a	n/a
Head of Apprenticeships [1]	Ian Maude	n/a	n/a
Chair of the University Apprenticeship Steering Group [1]	Professor Christopher Prince	n/a	n/a
A nominee of the University Secretary [1]	Rachel Bradford	01/09/2020	31/08/2023

Terms of Reference

The Research and Enterprise Committee is responsible to the Academic Board for overseeing research and enterprise, and the provision of research degrees in the University.

The Committee's terms of reference are to:

(a) promote the strategic development of research & enterprise and other related scholarly activity across the University;

(b) advise the Academic Board on the development, review and implementation of the sections of the University's Academic Regulations related to research, and associated policies and procedures, in light of developing national and international expectations;

(c) oversee the provision of research degrees, in accordance with the Academic Regulations, and monitor the overall recruitment, admission, progress, and completion numbers of research students;

(d) maintain oversight of the School Academic Committees in relation to the implementation of the research sections of the University's Academic Regulations and associated policies and procedures;

(e) promulgate good practice, innovation, and ethical conduct in research and enterprise and other scholarly activity.

Delegated Authority

The Research & Enterprise Committee has authority from the Academic Board to:

(a) oversee preparations for, and responses to, all external assessments of research and/or enterprise and monitor the implementation of any recommendations arising from them where appropriate;

(b) approve an annual report to the Academic Board on the management of research & enterprise, identifying any institutional matters for consideration and resolution;

(c) approve examination arrangements for research degrees on the recommendation of the relevant School and ensure that they are conducted, and awards recommended, in accordance with the academic regulations;

(d) agree the scope of internal quality audits and to appoint members of internal quality audit teams.

Delegation

The Research and Enterprise Committee has established, with the approval of the Academic Board:

(a) Research Ethics Sub-Committee which is responsible for overseeing the development and implementation of the University's Policy & Procedures relating to research ethics.

(b) Research Degrees Sub-Committee, which is responsible for the monitoring of adherence to, and application of, the sections of the University Academic Regulations related to research, the Quality Manual for Research Degree Programmes, and the Code of Practice for research students.

In accordance with the Standing Orders of the Academic Board, the Committee may establish short life working groups to perform specific tasks and in so doing must determine their terms of reference, membership (including the Chair who must be a member of this Committee), and lifespan.

Membership Profile

Members [16] [17]
Quorum [8]

- Deputy Vice Chancellor (Research & Enterprise) (Chair) [1] – Ex-officio
- Director of Research & Enterprise [1] – Ex-officio
- Directors of Research [11]* – Ex-officio
- The Chair of the Research Ethics Sub-Committee* [1] – Ex-officio
- The Chair of the Research Degrees Sub-Committee* [1] – Ex-officio
- Representative from Leeds Law School [1] - Nominated
- Representative of the Libraries and Learning Innovation staff [1] – Nominated
- Nominated by the University Secretary [1] - Nominated
- Research Student [1] - Elected

In attendance

- Head of Research information and Governance
- Head of Graduate School
- Senior Management Accountant (Research)

*Chairs of the Sub-Committee will be Chaired by a Director of Research, as nominated by the Research & Enterprise Committee. These positions do not add to the numbers of members or quoracy requirements.

Nominated members will be nominated by their respective Director of Service or Dean of School

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 Academic Board on 03 July 2019

Research & Enterprise Committee - 2021-2022

Membership [17]
Quorum [8]

Position	Members	Start of term of office	Expiry of term of office	Elected / nominated / ex-
Deputy Vice-Chancellor (Chair) [1]	Professor Andrew Slade	n/a	n/a	Ex-officio
Director of Research & Enterprise [1]	Professor Cathy Barnes	n/a	n/a	Ex-officio
Directors of Research [11]				
1 UoA 3 Allied Health Professions, Dentistry, Nursing and Pharmacy	Professor Gary Jones*	n/a	n/a	Ex-officio
2 UoA 4 Psychology, Psychiatry and Neuroscience	Professor Brendan Gough	n/a	n/a	Ex-officio
3 UoA 11 Computer Science and Informatics	Professor Dorothy Monekosso	n/a	n/a	Ex-officio
4 UoA 13 Architecture, Built Environment and Planning	Professor Ian Strange	n/a	n/a	Ex-officio
5 UoA 17 Business and Management Studies	Professor Ralph Tench	n/a	n/a	Ex-officio
6 UoA 19 Politics and International Studies/ UoA 20 Social Work and Social Policy	Professor Karl Spracklen	n/a	n/a	Ex-officio
7 UoA 23 Education	TBC	n/a	n/a	Ex-officio
8 UoA 24 Sport and Exercise Sciences, Leisure and Tourism	Professor Sue Backhouse	n/a	n/a	Ex-officio
9 UoA 27 English Language and Literature/28 History/34 Communication, Culture and Media Studies, Library and Information Management	Professor Ruth Robbins	n/a	n/a	Ex-officio
10 UoA 32 Art and Design (History and Practice)	Professor Simon Morris	n/a	n/a	Ex-officio
11 UoA 33 Music, Drama, Dance, and Performing Arts	Professor Robert Shail*	n/a	n/a	Ex-officio
Representative from Law School [1]				
UoA 18 Law	Dr Jess Guth	01/09/2019	31/08/2022	Nominated
The Chair of the Research Ethics Sub-Committee [1]	Professor Gary Jones*	n/a	n/a	Ex-officio
The Chair of the Research Degrees Sub-Committee [1]	Professor Robert Shail*	n/a	n/a	Ex-officio
One member of Library and Learning Innovation staff [1]	Jo Norry	21/03/2019	31/08/2022	Nominated
Nominated by the University Secretary [1]	Rachel Bradford	01/09/2021	31/08/2024	Nominated
One research student [1]	Vacancy	TBC	TBC	Elected

Professor Robert Shail & Professor Gary Jones occupy two positions on the Committee

(UoA = Unit of Assessment)

The University Research Ethics Sub-Committee (URESC) is responsible to the Research & Enterprise Committee for overseeing the development and implementation of the University's Policy & Procedures relating to Research Ethics.

The Committee's terms of reference are to:

(a) oversee and monitor the implementation of, and compliance with, the University's Policy & Procedures for Research Ethics;

(b) advise the Research & Enterprise Committee on the development of institutional policies and guidelines relating to ethical issues in research arising from teaching, research and other related institutional activities;

(c) monitor the external research ethics environment and ensure that the University responds to all external requirements;

(d) advise the Research & Enterprise Committee of the training & development needs of University Staff in relation to research ethics;

Delegated Authority

The Research Ethics Sub-Committee has authority from the Research & Enterprise Committee to consider for approval research projects:

(a) referred to it by a local research ethics coordinator;
(b) that involve substantial and / or complex ethical issues;
(c) where the consent of an external body is required;
(d) where it is a requirement for funding by an external body.

Staff, and students and their supervisors, may be required to attend the University Research Ethics Sub-committee when their research proposals or other matters relating to the ethics of their research are being discussed.

Delegation

In accordance with the Standing Orders, the Committee may establish short life working groups to perform specific tasks and in so doing must determine their terms of reference, membership (including the Chair who must be a member of this Committee), and lifespan.

Membership Profile

Members [17]
Quorum [8]

- Director of Research (Chair) [1] – Nominated**
- School Research Ethics Co-ordinators [10~~11~~] – Nominated*
- Co-opted members of staff (co-optees must have relevant experience of research ethics) [2] – Nominated**
- External co-opted member [1] Nominated**
- A Research Student [1] – Nominated***
- Representative of the University Research Office [1] Nominated**
- Nominated by the University Secretary [1] Nominated

Nominated by Dean of School

***Nominated by Research & Enterprise Committee*

**** Nominated by the Students' Union*

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

All nominated staff will be nominated by the respective Dean of School or the Research and Enterprise Committee, unless otherwise specified.

The Constitution of the Committee is made by resolution of the Academic Board on 07 July 2021.

Research Ethics Sub-committee 2021-2022

Membership [17]
Quorum [8]

Position	Member	Start of term of office	Expiry of term of office	Elected / nominated / ex-
Director of Research (Chair) [1]	Professor Gary Jones	01/09/2019	31/08/2022	Nominated
School Research Ethics Co-ordinators [10]				
Leeds Business School	Dr Brian Jones	01/09/2018	31/08/2022	Nominated
Leeds School of Arts	Dr Ben Dalton	22/05/2019	31/08/2022	Nominated
Carnegie School of Education	Dr Michalis Kakos	01/09/2019	31/08/2022	Nominated
Carnegie School of Sport	Professor Hayley Fitzgerald	01/09/2021	31/08/2024	Nominated
Cultural Studies and Humanities	Dr Andrew Lawson	01/09/2019	31/08/2022	Nominated
Leeds Law School	Dr Nimala Pillay	31/08/2020	31/08/2022	Nominated
Events, Tourism and Hospitality Management	Dr Alex Kenyon	01/09/2016	31/08/2023	Nominated
School of Health	Angela Murphy	01/09/2021	31/08/2024	Nominated
Leeds School of Social Sciences	Dr Sophia Price	01/12/2018	31/08/2022	Nominated
School of Built Environment, Engineering and Computing	Dr Muthu Ramachandran	01/09/2019	31/08/2022	Nominated
Co-opted members of staff (must have relevant experience of research ethics) [2]				
1	Dr Andrew Wilson	01/09/2017	31/08/2023	Nominated
2	Martin Watson	04/10/2017	31/08/2023	Nominated
External co-opted member [1]	Dr Peter Branney	01/09/2021	01/08/2024	Nominated
One research student [1]	Miriam Pelusi	01/09/2021	30/08/2022	Nominated
Representative from Research & Enterprise Service [1]	Kelly Butterworth/Tina Conkar	08/11/2019	31/08/2022	Nominated
Nominated by the University Secretary [1]	Rachel Bradford	01/09/2021	31/08/2024	Nominated

NOTES

Kelly Butterworth and Tina Conkar to act as representative whilst Stuart Morris is on secondment

Terms of reference

The Access and Participation Scrutiny Committee will monitor the University's progress against our APP targets, reviewing evaluation and referring areas of persistent underperformance to the University Executive Team for remedial action.

The Committee's main responsibilities are to:

(a) Develop and monitor the University's Access and Participation Plans.

(b) Lead on institutional engagement, consultation and communication related to the development, and review of the University's access and participation plans and the annual monitoring statements.

(c) Monitor progress against the targets included in the APP for each phase of the student journey, Access, Success and Progress, with the authority to intervene where activities are not demonstrating progress against targets.

(d) Lead the submission of the annual monitoring statement.

(e) Commission and receive internal and sector data and research to: monitor of progress towards existing targets, identify new and emerging issues, review and change existing issues and inform the development of activities and targets to address those issues.

(f) Develop and maintain an evaluation framework for the projects in the APP, ensuring that monitoring is fit for purpose, appropriate and proportionate to the activity being evaluated, referring any ethical approval or concerns to the ethics committee.

(g) Receive reports on the results of relevant collaborations and their contribution to achieving the APP targets.

(h) Report to the Access and Participation Strategic Committee, Academic Board, University Executive Team and the Board of Governors, as required.

(i) Maintain an institutional APP risk register and action plan to manage risk and initiate recovery plans.

(j) Review information to applicants and students to ensure that it is compliant under the CMA, and that the interests of the students are protected.

Delegated Authority

The Access and Participation Scrutiny Committee has authority from the Academic Board to:

(a) oversee the implementation, development and evaluation of the Access and Participation Plan targets, the annual monitoring statements and transparency information;

(b) authority to intervene where activities are not delivering intended progress against targets, recommend proposals for intervention, and maintain an APP risk register and action plan.

Delegation

In accordance with the Standing Orders, the Committee may establish short life working groups to perform specific tasks and in so doing must determine their terms of reference, membership (including the Chair who must be a member of this Committee), and lifespan.

Membership Profile

Members
[185]
Quorum [97]

Deputy Vice Chancellor Resources (Chair) [1] – Ex-Officio
Deputy Vice-Chancellor Academic [1] - Ex-Officio
A nominee of the Students' Union [2] – Nominated*
Senior School representatives [35] – Nomination**
Director of University Recruitment [1] – Ex-Officio
PVC Business Engagement [1} Ex-Officio
University Registrar [1] – Ex-Officio
Director of the Centre for Learning & Teaching or nominee [1]
Director of Strategic Insight and Business Analysis [1]
Director of Library and Student Services or nominee [1]
Co-opted members – up to 3

*   Nominated by the Students' Union
**   Dean of School (s) or nominee

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

All nominated or coopted members will be so nominated by the Chair of the Committee unless otherwise specified.

The Constitution of the Committee is made by resolution of the Academic Board on 3 July 2019.07 July 2021

Access and Participation Scrutiny Committee Membership 2021/22

Membership [18]
Quorum [9]

Position	Member	Start of term of office	Expiry of term of office
Deputy Vice Chancellor Resources (Chair) [1]	Tracey Lancaster	n/a	n/a
Deputy Vice Chancellor Academic [1]	Professor Phil Cardew	n/a	n/a
A nominee of the Students' Union [2]			
	Vacancy	TBC	TBC
	Vacancy	TBC	TBC
Senior School Representatives [5]			
	TBC	TBC	TBC
	Professor Rhodri Thomas	01/09/2019	31/08/2022
	Professor Akintola Akintoye	01/09/2019	31/08/2022
	Professor John Craig	01/09/2019	31/08/2022
	Professor Andrew Cooper	01/09/2019	31/08/2022
Director of University Recruitment [1]	Chris Watts	n/a	n/a
PVC Global Engagement [1]	Professor Chris Prince	n/a	n/a
University Registrar [1]	Stephen Murphy*	n/a	n/a
Director of the Centre for Learning & Teaching or Nominee [1]	Professor Ruth Pickford	n/a	n/a
Director of Library and Student Services or nominee [1]	Jo Norry	n/a	n/a
Director of Strategic Insight and Business Analysis [1]	Andrew Fern	n/a	n/a
Co-opted memberships [3]			
	Sarah Swales	01/09/2019	31/08/2022
	Nigel Yates	01/04/2020	31/08/2023
	Andy Withey	01/12/2020	31/08/2023

*Stephen Murphy to attend whilst the position is vacant.

Annual review of programmes approved to use the Fitness to Practise Policy & Procedure 2021/22

Executive Summary

The report contains a proposal to update the list of programmes to which the Fitness to Practise Policy & Procedure applies. It reflects changes in course titles; removes courses that are no longer running; and adds any new courses to the list. All changes have been agreed by the relevant Deans.

Action Requested

The report is **for decision**. Academic Board is invited to approve the proposed updates to the list of programmes to which the Fitness to Practise Policy & Procedure applies for 2021/22.

Appendix

Appendix 1: Programmes approved to use the Fitness to Practise Policy & Procedure 2021/22.

Author

Name:	Kathryn Giddings
Job title:	Student Casework Manager, University Secretary's Office
Date:	21 June 2021

Approval Route

Caroline Thomas, University Secretary, June 2021

Programmes of Study to which the Fitness to Practise Policy and Procedure applies 2021/22

Undergraduate courses

School of ~~Clinical and Applied Sciences~~Health
BA (Hons) Social Work
BA (Hons) Youth Work and Community Development (JNC)
BSc (Hons) Adult Nursing
BSc (Hons) Applied Biomedical Sciences
BSc (Hons) Dietetics
BSc (Hons) Environmental Health
BSc (Hons) Environmental Health Studies
BSc (Hons) Environmental Health Degree Apprenticeship
BSc (Hons) Mental Health Nursing
BSc (Hons) Nutrition
BSc (Hons) Physiotherapy
BSc (Hons) Safety, Health and Environmental Management
BSc (Hons) Safety Health and Environmental Management (franchise, MDIS)
~~BSc (Hons) Safety Health and Environmental Management (franchise, Rushmore Business School)~~
BSc (Hons) Sports and Exercise Therapy
BSc (Hons) Occupational Therapy
Dip HE Therapeutic Counselling
Foundation Degree Nursing Associate
~~School of Health and Community Studies~~
~~BA (Hons) Social Work~~
~~BA (Hons) Youth Work and Community Development (JNC)~~
~~BSc (Hons) Adult Nursing~~
~~Foundation Degree Nursing Associate~~
~~BSc (Hons) Mental Health Nursing~~
~~Dip HE Therapeutic Counselling~~
Leeds School of Social Sciences
BSc (Hons) Speech & Language Therapy
Carnegie School of Education: **Undergraduate with Qualified Teacher Status (QTS):**
BA (Hons) Primary Education (Early Years, 3-7) with recommendation for Qualified Teacher Status – PEQTE
BA (Hons) Primary Education (5-11) with recommendation for Qualified Teacher Status – PEQTR

Postgraduate courses

School of ~~Clinical and Applied Sciences~~Health
PG Cert Mental Health Practice
PG Cert Therapeutic Play Skills
PG Dip Community Specialist Practitioner - District Nursing
PG Dip Counselling & Psychotherapy
PG Dip Dietetics
PG Dip Health & Safety
PG Dip Health and Safety (franchise, Hong Kong College of Technology)
PG Dip Play Therapy
PG Dip Specialist Community Public Health Nursing - Health Visiting
PG Dip Specialist Community Public Health Nursing - School Nursing
MA Art Psychotherapy Practice
MA Social Work
MA Youth Work and Community Development
MSc Dietetics
MSc Environmental Health
MSc Health and Safety
MSc Nutrition in Practice
MSc Occupational Therapy (Pre-registration)
MSc Physiotherapy (Pre-registration)
MSc Sports and Exercise Therapy
~~School of Health and Community Studies~~
~~PG Cert Mental Health Practice~~
~~PG Cert Therapeutic Play Skills~~
~~PG Dip Community Specialist Practitioner - District Nursing~~
~~PG Dip Counselling & Psychotherapy~~
~~PG Dip Play Therapy~~
~~PG Dip Specialist Community Public Health Nursing - Health Visiting~~
~~PG Dip Specialist Community Public Health Nursing - School Nursing~~
~~MA Art Psychotherapy Practice~~
~~MA Social Work~~
~~MA Youth Work and Community Development~~
Leeds School of Social Sciences
MSc Speech & Language Therapy
Carnegie School of Education: **Postgraduate with Qualified Teacher Status (QTS)**
PGCE Primary 3-7 leading to QTS
PGCE Primary 5-11 leading to QTS
PGCE Primary PE 5-11 leading to QTS
PGCE Secondary Physical Education leading to QTS
PGCE Secondary English leading to QTS
PGCE Secondary Maths leading to QTS
PGCE Secondary Geography leading to QTS
PGCE School Direct awards leading to QTS

Other – professional modules

School of Health ~~and Community Studies~~
Non-Medical Prescribing
Practice of Best Interests Assessments

Draft Schedule of Meetings 2021/22

Purpose of Report

This report provides a list of the meeting dates for Academic Board and its Committees for 2021/22.

Action Requested

The report is **for information and to note**

Key Issues

The dates allow the Academic Board to report to the meetings of the Board of Governors which have been set for 2021/22 and were approved at the last Board meeting in May. The schedule also takes into account the dates of key returns to OfS, and those in the academic calendar, in addition to the availability of the Chair of the Board and the Chairs of its committees. Internal stakeholders have been consulted as appropriate per Committee.

The dates for the Sport Committee will be set at a later date.

Author

Name: Susie Bradford, Secretariat Coordinator

Date: June 2021

Approval Route

Name: Kate Harvey, Secretariat Manager

Date: June 2021

DRAFT SCHEDULE FOR ACADEMIC BOARD & COMMITTEE MEETINGS 2021/22

1   The report provides a list of the meeting dates for Academic Board and its Committees for 2021/22 in the table below.

DAY	DATE	TIME	MEETING
Thursday	23 September 2021	09.30 - 12.00	Research Degrees Sub Committee
Thursday	30 September 2021	14:00-16:00	Research Ethics Sub-Committee
Monday	11 October 2021	14:00-16:30	Academic Quality & Standards Committee
Tuesday	12 October 2021	14:00-16:00	Honorary Awards Committee
Thursday	21 October 2021	09.30 - 12.00	Research Degrees Sub Committee
Thursday	21 October 2021	14:00-16:30	Research & Enterprise Committee
Wednesday	03 November 2021	14:00-17:00	Academic Board
Thursday	18 November 2021	09.30 - 12.00	Research Degrees Sub Committee
Tuesday	07 December 2021	14:00-16:00	Access & Participation Scrutiny Committee
Thursday	09 December 2021	14:00-16:00	Research Ethics Sub-Committee
Thursday	16 December 2021	09.30 - 12.00	Research Degrees Sub Committee
Monday	17 January 2022	14:00-16:30	Academic Quality & Standards Committee
Thursday	20 January 2022	09.30 - 12.00	Research Degrees Sub Committee
Thursday	27 January 2022	14:00-16:30	Research & Enterprise Committee
Wednesday	09 February 2022	14:00-17:00	Academic Board
Thursday	17 February 2022	09.30 - 12.00	Research Degrees Sub Committee
Thursday	03 March 2022	14:00-16:00	Research Ethics Sub-Committee
Thursday	17 March 2022	09.30 - 12.30	Research Degrees Sub Committee
Monday	21 March 2022	14:00-16:30	Academic Quality & Standards Committee
Tuesday	22 March 2022	14:00-16:00	Access & Participation Scrutiny Committee
Thursday	24 March 2022	14:00-16:30	Research & Enterprise Committee
Thursday	21 April 2022	09.30 - 12.30	Research Degrees Sub Committee
Wednesday	27 April 2022	14:00-17:00	Academic Board
Thursday	19 May 2022	09.30 - 12.00	Research Degrees Sub Committee
Thursday	26 May 2022	14:00-16:00	Research Ethics Sub-Committee
Monday	06 June 2022	14:00-16:30	Academic Quality & Standards Committee
Tuesday	14 June 2022	14:00-16:00	Access & Participation Scrutiny Committee
Thursday	16 June 2022	09.30 - 12.00	Research Degrees Sub Committee
Thursday	16 June 2022	14:00-16:30	Research & Enterprise Committee
Wednesday	06 July 2022	14:00-17:00	Academic Board
Thursday	21 July 2022	09.30 - 12.00	Research Degrees Sub Committee

Draft schedule of business 2021/22

Executive Summary

The report presents the Academic Board's schedule of business for the next Academic year, 2021/22

Action Requested

The report is **for information.** Academic Board is invited to note its updated schedule of business for 2021/22.

Appendices

None.

Author

Name: Rachael Andrews
Job title: Secretariat and Assurance Administrative Officer
Date: June 2021

Academic Board Schedule of Meetings and Business 2021-22

03 November 2021	09 February 2022	27 April 2022	06 July 2022
Deadline: 27 October 2021	*Deadline: 31 January 2022*	*Deadline 18 April 2022*	*Deadline: 27 June 2022*
NSS Outcomes 2020/21	Structure of Academic Delivery in 2022/23	Research & Enterprise Income (HE-BCI)	Admissions Policy
Annual Research & Enterprise Activity Report	Home undergraduate Entry Tariffs -2023	Access & Participation Plan Monitoring Statement	Register of Collaborations and Partnerships
Update on the conferment of honorary awards		Proposed dates for Academic Board Committee meetings for 2021/22	Annual Review of the course approved to use the Fitness to Practise Policy and Procedures
Annual Statement on Research Integrity		Research Excellence Framwork (REF) Results	Annual Statement on Research Integrity
			Academic Regulations (amendments)
			Amendments to the Terms of Reference and Memberships for the Academic Board and its Committees
			Academic Board Elections
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		