AGENDA

The meeting will be held at 09:30 in G05 Old Broadcasting House, City Campus

PRELIMINARY ITEMS		Item	Led by
1	Apologies	Verbal	D Lowen
2	Declarations of interest	Verbal	D Lowen
3	Minutes of the last meeting held on 25 November 2022	HEC-2223-030 **CONFIDENTIAL**	D Lowen
4	Matters arising	HEC-2223-031 **CONFIDENTIAL**	K Harvey
5	Chair's Action	HEC-2223-032	D Lowen

STRATEGIC MATTERS		Item	Led by
6	Chair's Report	Verbal	D Lowen
7	Vice Chancellor's Report	HEC-2223-033 **CONFIDENTIAL**	Professor P Slee

REPORTS FROM COMMITTEES		Item	Led by
8	Report of the Governance and Nominations Committee – 03 February 2023	HEC-2223-034 **CONFIDENTIAL**	Dr A West
9	Report of the Finance, Staffing & Resources Committee – 10 February 2023	HEC-2223-035 **CONFIDENTIAL**	A Gay
10	Report of the Audit Committee – 24 February 2023	HEC-2223-036 **CONFIDENTIAL**	N Whitaker
11	Report of the Chairs' Committee – 31 January 2023	Verbal	D Lowen

~ Refreshment Break ~

EXCELLENT ACADEMIC OUTCOMES, RESEARCH AND INNOVATION		Item	Led by
12	Report of the Academic Board – 08 February 2023	HEC-2223-037 **CONFIDENTIAL**	Professor P Slee

13	Academic Assurance Report	HEC-2223-038 **CONFIDENTIAL**	Professor P Cardew
14	Research Strategy Update	HEC-2223-039 **CONFIDENTIAL**	Professor S Machold
15	Students' Union Report	HEC-2223-040	A Pinnock

SUSTAINABLE RESOURCES	**Item**	**Led by**
16	Student Recruitment Update	HEC-2223-041 **CONFIDENTIAL**	Dr D Ashton
17	Sustainability Strategy	HEC-2223-042 **CONFIDENTIAL**	D Sharp
18	Financial and Capital Expenditure Update	HEC-2223-043 **CONFIDENTIAL**	P Harrison
19	Annual Review of Financial Regulations	HEC-2223-044 **CONFIDENTIAL**	P Harrison

GOVERNANCE & COMPLIANCE	**Item**	**Led by**
20	Governor Recruitment Update	HEC-2223-045 **CONFIDENTIAL**	C Thomas
21	Governor Code of Conduct Review	HEC-2223-046	C Thomas
22	OfS Regulatory Update	HEC-2223-047 **CONFIDENTIAL**	C Thomas
23	Health & Safety update	HEC-2223-048 **CONFIDENTIAL**	T Lancaster

OTHER BUSINESS	**Item**	**Led by**
24	Schedule of Business 2022/23	HEC-2223-049	K Harvey
25	Any Other Business	Verbal	D Lowen

Details of next meeting:
The Board Away Day will be held on campus on Friday 05 May 2023, timing and venue to be confirmed.
The next meeting of the Board will be held on campus at 09:30 on 19 May 2023 venue to be confirmed.

DRAFT

███ *Shaded items indicate that the Board 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*

Chair's Action

Purpose of Report

To seek ratification of action taken on behalf of the Board of Governors by the Chair.

Action Requested

The report is **for ratification**

Key Issues

On 11 January David Lowen, Chair of the Board, endorsed by Chair's Action the following new governor committee appointments:

(a) Helen Green – Finance, Staffing & Resources Committee.

(b) Victoria Pourzand – Governance & Nominations Committee.

(c) Martin Barkley – Audit Committee.

The appointments have been made taking into account the new governors' professional backgrounds and experience. The decision facilitated new governors attending committee meetings in this cycle.

The Board is invited to ratify this action taken by the Chair. The Secretariat office maintains a record of action taken by the Chair and this is available for inspection upon request.

Author

Name: Kate Harvey, Governance Services Manager

Date: January 2023

Students' Union Report

Purpose of Report
This report is to summarise the work undertaken by the Students' Union and inform the Board of key issues and developments.

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

Key Issues
This report provides an overview of the current work and activity of the Students' Union. The report is presented with reference to the Students' Union's strategic plan and references key areas of alignment with the University strategic plan.

Appendices
Appendix A - Student Submission to the Teaching Excellence Framework

Author
Name: Ashleigh Pinnock, SU Welfare Officer (Interim President) & Neil Mackenzie, SU Chief Executive
Date: 2nd March 2023

Approval Route
Name: Ashleigh Pinnock, SU Welfare Officer (Interim President)

Date: 10th March 2023

Students' Union Report

Introduction

This report outlines the recent work of the Students' Union with reference to the strategic themes of both the SU and University strategic plans. Attached as an appendix is the student submission to the Teaching Excellence Framework for the interest and information of Governors. This was prepared in partnership with the University under the leadership of Meg Darroch, SU Education Officer. We believe that this, read alongside the University's narrative submission, provides a strong basis for understanding and improving the student experience in the coming years and carrying out the exercise has been useful in strengthening the collaboration between key staff in the SU and the University.

This has been a busy start to the New Year for the SU with a big focus on welcoming the large January intake to campus. At the end of January we held our Winter Freshers' Fair, this was a far larger event than in previous years, reflecting the size of the January intake, and it saw around 2,000 students attend.

February saw the completion of our annual 'Big Student Survey', which this year has seen over 1,000 additional responses compared to 2022. Analysis of this data is underway and will be presented to Governors at the next opportunity.

By the date that this meeting will be discuss the result of the SU Leadership elections will have been announced. We hope that this will have seen an increase in student turnout, in line with the increase in student engagement with the SU that we have seen this year. Positively, we have seen a substantial increase in the number of candidates standing in the elections, which we hope will be subsequently reflected in an increased number of students casting a ballot.

Finally, student representatives and support staff from the SU are looking forward to meeting with governors following this meeting to discuss their student experience and support governors in their understanding of student life at Leeds Beckett University. It has been heartening to have the governors so keen to hear directly from students and we hope that this can be the first of a number of opportunities to hear directly from our student reps and leaders.

Updates against SU Strategic Themes:

Positively Impact Student Finances
Work to support student through the cost-of-living crisis has continued to be the priority for the SU, with a large focus on the provision of free or low-cost socialising opportunities. We are also working in partnership with the University to ensure that all students are aware of the support available through the Student Hardship Fund, removing stigma and ensuring that the process is as simple as possible. A key piece of feedback in this area has been around the need to consider bursaries or grants for certain groups of students, rather than waiting for them to find themselves in need of the hardship fund. We believe that providing more funding automatically and up front would ensure those that need support receive it, that they do so without any stigma and that it would not necessarily require the University to increase its overall spending in this area.

In the coming weeks we will be launching a new project to support students struggling with the cost of food, working with our student volunteers in our social enterprises. We will be producing recipe cards and meal kits to be distributed around campus for cheap and nutritious meals that students can restock via our social enterprises. This will both support students with food costs and raise awareness of the services available on campus.

The Leeds housing market continues to be under strain, with a particular issue around family housing. We have been working in partnership with the University around student housing, in particular considering the needs of the January intake, and it is clear that more research is needed to understand student behaviour and decision making in this area.

Financial stability is vital to students being able to engage fully in their studies and University life and we believe that our work in this area will support the University to deliver its work to deliver 'Excellent Educational Outcomes'.

Contribute to the Success & Development of our Students
Over 1,000 course representatives have now completed their training with the SU, this is an increase on last year and is also a significantly enhanced programme that we hope will delivered improved engagement. Our Student Academic Representation Assistants (SARAs) continue to work with the reps to gather and present feedback to the University and a number of the SARAs are looking forward to speaking with governors later.

We have been invited to work in partnership with the School of Law on a project aimed at improving student satisfaction as measured by the National Student Survey. We hope that, as well as support students and staff in the Law School, such a project could provide a useful model for future school level collaboration on student engagement and satisfaction projects.

A student rep from the School of Education has worked with student to write to the Chair of the All Party Parliamentary Group on the Teaching Profession to raise the issue of unpaid placements and student funding. Ian Mearns MP has met with the student rep and has encouraged him to gather further case studies from a range of University with the aim of having them considered by the APPG in a future meeting.

Again, this work will directly support the University's strategic aim to deliver 'excellent educational outcomes'.

Create a Sense of Belonging
As mentioned above, the Winter Freshers' Fair took place recently, welcoming our new students arriving in January, with over 2,000 students engaging and finding out about opportunities in the SU, the University and beyond.

Out programme of 'give-it-a-go' activities and 'mixers' continue to be very popular in providing students with free, or very cheap, opportunities to socialise and make friends around campus. Our recent 'Chai & Chit Chat' event saw over 300 students come together around City Campus. In addition, almost 1,000 students have registered to attend the 'International Bash' on Friday 3rd of March. These levels of engagement and activity are now significantly higher than pre-pandemic levels.

One issue that has emerged both anecdotally and through early analysis of our 'Big Student Survey' is the need to ensure that we have an offer that is engaging home, undergraduate students. This is

an issue that is of some concern across the University (and indeed across many similar institutions) and will require new approaches in the next academic year based on a better understanding of student lives and experiences. This work will be a priority for us in the future and we hope that we will be able to make a positive impact and continuation and completion through the development of new projects.

Our work in this area will contribute to both the 'excellent educational outcomes' and 'globally engaged' themes of the University strategic plan.

Ensure that Students Feel Supported
We have recently completed the self-assessment submission in partnership with Student Services for the Student Minds Mental Health Charter. This process has seen a range of student feedback and focus groups considered, some of which has been used to support our submission to the Teaching Excellence Framework (attached to this report).

Our Advice Team continues to see a large volume of students, with a growing proportion of the clients of the service being international students. Some additional analysis of the numbers is required, but anecdotally the increase appears to be disproportionately large compared to the increase in international student numbers. We are seeing a large number of acute housing issues, generally involving families and we will continue our work with the University and Unipol to seek longer term solutions to this.

We have been contacted by a group of students studying at Headingley Campus regarding safety on the walkway between the University and the train station, with a particular concern around street lighting in certain areas. The SU Officers have been in contact with the relevant ward councillor at Leeds City Council regarding this issue.

Again, this work is most closely related to the 'excellent educational outcomes' theme of the University plan.

Provider name: Leeds Beckett University

1. **Our approach**

The TEF student submission has been prepared and drafted by Leeds Beckett Students' Union, utilising research and insight work led by our Student Voice and Insight department, and working closely with our Academic Experience Officer who is the student lead for the TEF submission. We have drawn on a range of existing data and insight to inform the areas we wish to focus on in the student submission, which include the TEF workbook, NSS results, our annual Big Student Survey, Access 2 (research undertaken around accessibility of course delivery) and direct feedback from students garnered through our academic representation structures and various focus groups led by the Students' Union, such as those that we have run as part of the University's work towards the Mental Health Charter.

- Our annual Big Student Survey typically draws a sample size of over 3,000 students from across the University, and asks students about their perceptions on a range of topics affecting their experiences as a student at Leeds Beckett.

- Our academic representation structures consist of a network of around 1,000 course representatives who are trained and supported in their roles by the Students' Union, and led by a team of Academic Representation Assistants (one per school) who are employed by the Students' Union to facilitate communication between students, Students' Union and University and to help drive change based on student feedback.

In line with OfS guidance, we have also chosen to take advantage of composing our submission from a hybrid of written document and video content. The written document will outline our main observations that we wish to put forward, and the video content will expand on these and provide further context, through conversations with three of our Academic Representation Assistants from three schools that we believe present a good range of positive feedback and challenges to address within the University. We have provided a link to the video content here, as the submission portal is limiting file size to 50MB despite saying that 2000MB is the maximum limit: https://www.youtube.com/watch?v=C51eXZX5_pQ

Consistent with our constructive day-to-day working relationship with the University, which allows us to support each other's objectives while retaining our role as a 'critical friend', we have maintained an open and honest relationship over the course of producing our TEF submissions. The Students' Union has been represented on the University's TEF working group, we have had sight of their draft submissions as they have developed, and we have kept the University up to date on the areas we wished to focus on in our own submission, as well as sharing drafts with them. The University is always respectful of our independence and is encouraging of us to offer challenge where there is evidence that it is in the best interests of students. With this in mind, we can confirm that the University has not sought to influence the content of this submission, and we are confident that any challenges we have outlined will become areas of work that we will collaborate on in the months and years ahead.

We have chosen to focus the majority of our submission on some of the main issues affecting students at Leeds Beckett right now, whilst also providing an overview of the wider student experience. We have largely chosen not to repeat metrics that the panel will already be well aware of, and that will be well documented in the University's submission, but rather to supplement these

with data from our own insight, as well as personal insights from students whose experiences broadly reflect what we know from our work supporting and representing them.

2. Academic Experience

Broadly, our insight tells us that the academic experience for the majority of students at Leeds Beckett is a positive one. As was the case across the sector, satisfaction across a number of areas decreased as a result of the Covid-19 pandemic, but despite this there are some excellent examples of how the University responded to these challenges.

a. Teaching practices and course content

Some of the most positive examples cited by students in this area include the availability and support offered by academic staff, teaching methods that make learning interactive and provoke critical thinking, and future employability and career progression built in as an integral component of the course. Students also pointed to examples where a wide range of different learning scenarios and assessment methods are employed. These examples underpin crucial elements of the University's Education Plan, so it is very positive to see these coming through in practice.

Insight from the Students' Union's Annual Survey also shows that courses where students reported feeling that they had the opportunity to shape teaching and learning on their courses generally correlate with higher values within the TEF metrics.

Respondents who said they did not have the opportunity to shape teaching and learning on their course
[1]
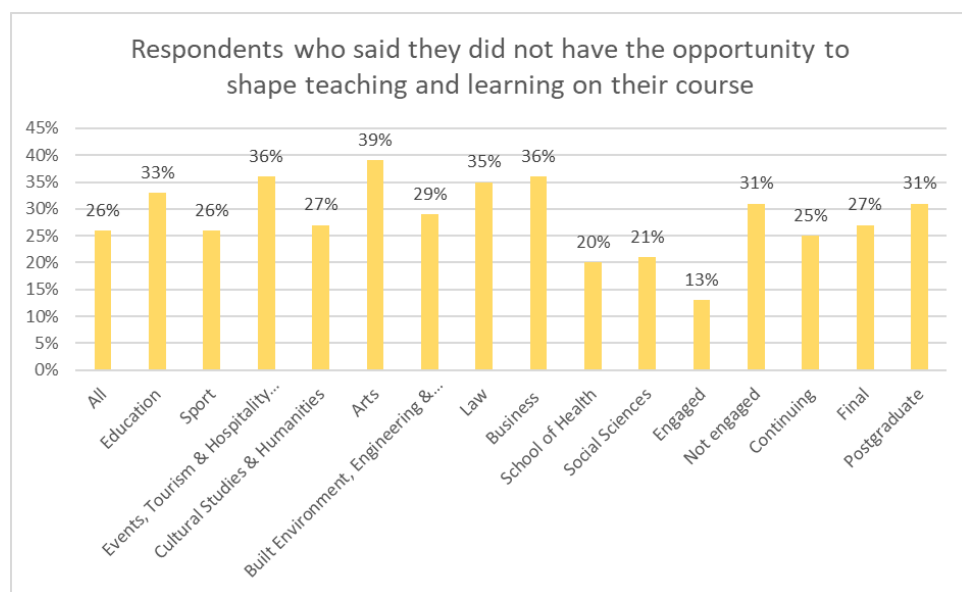
Some of the biggest challenges in this area are around wider student engagement, particularly on some of the larger courses, and the impact this has on course community and sense of belonging. Hybrid learning (a mix of online and in-person delivery), has brought about many positives, particularly around accessibility, however feedback from students also suggests that it can present challenges around engagement and belonging. This is an area we have chosen to focus on later in our submission.

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[1] Big Student Survey 2021/22. Respondents who stated they did not have the opportunity to shape teaching and learning on their course. *Leeds Beckett Students' Union*

b. *Assessment and feedback*

The University has put a lot of work into improvement in this area in recent years, and this is reflected in the fact that their most recent NSS results across this area put them ahead of the sector average. The best examples cited by students talk about feedback that is timely, detailed, individualised, and that makes it clear what they need to do to improve. Clear examples of improvement can be seen in the Carnegie School of Sport, where multiple concerns were raised through course representatives around expectations and deadlines for assessments during 2021/22 – this issue has not presented itself in the current academic year, demonstrating that student feedback has been acted on.

However, consistency across the institution appears to be an issue in this area. Some of the more challenging examples point to feedback that is vague, leaving students unclear on how to improve, and the timeliness of feedback was a strong theme in the focus groups we ran as part of our work supporting the University's submission for the Mental Health Charter. Here, students talked about the negative impact that late feedback can have on their mental health, when they are unable to apply feedback to future assessed work due to it not being received in time:

"I've struggled to focus on projects due to the delays on getting feedback."

"Sometimes it takes months to get feedback back, and if you cannot physically enter campus you've likely done more assignments before you get feedback."

International students can sometimes struggle with their first assessments if they have been assessed in different ways prior to studying in the UK. Starting in 2022/23, the library now run an induction week which covers different aspects including academic writing and research practices that are in line with expectations when studying in the UK and specifically at LBU.

Assessment and feedback whilst on placement also present challenges, with students sometimes feeling that the same level of support is not there compared to when they are on campus.

On assessment and feedback within the TEF data dashboard, 'students with a disability reported' category had a higher level of performance (3.5% above benchmark) than 'no disability reported'. Qualitative insight from the Mental Health Charter focus groups and Access 2 research indicated that students with disabilities have an improved academic experience once support has been secured:

"Wellbeing team were helpful that I'd have the support for securing mitigation by giving a wellbeing statement"

c. *Access to resources*

Broadly, students are very happy with the availability of resources that are essential for their course. Library and online resources are viewed positively, although there is a perception that awareness of resources that exist, and how to access them, could be improved. This was apparent in the Mental Health Charter and Big Student Survey research projects:

"Just more overall structure and resources to be used around campus. There is only one real study area which is the library, I don't know of any other areas I could go that are less overwhelming than the library"

"more bookable time in the library/meeting rooms"

"There's just so many resources that we don't know about, but I know it's difficult to understand the when and how."

"Students are 'bombarded' by successive emails, find out about some services really late or not at all, shorter emails and less with crucial information requested."

d. *Career development and employability*

This is another area in which the University has invested time and resource to ensure that this is firmly embedded into course design and delivery, and is another major feature within their Education Plan. Students are able to point to opportunities throughout their courses that help them to develop employability-related skills linked to their future careers, and cited placements as an excellent opportunity to build career confidence.

3. **Course community and sense of belonging**

A strong theme that has emerged through research activity such as the NSS, the Students' Union's Annual Survey, and feedback received through our academic representation structures is that there is a challenge around students feeling like they belong to a community at Leeds Beckett.
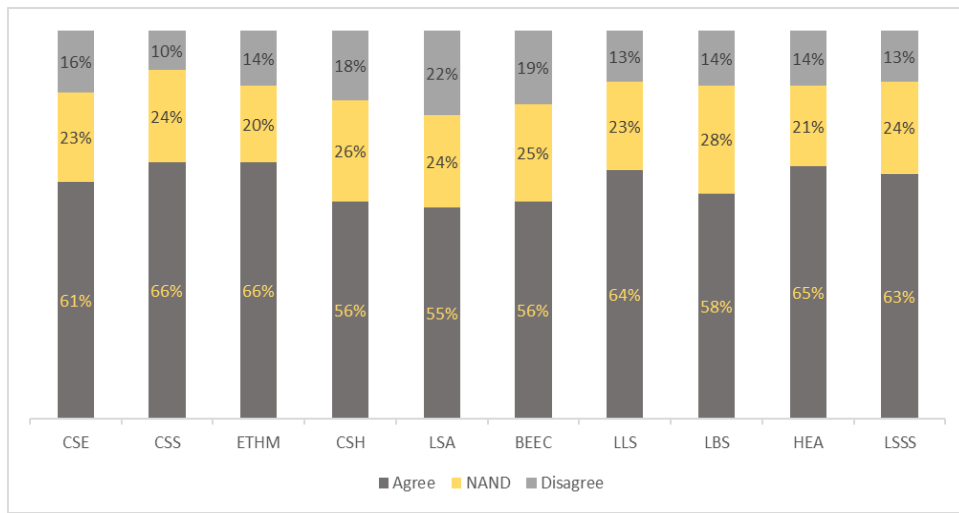
Meg Darroch, the Students' Union's Academic Experience Officer for the last two years has been working on developing initiatives to tackle this issue within her own school of study (the Business School) which has a number of very large courses, and has this to say about her motivation to work on this issue:

'Student belonging was becoming a buzzword even prior to the Covid-19 pandemic, where the issue was exacerbated. Even though we are now fully emerging from this difficult period, the aftermath of loneliness, poor mental health and academic regulatory changes is still being felt.

It is clear that both the University and Students' Union at Leeds Beckett are striving to achieve a sense of belonging and community for all students while they are studying here. The University is committed to working closely with student representatives at both course and school level, as well as supporting the delivery wherever possible of the elected Students' Union Officer objectives. A key area of strength for the University is their linking of core working practices on course identity and

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² Big Student Survey 2021/22. I feel like I belong to a student community at LBU by department. *Leeds Beckett Students Union*

integrity to their Education Plan – however the outcomes of this work are not yet being widely felt in practice.

Studying on a large course such as Business and Management with over 800 students in a single year group, and spanning multiple pathways such as Law, Leadership and Finance, feeling a strong connection to the course was always difficult. One of the challenges faced by the University is the size of some of the larger cohorts and their ability to embed consistent opportunities for students from different pathways, seminars groups and levels to connect with each other and learn from each other. I would like to see the University ensure that their inclusivity by design process and overall module content includes informal opportunities to learn from others and increase that sense of belonging and connection.'

Feedback from Academic Representatives also suggests that hybrid delivery of teaching presents challenges in this area. Whilst it is important that the University retains the positive elements of hybrid delivery originally brought about as a result of the Covid-19 pandemic, it should be noted that some students feel that opportunities for collaboration, and the ability to actually get to know other people on the course are both reported to be much more of a challenge when higher proportions of course content are delivered online. However, it is important to note that the option to view a lecture online, or watch a recording, is viewed positively from an accessibility point of view – particularly amongst disabled students and commuter students, who may struggle to attend campus so often for a myriad of reasons, including the cost of travel which is pertinent at the current time.

There are some clear examples that can be pointed to where the University is taking proactive steps to tackle this issue head on – for example timetabling students in cohorts in Business and Management, introducing peer mentoring into modules, and undertaking the 'From A to B-longing' research project, which hopes to foster a greater understanding of how students feel and behave when adapting to university life. Peer mentoring in particular is something that students have requested on a number of occasions, so it is great to see the University taking action on this. Any initiatives that seek to understand and take action on how students' sense of belonging can be improved are always welcome – however it is a complicated issue which remains a serious threat to continuation and completion rates.

Finally, it is important to recognise the circumstances of much of the Leeds Beckett student population in relation to sense of belonging – economic hardship, a high proportion of commuting students, and a high number of students who need to work alongside their studies all present unique challenges.

4. **Cost of living and student support**

Perhaps the greatest single issue affecting student welfare in recent times is the cost of living crisis. It is not just the immediate and obvious impacts that affect students – the knock-on effects of struggling with the cost of living also impact heavily on the ability of students to engage fully with their University experience, with more needing to work to supplement their income, or choosing to live at home and commute to save money. These were pertinent issues even prior to the current cost of living crisis, featuring consistently as strong themes in the Students' Union Annual Survey and Mental Health Charter focus groups.

The work that the University has done alongside the Students' Union on softening the impact of the cost of living crisis is a great example of where effective representation, collaboration and dialogue between the University and SU has led to meaningful support being put in place to help students through extremely difficult times. The package of support put in place by the University to help

reduce hardship included a significant increase to the hardship fund, absorbing increases in accommodation costs, reducing extra course costs wherever possible, and making hot meals available on campus every day for £2. A cost of living working group has also been established to ensure ongoing dialogue around further measures that could be taken, and the University has been responsive when issues have been raised with them – for example, reinstating software licenses on students' own computers in the School of Art, meaning they didn't have to fund these themselves or incur unnecessary expenditure travelling to campus.

Feedback from Academic Representatives does suggest that more could be done on an everyday, practical level to further mitigate against financial hardship and poor wellbeing. Suggestions include timetabling to minimise travel costs and to ensure that there is available time for wellbeing activity (such as participation in sport).

The overall support available for students at Leeds Beckett is generally viewed very positively, especially once it has been received, with students commenting in surveys and focus groups that they have found support mechanisms such as wellbeing and counselling appointments beneficial to their mental health and overall wellbeing – however a consistent theme is that many students are either unaware of available support, or experience long waiting times before they can access it. This could be having a negative impact on continuation and completion, where an earlier intervention could have made the difference between a student choosing to stay or leave their studies. The University has taken some very positive steps to address this, introducing school-based wellbeing practitioners who help to facilitate timely support for those students who need it, however comments around awareness of available support and wait times remain a feature of recent surveys and focus groups:

"The disability advice team are understaffed, so their activities and services centre on - and are defined by - their capacity as opposed to on student need. If there are long wait times which negatively impact students, then the team should be expanded to reduce those wait times."

"...the waiting lists are very long to get any support, around 1 month for wellbeing"

"More advertisement is needed on where to go, rather than ask for advice because a lot of people are reluctant to do this."

"Wellbeing team were helpful that I'd have the support for securing mitigation by giving a wellbeing statement"

Support while on placement is also a common theme, and suggests that some students may still be undertaking unpaid placements:

"Halls and placement travel takes up so much if my money I can't even afford a food shop some week"

"Due to the current placement I am at, I have to pay for travel additionally it limits my opportunity to work, and I do not meet the requirements for travel support"

"My student loan doesn't cover the rent. I'm on placement 30+ hours a week. Difficult to work at the same times as well as with uni."

5. Part-time students

Although the provision of part-time courses at Leeds Beckett has never been a major focus at undergraduate level (with most programmes aimed at students employed locally who are required to undertake study as part of their career), the difference in how part-time students view their overall experience compared to full-time stands out, with satisfaction lower in most areas. There are exceptions to this trend – for example in learning resources, where part-time is 4.7% ahead of the benchmark.

As outlined in the University's own TEF submission, the majority of part-time provision is now for degree apprenticeships in the schools of Built Environment, Engineering & Computing, Business, and Health. This remains a developing area for the institution, and early discussions have taken place between the University and Students' Union about establishing effective representation channels for Degree Apprenticeship students in order to better understand their experience.

Below is a selection of comments received so far as part of the Students' Union's annual student survey (currently open) from part-time students, which could provide some useful guidance of where work could be undertaken to improve their overall experience:

"More opportunities for virtual links and being mindful of time restraints for part time students. More evening or weekend activities or items"

"More interactive learning, not show old, pre-recorded PowerPoints"

"Clearer information about timetabling and work needed on campus in advance. Earlier timetable release. As a part time student, it would be nice to know when I will be expected to attend more than a week or so beforehand"

"Difficult to fully engage with university as a part time student while working full time, study over my weekends"

"Time - I work full time so opportunities outside of my schedule are scarce."

"Not as much support for part time students, feel like I'm drowning in work"

"Balancing work and Uni means I have to either compromise my studies or work"

Governor Code of Conduct Review

Purpose of Report
To present amendments to the Code for approval by the Board and a proposal for future review.

Action Requested
The report is **for decision**

Key Issues

1. The Code of Conduct was approved by the Board in 2018. In October the Governance & Nominations Committee agreed that the Code should be reviewed to ensure it continues to be relevant and thereafter reviewed on a regular basis. It is proposed that this is done biennially, and the schedule of business will be updated accordingly.

2. The Code is set out at appendix A. The proposed amendments for consideration and recommendation to the Board for approval comprise:
    (a) Introduction – inclusion of the Statement of Primary Responsibilities to the linked key documents.
    (b) Paragraph 13 – addition of reference to governors' responsibilities at charity trustees, linking to the Office for Students' guidance note. We will also be reviewing the content of the induction handbook to ensure the overview remains relevant and links to current guidance.
    (c) Paragraph 15 – addition of references to the Conflicts of Interest Policy and the Counter Fraud Policy and Anti-Bribery & Corruption Policy, as well as governors' responsibilities relating to any gifts received.
    (d) Paragraph 19 – amended to take into account the Governance & Nominations Committee's recommendation that where meetings are scheduled to be on campus that governors make all efforts to attend in person.
    (e) Paragraph 22 – following discussion at the Governance & Nominations Committee, reference to the University's values has been included to highlight the importance of the Board leading by example. It is proposed to rename the section to "Board Culture and Relations with Others".
    (f) Paragraph 34 – a proposed alternative route for complaints regarding the Chair of the Board, where the Chair of the Audit Committee is also the Deputy Chair and so involved in the Chair of the Board's annual review process.

Appendices
Appendix A – Governor Code of Conduct

Author
Name: Kate Harvey, Secretariat Manager
Date: February 2023

Approval Route
Name: Governance & Nominations Committee
Date: 03 February 2023

GOVERNOR CODE OF CONDUCT

This Code of Conduct applies to all members of the Board of Governors ("the Board") at Leeds Beckett University ("the University"), and comprises the standards and commitments expected of our Governors.

It should be read in conjunction with the Instrument and Articles of Government, ~~which set out the powers and responsibilities of the Board~~the Board's Statement of Primary Responsibilities, and the Standing Orders for the Conduct of Meetings, which set out the manner in which the Board operates.

All members of the Board are expected to observe the seven Principles of Public Life (the Nolan Principles, 1995)[1], the Primary Elements of Higher Education Governance set out in the Committee of University Chairs' Higher Education Code on Governance (2020)[2], and the Office for Students' Public Interest Governance Principles, notably Principle IX, which requires members of the Board to be "fit and proper" persons[3].

GENERAL DUTIES AND OBLIGATIONS

1. Governors must act within the Instrument and Articles of the University and the law, and abide by the policies and procedures of the University. This includes having a knowledge of the contents of the Instrument and Articles, and the relevant policies and procedures.

2. Governors should provide strategic direction, and support and champion the University's vision, mission and the values these encompass, making any skills, knowledge or experience they have available and seeking to be involved in University life.

3. Governors should develop and maintain a sound and up-to-date knowledge of the University and its environment. This will include an understanding of how it operates and the extent of its work, the higher education sector, and the changing social, political, geographic and economic context in which it operates.

4. Governors have a fiduciary duty to the University, and should act with reasonable care, skill, honesty and diligence in fulfilling their responsibility to ensure that the University operates and is managed effectively and appropriately, raising issues and questions, as a critical friend, in a proper and sensitive way.

5. Governors must respect the principle of collective decision-making and corporate responsibility by which the Board operates, and understand that a decision taken by the Board, even when not unanimous, is a decision taken by governors collectively.

6. Governors must respect organisational, Board and individual confidentiality, while never using confidentiality as an excuse not to disclose matters that should be transparent and open. Where agenda items are considered to be confidential or reserved from wider publication,

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[1] https://www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life--2
[2] https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf
[3] https://www.officeforstudents.org.uk/advice-and-guidance/regulation/public-interest-governance-principles/

these papers will be marked as such and only shared with members of the Board and, where appropriate, members of the University's senior management.

7. Governors should make an active contribution to the Board, including participating in induction, training and performance review, sharing their perspective, skills and experience for the long-term benefit of the University, with fellow Governors appointing new members in accordance with agreed selection criteria.

8. Governors should use the University's resources responsibly and, if claiming expenses, will do so in line with our Financial Regulations.

9. Governors should seek to be accountable for their actions as a member of the University's Board of Governors and a charitable trustee, and will submit themselves to whatever scrutiny is appropriate.

PUBLIC ACCOUNTABILITY

10. Governors are responsible for ensuring that public funds are used in accordance with the terms and conditions of funding set out by the Office for Students and any associated responsibilities.

11. Governors are accountable for the proper use of income derived from other public and private sources and must monitor the expenditure of all funds.

12. Governors are ultimately accountable for all institutional activities and must discharge their responsibilities to the University with due regard to the reputational and financial implications of the decisions they take, taking into account the interests of the University's students, its staff and, where appropriate, the wider community.

12.13. The University is an exempt charity under the Charities Act 2001 and so the Board of Governors is also the board of trustees of the charity. Governors should ensure be mindful of their duties as charity trustees and ensure that the University delivers its charitable purposes for the public benefit and submits any required information to the Office for Students in its role as the principal regulator of exempt charities.[4]

MANAGING INTERESTS

14. Governors should not gain materially or financially from their involvement with the University, and should not accept any gifts, rewards or hospitality from any organisation or individual that would cause them to reach a position whereby they might be, or might be deemed by others to have been, influenced in making a business decision as a consequence of accepting such hospitality.
13.15. Governors should consequently be mindful of their obligations under University's Conflict of Interest Policy, the Counter Fraud and Anti-Bribery & Corruption policy and the Financial Regulations. Governors in receipt of any gifts or hospitality are obliged to notify the Registrar & Secretary promptly and ensure items are entered on the Governor Gift Register.

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[4] https://www.officeforstudents.org.uk/media/1449/ofs2018_23.pdf

14.16.   Governors must act in the best interests of the University as a whole, and not as a representative of any group, internal or external to the University. Governors should consider what is best for the University and its present and future beneficiaries in all its decision making and avoiding bringing the University into disrepute.

15.17.   Governors should avoid situations where their direct or indirect personal interests conflict, or may be perceived to conflict, with their duty as a Governor to act in the interests of the University. Where there is a conflict of interest, Governors should ensure that this is managed effectively in line with any agreed policy, and should notify the Registrar & Secretary in the first instance should their interests change during the course of the year.

16.18.   Failure to declare a conflict of interest may be considered to be a breach of this Code.

MEETINGS

17.19.   Governors should regularly attend all appropriate Board and committee meetings or give apologies for absence. Where meetings are scheduled to be on campus, governors are expected to make all efforts to attend in person.

18.20.   Governors should prepare fully for all meetings. This will include reading papers, querying anything they do not understand with an appropriate member of the University Executive Team or another governor, thinking through issues before meetings and providing any necessary information required of governors, in relation to the governance, regulation or legal requirements of the University.

19.21.   Governors should actively engage in discussion, debate and any required voting in meetings; contributing in a considered and constructive way, listening carefully, challenging sensitively and avoiding conflict.

BOARD CULTURE AND RELATIONS WITH OTHERS

22.   Governors should lead by example, acting in a manner consistent with their general duties and upholding the University's values[5] and the highest standards of integrity in Board meetings and beyond, championing an environment that supports students and colleagues to thrive.

20.23.   Governors should act independently and, where they are also an employee of the University, should maintain the clear separation of their role and responsibilities as a Governor from their day-to-day duties as an employee.

21.24.   Governors should endeavour to work considerately and respectfully with all those they come into contact with at the University. They will respect diversity, different roles and boundaries, and avoid giving offence.

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[5] https://www.leedsbeckett.ac.uk/peopledevelopment/values/

22.25.	Governors should recognise that the roles of members of the Board as governors, University managers, employees and students are different and seek to understand and respect the different stakeholder roles, and support and encourage all those they come into contact with.

23.26.	Any public comments made by Governors on the governance, management or institutional policies of the University should be well informed and considered, whether they are made as an individual or as a Governor. For the avoidance of doubt, this requirement is distinct from the views and opinions which academic staff and students are free to express, within the law, to both question and test received wisdom and to put forward new ideas or unpopular opinions, which is a fundamental principle of all universities, as outlined in the Articles of Government and the University's policies on freedom of speech and expression.

APPOINTMENTS AND RESIGNATIONS

24.27.	In accordance with the Instrument of Government (3)(1), all governors, with the exception of the Vice Chancellor, are appointed to the Board, by the Board. The Board is authorised to determine the process of appointing, the qualification of members and their respective categories, within the framework and provisions contained within the governing documents.

DECLARATION

25.28.   I, the undersigned, have read and understood the Governor Code of Conduct.

26.29.   I understand that, in accordance with section 6(3)(b) of the Instrument of Government and the provisions of the Higher Education Code of Governance, a substantial breach of any part of this code may result in procedures being put in motion that may result in my being asked to resign from, or being removed from the Board of Governors. Any such procedures will be determined by the Chair, as appropriate to the circumstance, in consultation with the Registrar & Secretary and where necessary, the Board's committee chairs.

27.30.   I understand that should this occur, I will be given the opportunity to be heard, if necessary by the full Board. In the event that I am asked to resign from the board I will accept the majority decision of the Board in this matter and resign at the earliest opportunity.

28.31.   If I wish to cease being a Governor of Leeds Beckett at any time, I will inform the Chair in advance in writing, stating my reasons for leaving.

29.32.   Should a governor wish to make a complaint about another member of the Board, a member of staff or student of the University, it should be raised with the Chair of the Board and/or the Registrar & Secretary in the first instance.

30.33.   If the complaint relates to the Registrar & Secretary it should be raised with the Chair of the Board and the Vice Chancellor.

31.34.   If the complaint relates to the Chair of the Board, it should be made to the Chair of the Audit Committee who has no involvement in the review of the Chair of the Board's performance or in deciding their remuneration and can therefore undertake an independent and objective review of any issues raised. Where the Chair of the Audit Committee is also the Deputy Chair and so involved in the Chair's review process, complaints should be made to the Chair of the Governance & Nominations Committee.

Signed . . . .

Name . . . .

Date . . . .

Schedule of Business

Purpose of Report
The report presents the Board's schedule of business for 2022/23 and will be considered at each meeting across the academic year and updated accordingly.

For this and future meetings members of the Board will be invited to contribute to the agenda, with items for future meetings added to the schedule.

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

Author
Name: Kate Harvey, Secretariat Manager
Date: February 2023

Board of Governors – Schedule of Business 2022/23

07 October 2022 Away Day Deadline: 28 September 2022	25 November 2022 Deadline: 16 November 2022	10 March 2023 Deadline: 01 March 2023	05 May 2023 Away Day Deadline: 26 April 2023	19 May 2023 Deadline: 10 May 2023	14 July 2023 Deadline: 05 July 2023
Approval of non-regulated tuition fees 2023/24	Audit Committee Annual Report and Opinion	Annual Review of Financial Regulations	Estates tour: new health facilities in Portland and Calverley with James Milligan and Jim Boyne - space / design / impact /collaboration with the academic team	Operating Framework for Remuneration Reviews 2022/23 (appended to SSRC report)	Approval of Annual revenue & capital budgets 2023/24 (including SU block grant)
October away day to focus on achievements in year 1 and priorities for 2022/23.	Internal Audit Annual Report & Opinion 2021/22	Sustainability Strategy		Draft Schedule of Meetings 2023/24	Board and Committee Memberships 2023/24
	External Auditors' Report for the year ended 31 July 2022				Corporate Risk Register – Annual Review (appended to the AUD Cttee report)
	Financial Statements - Year Ended 31 July 2022				Draft Schedule of Business For 2023/24
	Annual review & remuneration of Committee Chairs				Strategic Planning Framework – progress update
	Annual review & remuneration of the Chair of the Board				Approval of non-regulated tuition fees 2025/24 (Check w C Renwick and S Richardson)
	Prevent Duty Accountability and Data Report 2022				
	Financial forecast to 2025/26				
	Approval of risk management policy (appended to the				

	Audit Committee report)				
	Board Effectiveness Review				
	External Audit Letter of Representation				
	Sustainability Plan				

Standing Items	
1. Minutes of last meeting	9. Academic Assurance Report
2. Matters arising	10. Research Strategy Update
3. Chair's Action (note "Nothing to report" on agenda if no updates)	11. Health & Safety update
4. Chair's Report	12. OfS Regulatory Update
5. Vice Chancellor's Report	13. Update reports from Academic Board, Finance, Staffing and Resources, Audit, Governance & Nominations, Chair's and Senior Staff Remuneration Committees
6. SU Report	
7. Financial and capital expenditure update report	
8. Student recruitment update	14. Schedule of Business 2022/23
Longer Term Items	
1. Health & Safety Policy (annual, March/May)	
2. Annual Health & Safety Audit report (May)	

☐ Shaded items indicate that the Board is being asked to make a decision

* Starred items will be taken without discussion

Underlined items indicate reports that require UET scrutiny