



LEEDS
BECKETT
UNIVERSITY

ACADEMIC BOARD

17 April 2019

at 14:00 in G02 Broadcasting Place, City Campus

Governance & Legal Services

Leeds Beckett University, 101 Old Broadcasting House, City Campus, Leeds, LS2 9EN
T: 0113 812 7542 E: Governance@leedsbeckett.ac.uk

AGENDA for the Wednesday 17 April 2019 meeting.

The one hundred and forty-first meeting of the Academic Board will be held at 14:00 in Room G02, Broadcasting Place, City Campus.

14:00	Part A: Preliminary Items	Paper	Led by
A1	Apologies		Chair
A2	Declarations of interest		Chair
A3	Minutes of the last meeting held on 07 February 2018	ACB-2018-030 Confidential	Chair
A4	Matters arising <i>There are no matters arising from the last meeting.</i>	Verbal	Secretary
14:10	Part B: Reports from Officers	Paper	Led by
B1	Report from the Vice-Chancellor	Verbal report	Chair
B2	Report from the Students' Union	ACB-2018-031 Confidential	J Harrison C Hind
B3	Student Recruitment Update	ACB-2018-032 Confidential	T Lancaster
B4*	Conferral of Emeritus and Visiting Titles	ACB-2018-033	Chair
15:00	Part C: Quality and Student Matters	Paper	Led by
C1	Academic Assurance Report	ACB-2018-034 Confidential	P Cardew
C2	Amendments to the Academic Regulations	ACB-2018-035 Confidential	B Colledge
C3	Leeds Beckett Students' Union's Hidden Fees Recommendations	ACB-2018-036	J Harrison C Hind

C4	Securing Language Learning Options for Students	ACB-2018-037	J Harrison C Hind
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15:45	Part D: Research Matters	Paper	Led by
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D1	REF Code of Practice Update	ACB-2018-038 <i>Confidential</i>	C Barnes
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16:00	Part F: Reports from Committees / Groups	Paper	Led by
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F1*	Academic Quality & Standards Committee	ACB-2018-039 <i>Confidential</i>	P Cardew
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F2*	Research & Enterprise Committee	ACB-2018-040 <i>Confidential</i>	A Slade
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16:05	Part G: Other Business	Paper	Led by
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G1*	Academic Board schedule of meetings & business 2018/19	ACB-2018-041	Secretary
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G2*	Date of next meeting: 14:00 on Wednesday 03 July 2019, Room G02, Broadcasting Place, City Campus.		
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Shaded items indicate that the Board / Committee is being asked to make a decision.

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



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, Emeritus Reader, Visiting Professor and Visiting Fellow.

Action Requested

The report is for information.

Appendices

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

Author

Name: Julia Gaskin
Job title: HR Quality & Policy Development Adviser
Date: 28 March 2019

Approval Route

1 April 2019 *Natalie Saunders*
 Peter Slee

Conferral of Emeritus Professors and Visiting 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. There are no applications for emeritus status to be considered at this Academic Board meeting.
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 a Visiting Professor or Visiting Fellow were considered by the Academic Promotions Board in March 2019 and, subsequent or prior to this date, by the Vice Chancellor, as Chair of the Promotions Board.

Approval

5. The formal offer of the title of Visiting Professor for a period of 3 years has been made as follows:

School of Computing, Creative Technologies and Engineering

Dr Reinhold Behringer

School of Clinical and Applied Sciences

Dr Isabelle Schöffl

Leeds Business School

Professor Christoph Stückelberger

6. In addition Visiting Professors JA (Fred) Coalter (Carnegie School of Sport), Dieter Lange (Business Engagement), Sean Connolly (Business Engagement), Paul Joyce (Business Engagement) and Paul Johnstone (School of Health and Community Studies) have each been extended for a further 3 years. Visiting Professors Philip Tagg (School of Film, Music and Performing Arts) and Christopher Boos (Carnegie School of Sport) have been extended for a further 2 years and 1 year respectively.

7. The formal offer of the title of Visiting Fellow for a period of 3 years has been made as follows:

Leeds Business School

Mr Robert Minton-Taylor

School of Clinical and Applied Sciences

Mrs Caroline Baker

Conclusion

8. 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 Director of Human Resources, 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 Director of Human Resources, 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.



Leeds Beckett Students' Union's Hidden Fees Recommendations

Executive Summary

For a number of years the Students' Union has been receiving reports from its members that they are incurring costs whilst studying at Leeds Beckett, which were unexpected and vital for them to succeed in their studies. Charlie Hind, Vice President Education, undertook research to examine the level of hidden fees experienced by our students. Leeds Beckett Students' Union hopes that the University will work alongside us to encourage transparency about extra costs for students.

Action Requested

This report is **for decision**. Academic Board is asked to:

- a. recognise that Hidden Fees is an issue.
- b. commit to the establishment of a working group containing all necessary parties in order to address Hidden Fees across the institution.
- c. agree that the working group makes serious efforts towards investigating and implementing cross-university methods of alleviating or mitigating all extra costs that are deemed to be mandatory in achieving a good degree.

Appendices

Appendix A: Hidden Fees Analysis

Author

Name: Charlie Hind/Jack Harrison

Job title: VP Education/President

Date: 8 April 2019

Approval Route

8 April 2019 Jack Harrison/Charlie Hind

Leeds Beckett Students' Union's Hidden Fees Recommendations

Introduction

1. For a number of years the Students' Union has been receiving reports from its members that they are incurring costs whilst studying at Leeds Beckett, costs which were not only unexpected but also vital for them to succeed in their studies. It is also a national issue and not simply limited to Leeds Beckett, with the National Union of Students campaigning against hidden costs since 2015.

Background

2. In February 2018, a new motion on Hidden Fees passed Student Council and since the beginning of this academic year, Charlie Hind, Vice President Education, has made it his objective to tackle the issue. The project began by conducting some preliminary research, where 200 students were asked about the levels of Hidden Fees they had experienced (Appendix A).
3. The Students' Union define these costs as – *exceptional* costs students are expected to pay, that they were not made aware of prior to starting University. Exceptional here refers to costs, which are unreasonably high, for example, £350 of textbooks, or costs of any significant amount that students *must* pay, such as renting whilst on placements, or materials for art & design courses. This means we also understand hidden fees to be *mandatory*, in that they must be paid in order to achieve a good grade.
4. The latest Leeds Beckett University prospectus made no mention of additional costs on top of fees for any course. The section titled 'What to bring to university' failed to cover actual essentials of studying; instead, suggesting students buy games consoles and fancy dress items.
5. As it stands this practice can leave many students financially disadvantaged compared to their peers who have the ability to buy more core materials and resources to adequately equip themselves with what is needed to achieve a good degree. It also potentially means many students have to undertake part time or full time work alongside their studies in order to fund their education which 58% of Leeds Beckett students do. This can have a detrimental effect on not only their academic achievements but also their wellbeing, physical, and mental health due to the added stress and work placed upon them.

Recommendations

6. The Students' Union's recommendations for addressing this issue centre on alleviation where possible and transparency throughout.

7. We would ask that Academic Board:
 - a. Recognises that Hidden Fees is an issue.
 - b. Commits to the establishment of a working group containing all necessary parties in order to address Hidden Fees across the institution.
 - c. Agrees that the working group makes serious efforts towards investigating and implementing cross-university methods of alleviating or mitigating all extra costs that are deemed mandatory in achieving a good degree. We would recommend the working group begins by undertaking the following:
 - i. To look at how the university can further promote and support already available services that exist for students that can help them cut Hidden Fees, for example the inter-library loan system, and the reservation informed library purchasing strategy.
 - ii. Work with all Schools to produce upfront and detailed information to students regarding extra costs at the earliest possible date, preferably within all course advertisements.
 - iii. Re-evaluate the use of 'core materials' such as core compulsory textbooks. Evaluation could examine whether publications such as these are indeed the best way of providing our student members with information for their studies.
 - iv. Examination of core modules and the highlighting of ones where students are expected to cover the cost of core materials and activity.
 - v. Examination of optional modules. A diverse pool of modules needs to be available to all students no matter their economic background, with no student feeling unable to undertake an optional module due to financial barriers.
 - vi. To ensure that by next year 50% of all courses have information available on course costs in all appropriate promotional materials.

Conclusions and recommendations

8. To assist with this process the Students' Union will begin by carrying out further research to assess what information is currently available online regarding additional course costs. This research would be reviewed at the first meeting of the above working group.

References and further information

Appendices

Appendix A: Hidden Fees Analysis

Appendix A: Hidden Fees Analysis



leeds beckett
students' union

HIDDEN FEES ANALYSIS

18/02/2019

Prepared by Lydia Isherwood, Research and Insight Coordinator on behalf of Charlie Hind, VP Education

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1 Introduction

1.1. Background

This research forms a portion of the VP Education's objective on Hidden Fees. Hidden fees refers to exceptional costs students are expected to pay, and that they were not aware of prior to starting University. Exceptional here means costs which are unreasonably high, for example £350 of textbooks, or costs of any significant amount that students must pay, such as rent whilst on placement. This means hidden fees are also understood to be *mandatory*, in that they must be paid in order to achieve a good grade or participate at all. The aim of the objective is to 'lobby the University to cover any fees/costs that fall under this definition. As part of this campaign 'receipts' were collected from students detailing their experience of Hidden Fees, what they had bought and how much this costed them.

1.2 Objectives

The objectives of this research are to:

- Understand how much money (on average) students are spending on hidden fees
- Investigate how this differs across year groups and Schools
- Understand what hidden fee items students are spending their money on

2 Methodology

2.1 Research Questions

The research questions to be answered by this research are:

1. How much money (on average) are students spending on items classed as hidden fees?
2. How does experiences of hidden fees differ across year groups and Schools
3. What hidden fee items are students spending their money on?

2.2 Research Design

200 receipts were collected from students over a month at both City and Headingley campus. These receipts included 419 reported expenses from students.

These receipts have been collated into year groups, School and reported expense to provide insight into how much money students are spending, what this is on and how this differs between students.

3 Results

3.1 Total Spent

The total spent by the 200 students who completed a Hidden Fees receipt was **£23,237.26**. This is an average of **£116.19** per student who completed a receipt.

Although these results cannot be generalised to the whole University population because they are not representative. If these numbers were to be applied to all 23,305 students at Leeds Beckett University this would mean a total spend of **£2,707,807.95** on Hidden Fees.

3.2 Hidden Fees By Year Group

The 200 receipts (and 419 included expenses) have been split by year group to examine differences in the experience of hidden fees.

Table 1 shows the number of reported expenses from students in each year group. The number of reported expenses from students reflects the number of respondents from each of these year groups, as the majority of receipts came from students in their first year, followed by students in their third year.

<u>Year</u>	<u>Number of respondents</u>	<u>Number of reported expenses</u>	<u>Cost of reported expenses</u>
Year 1	66	145	£7,046
Year 2	55	131	£6,782
Year 3	65	115	£8,211
Postgraduate	11	18	£783
Unknown	3	10	£416

Table 1: Number of reported expenses split by year group

The key findings when examining the data by year group are:

- The lower costs for postgraduate students and those whose course is unknown (Figure 1) can be explained by the low number of respondents from these groups. However, despite the low numbers of respondents, the average amount spent by Postgraduate students was **£71.18** and for those whose course was unknown **£138.50** per student.
- The highest costs were seen for students in their third year. A potential explanation for this is the increase of individualised costs students face in their third/final year of studying. This includes increased printing costs for final pieces of work, dissertation binding and graduation expenses. As this research was conducted at the beginning of the year, it appears that third/final year students are already anticipating these large costs even if they have not yet faced them.
- The average costs for students across the year groups were:
 - £106.76 per student in Year 1
 - £123.31 per student in Year 2
 - £126.32 per student in Year 3

Hidden Costs by Year Group



Figure 1: Hidden Fees by Year Group

The most expensive items for each year group and the total spent on them were:

- Year 1 – Textbooks £2,977.60, Travel £1,114 & Course materials £700
- Year 2 – Textbooks £2,826.50, Travel £1,433 & Events £825
- Year 3 – Textbooks £4,057, Course materials £1,025 & Travel £650
- Postgraduates – Textbooks & Events £100
- Unknown – Textbook £270 & Course materials £102.50

3.3 Hidden Fees By School

All 200 students who completed a receipt included their course and these have been grouped into their University School (apart from the individuals who put Foundation and Erasmus, which have been left as they are).

The receipts have been split by School to examine whether there is a particular issue with hidden fees in particular Schools within the University.

<u>School</u>	<u>Number of respondents</u>	<u>Number of reported expenses</u>
Carnegie School of Sport	35	57
Social Sciences	27	57
Events, Tourism & Hospitality Management	18	38
Carnegie School of Education	18	41
Cultural Studies & Humanities	18	43
Clinical & Applied Sciences	14	28
Computing, Creative Technologies & Engineering	13	16
Leeds Business School	12	19
Health & Community Studies	11	28
Art, Architecture & Design	10	42
Film, Music & Performing Arts	11	24
Leeds Law School	7	14
Built Environment & Engineering	3	3
Erasmus	1	1
Foundation	1	6
Languages	1	2

Table 2: Number of reported expenses split by School.

The number of respondents and resulting reported expenses from students in each School varied considerably. The Schools with the most respondents were the *Carnegie School of Sport*, *Leeds School of Social Sciences*, *School of Events, Tourism & Hospitality Management* & *Carnegie School of Education*. Reflective of this is that these 3 Schools also had the most reported expenses from students.

Other Schools where students had high numbers of reported expenses were *Carnegie School of Education*, the *School of Art, Architecture & Design* & the *School of Cultural Studies & Humanities*. These Schools did not have as high numbers of respondents but the ratio of students to number of items purchased is higher than would be expected.

Amount spent by School

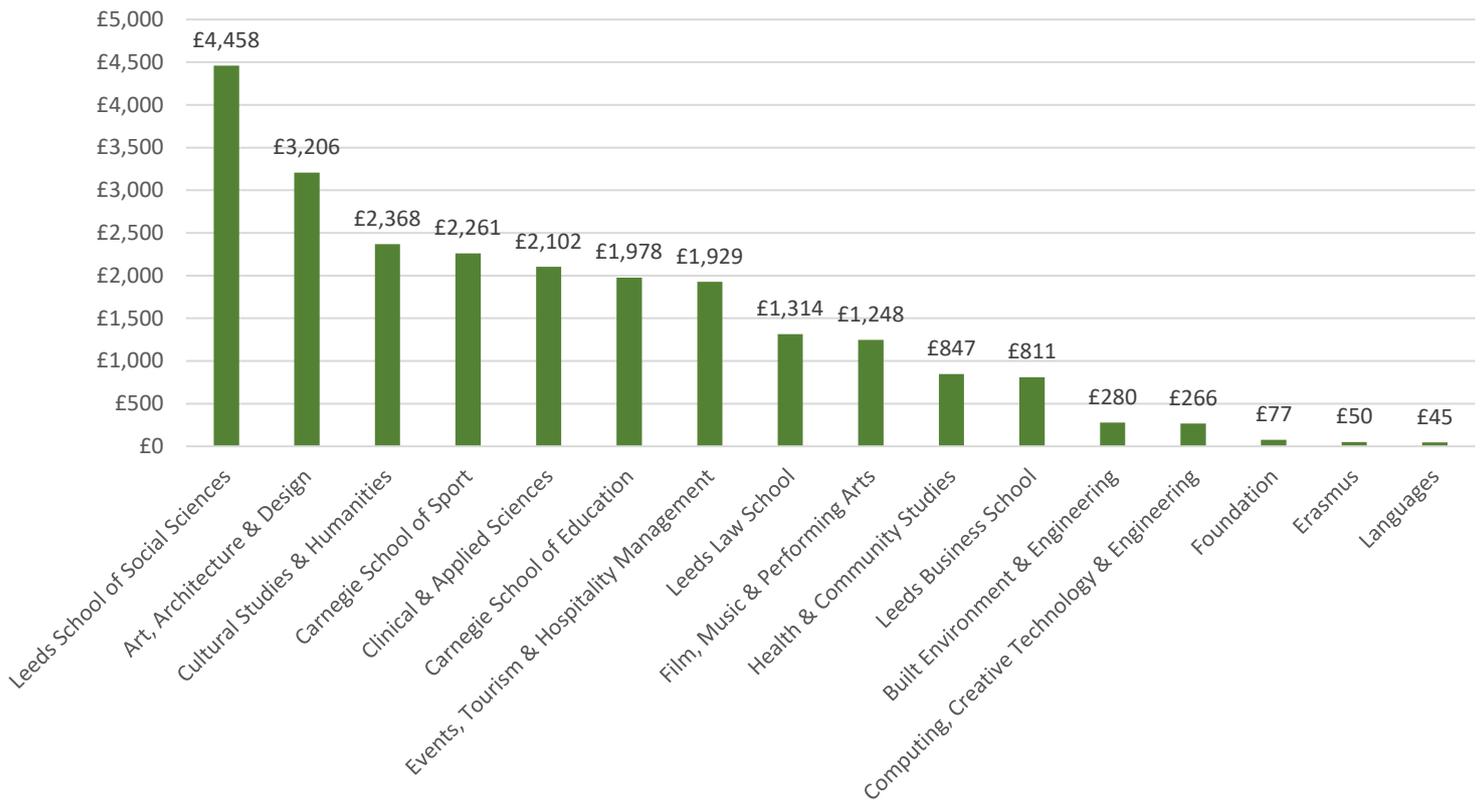


Figure 2: Amount spent on hidden fees split by School

The Schools where the most money was spent on hidden fees were the *School of Social Sciences* (£4,458), *School of Art, Architecture & Design* (£3,206) and *School of Cultural Studies & Humanities* (£2,368).

The results highlight Schools where hidden fees are a particular problem and it is crucial to examine the most frequent expenses for students studying within these Schools.

The most frequently reported expenses:

- for the *Leeds School of Social Sciences* were textbooks worth £2,977
- for the *School of Art, Architecture & Design* were course materials worth £2,046
- for the *School of Cultural Studies & Humanities* were textbooks worth £1680

As previous research into hidden fees at other Universities has shown, hidden fees can be split into general and specific costs. This is evident in the results from our hidden fees research, as some Schools had reported expenses specific to the types of courses they provide, whilst there were also more general expenses reported.

The most common general expense students experienced was for textbooks, this was the case for *Leeds Business School*, the *School of Cultural Studies & Humanities*, *Erasmus* students, the *Department of Languages*, *Leeds Law School* and the *Leeds School of Social Sciences*.

Examples of more specific costs were seen within Schools offering specialised or professional body courses and are detailed below.

<u>School</u>	<u>Course specific expenses</u>
Art, Architecture & Design	Course materials e.g. drawing boards, paint Additional printing costs, e.g. photography prints, printing for portfolios Stationery, e.g. glue guns
Built Environment & Engineering	Site visits Drawing equipment
Computing, Creative Technologies & Engineering	Software
Clinical & Applied Sciences	Courses, including Safety & Hygiene course & Kitchen Safety courses Safety shoes Physio kit
Carnegie School of Education	Placement expenses
Events, Tourism & Hospitality Management	Hosting events
Film, Music & Performing Arts	Headphones Software
Health & Community Studies	Placement expenses Lab shoes
Carnegie School of Sport	Residential costs Sports Kit Placement expenses

Table 3: Expenses reported by students that are specific to the course being studied.

3.4 Hidden Fees By Reported Expenses

The expenses reported by students have been split into 1) *Learning and Teaching Experience*, 2) *Facilities* and 3) *Student Life*¹.

Learning and Teaching Experience - Reported Expenses

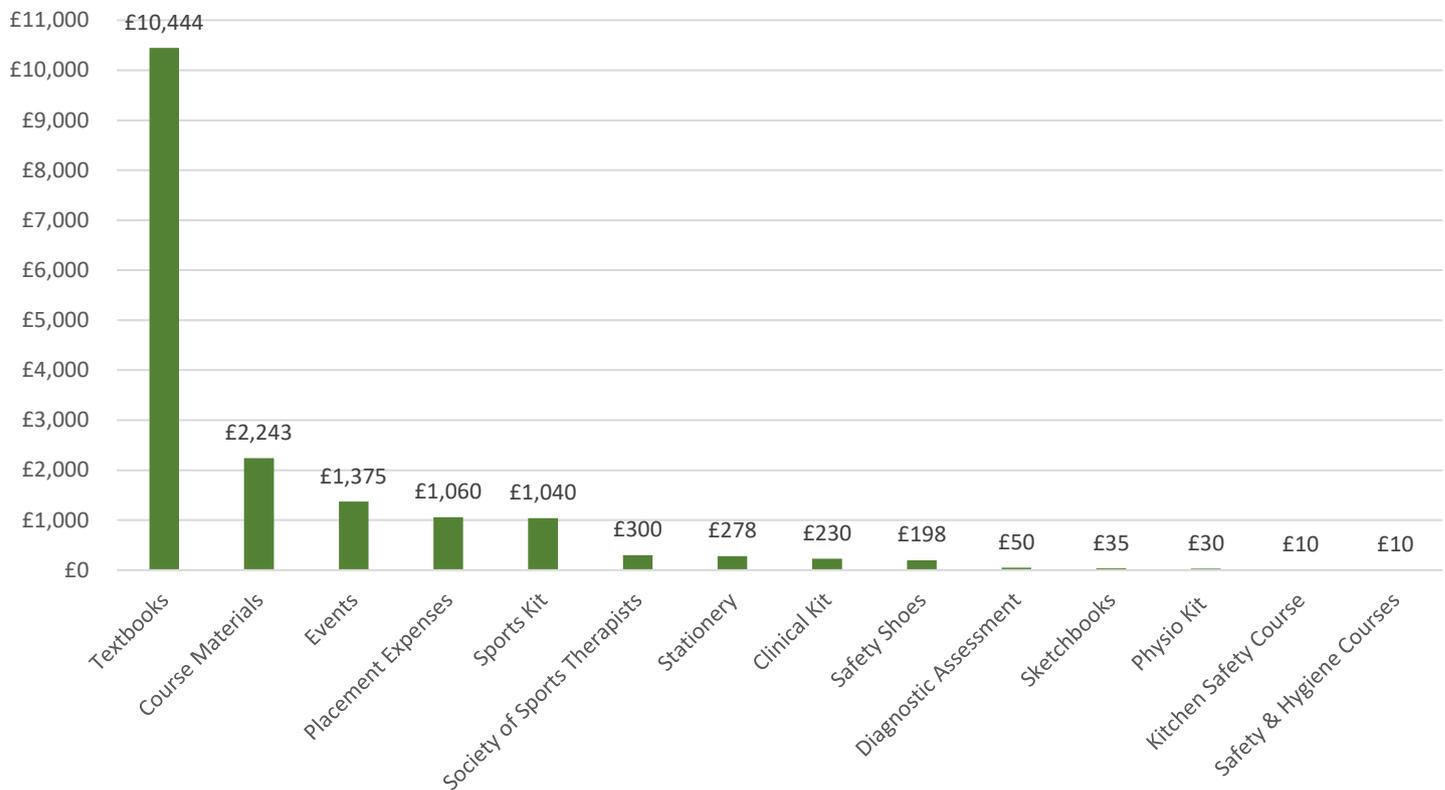


Figure 3: Learning and Teaching Experience – Reported Expenses

Reported expenses required as part of a student's *Learning and Teaching Experiences* totalled at £17,303. The most costly expenses for students were textbooks costing the 200 students £10,444, this was followed by course materials where students had spent £2,243 and then by events which cost students £1,375.

¹ The decision as to how to categorise different items was made by the objective working group.

Facilities - Reported Expenses

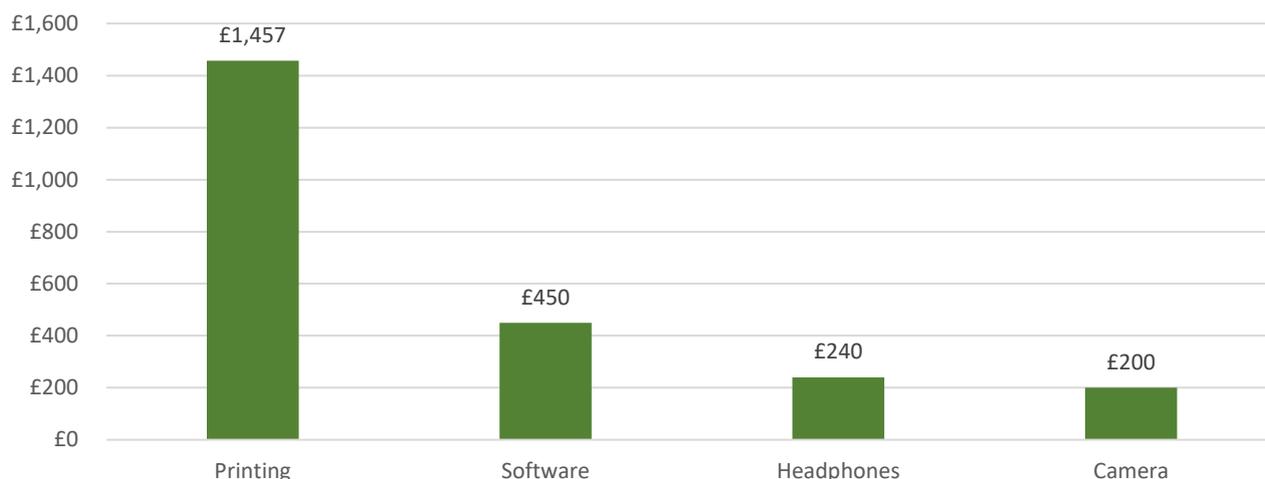


Figure 4: Facilities – Reported Expenses

Reported expenses categorised under *Facilities* totalled at £2,347. The most costly expense for students was printing costing them £1,457; this was followed by software totalling £450 spent by students.

Student Life - Reported Expenses



Figure 5: Student Life – Reported Expenses

There were fewer expenses that could be considered part of *Student Life* as students reported expenses they felt were conducive to gaining a good degree, hence the term Hidden Fees. The two expenses considered to relate to *Student Life* were Travel and Residential Expenses. This was due to the lack of clarity given from students as to what these expenses include.

Examining the results split by reported expenses reiterates that there are general and specific hidden fees.

Overall, the item where the most money was spent was textbooks costing the 200 students £10,444, this was followed by travel where students had spent £3,217, course materials at £2,243 and printing at £1,457. These are all general hidden fees that could feasibly be encountered on any course.

In addition, to these general fees there were expenses for students that were specific to their area of study. For example, £300 was spent on the membership to the Society of Sports Therapists, £230 on clinical kit and £198 on safety shoes among other course specific costs.

3.5 Caveats Of The Results

A decision was made by the objective working group to remove reported expenses that were not deemed to be hidden fees, including sports membership, laptop cost and student card. This was to make the data included more accurate under the definition of Hidden Fees being used.

The working group also feel it is important to note that we recognise some of the reported expenses, notably headphones and camera, are items students can access free through the library. However, this research has evidenced that students consider these expenses as hidden fees. A solution to this is increased advertisement about what students can access free through the library or other areas of the University to alleviate students feeling they need to purchase these items. In addition, the University and Schools may respond that some of the reported expenses included in this report are not mandatory for students to purchase. However, an important part of this research is the finding that students **feel** these expenses to be mandatory to achieving a good degree and this should be addressed within Schools.

4 Discussion & Recommendations

There is not much difference in the amount spent on hidden fees between students in Year 1, 2 and 3. Postgraduate students spent considerably less on hidden fees than the other years, however this could be due to the low number of students from this level that completed hidden fees receipts.

The Schools with the most respondents and thus the most reported expenses were the *Carnegie School of Sport* & the *Leeds School of Social Sciences*. Students in the *Leeds School of Social Sciences* however spent the most on items classed as hidden fees at £4,458. There were differences in the reported expenses most frequently purchased by students in the Schools with the highest costs.

From previous feedback from students it is unsurprising that the most frequently purchased items were textbooks followed by travel, course materials and printing. Examining the results by reported expense reiterates that there are general hidden fees encountered by the majority of students and course-specific hidden fees.

The Students' Unions recommendations for addressing this issue centre on alleviation where possible and transparency throughout.

We would ask:

- That the University works towards covering or mitigating all costs that are deemed to be mandatory in achieving a good degree. Whilst purchasing all materials for all students is desirable, we understand that it may not be financially viable. However, work can definitely be done to:
 - a) Further promote and support already available services that exist for students which can help them cut Hidden Fees, for example the inter-library loan system, and the reservation informed library purchasing strategy.
 - b) Re-evaluate the use of 'core textbooks', particularly generalist publications that produce annual editions, with no eBook options. Evaluation could examine whether these publications or similar are indeed the best way of providing our members with the foundational information for their studies.
- Where it is not possible for the university to cover mandatory costs, upfront and detailed information must be provided to students regarding these costs at the earliest possible date, preferably within all course advertisements. Work on this matter could include:
 - a) Examination of core modules, and the highlighting of ones where students are expected to cover the cost of core materials and activity. Estimates of these costs can be drawn up and listed alongside fees and/or module information.
 - b) Examination of optional modules. A diverse pool of modules needs to be available to all students no matter their economic background, with no student feeling unable to undertake an optional module with high financial barriers (which creates a two-tier educational experience).
- That the University agree to establish a working group to carry out the above recommendations.

- The SU will carry out a new piece of research into how much information is currently available for students online about course costs. This research will then be reviewed at the 1st meeting of the above working group.
- That the University's ensures that by next year 50% of courses have information available on course costs/hidden fees.



Securing Language Learning Options for Students

Executive Summary

Leeds Beckett Students' Union have been working the Department of Languages on implementing the actions from our 'Languages for All' policy, which passed at Student Council in 2018. Students asked for the reinstatement of language provision following the cancellation of the Languages for All programme. The Students' Union has put together a proposal for an alternative language provision that is viable for the University and accessible to students.

Action Requested

This report is **for decision**. Academic Board is asked to:

- a. Agree that Schools evaluate their courses and highlights which would be suitable for language pathways modules
- b. Agree that Schools work with the Department of Languages to put suitable and proportional language learning provision in place, to the maximum number of students possible.
- c. Encourage the University and all its Schools to actively promote the importance of language learning to all students, recognising it as a key aspect of global engagement and student development.

Appendices

Appendix A: Languages for all: How to maintain the scheme in a sustainable format

Author

Name: Charlie Hind/Jack Harrison

Job title: VP Education/President

Date: 8 April 2019

Approval Route

8 April 2019

Charlie Hind/Jack Harrison

Securing Language Learning Options for Students

Introduction

1. Leeds Beckett Students' Union have been working on a proposal for the continuation of language learning provision, in the same ethos as the Languages for All programme but in a manner that is viable for the Department of Languages and the University, as well as attractive and accessible to students.

Background

2. A 'Languages for All' policy was passed at Leeds Beckett Students' Union Student Council in May 2018 asking for the reinstallation of language provision following the cancellation of the Languages for All programme.
3. Across all levels of education in the UK, there has been a decline in language study. The decline at secondary school level has influenced the number of students studying languages in Higher Education. HEFCE (2015) reported a decline in those studying Modern Foreign Languages with only 5,400 entrants in 2015/16. Non-European languages on the other hand have seen an increase, with a 49% increase in the number of entrants to Asian studies.
4. With relation to languages and the labour market a concern is that *"if the numbers of undergraduates studying a language [...] continue to decline, this could have a significant impact on the employability of UK graduates in the global market"* (Graham & Moores, 2011).
5. The inaccessibility or lack of availability of languages to study leaves UK graduates on a back foot to compete in an international job market. A 2011 survey, which received 543 responses from 29 European countries, found that 90% of businesses thought knowledge of a foreign language was important for operational reasons and competing in the market.
6. Research has uncovered a growing language skills gap facing the UK tourism industry caused by the decline of language training in the UK, and the impact of Brexit. VisitBritain (2017) reported that tourism in the UK is currently worth £126.9 billion and employs over 3.1 million people across the country. The recruitment challenges facing the tourism industry currently have been exacerbated by Brexit, as this has caused an exodus of EU nationals from Britain, leaving the industry lacking access to a multilingual workforce.
7. In terms of improving student's performance, research has shown that bilingualism has consequential cognitive benefits (Marian & Shook. 2012). Bilingualism allows a person to process environmental information better and thus improve their ability to learn as well as memory, visual-spatial skills and creativity (Diaz & Klinger, 1991).
8. This is further supported by another report that shows studying a language alongside a degree is still beneficial for job applications, even if it was not a student's main area of study, as 65% of business employers will recruit graduates with conversational ability in another language (CBI, 2010).

Proposal for Languages Provision

9. Our proposal is that individual Schools work with the Department of Languages to find the best way of providing access to language learning for as many of their students as possible. This provision could be provided with course credits and/or as an extra-curricular module, at the discretion of Schools.
10. These places could be offered for credits as 'discovery modules', and pathways, if courses that opt for this. Offering languages in this manner would work to address the issues with retention and attainment seen in the previous model (Languages for All) as it addresses the barriers many students face to engaging and achieving.
11. The number of places (and whether this would be for credits or out of extra-curricular interest) would be at the Schools discretion. By providing places on language courses, Schools will be able to promote the benefits of language learning for their specific subjects and for students' future careers.
12. In addition, collaboration between the Department of Languages and other Schools may allow course content to be tailored to students' interests, i.e. conversational classes for individuals studying languages as an extra-curricular module, or Business foreign language for Business students.
13. Furthermore, if it arose that the number of places provided and taken up by Schools was not enough to make the programme viable a number of additional places could be funded from the University's central funding and offered based on an application with terms & conditions for withdrawal/lack of attendance.
14. This model also allows Schools and the University in general to be responsive to the educational desires of students, as additional places can be created, and tailored when the demand is there.

Conclusions and recommendations

15. The International Business and International Relations courses have already undertaken the process of engaging and providing language provisions via the Department of Languages.
16. We would ask that Academic Board:
 - a. Agrees that Schools evaluate their courses and highlights which would be suitable for language pathways modules
 - b. Agrees that Schools work with the Department of Languages to put suitable and proportional language learning provision in place, to the maximum number of students possible.
 - c. Encourages the University and all its Schools to actively promote the importance of language learning to all students, recognising it as a key aspect of global engagement and student development.

References and further information

Appendices

Appendix A: Languages for all: How to maintain the scheme in a sustainable format

References

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Languages for all: How to maintain the scheme in a sustainable format

This briefing document was put together following the passing of the 'Languages for all' policy by the Student Council of Leeds Beckett Students' Union. The policy asks the University to reconsider the cancellation of the Languages for all programme, which allowed any enrolled student to undertake an additional language course without the addition of more fees.

We believe the programme offered an excellent opportunity to our student members, as it allowed them to further expand their education and personal development and is something the University should be proud to offer.

However, we understand that in its previous incarnation there were a number of issues with the programme, primarily around funding, access, advertising, retention, and achievement.

The following briefing will outline possible ways to address these issues and put forward a recommendation of how we believe the programme could be continued in a sustainable manner.

- **Our policy and how it came about**
- **Why languages are important**
- **Positive PR**
- **Issues: Funding, access, advertising, retention, and attainment**
- **Examples from other universities**
- **Our model suggestion**

Our policy and how it came about

Our 'Languages for all' policy was passed unanimously by the Student Council in May 2018 and reads as follows:

FACTS:

1. Languages for All (L4A), free language courses for existing students, are going to end from next school year.
2. In the context of Brexit, the English language could become less significant in Europe.¹
3. Knowing another language helps you to experience another country's culture.²
4. Even a basic knowledge of a language enables you to facilitate communications with people across borders.³
5. Being multilingual gives a significant advantage when on the job market.⁴

IMPACTS:

1. By ending the L4A programmes, the University is becoming less globally engaged and has closed off opportunities for its students.
2. Having a good language programme for all full time students, gives a much needed advantage after graduation.
3. Knowing a language creates better understanding about the world, and without this we are closing ourselves off to cultural tolerance across the university.

REACTS:

1. Lobby the University to continue the Languages for All programme and encourage them to work collaboratively with us to make the programme viable, including looking at having more language classes at City Campus.
2. Encourage the University to promote the benefits of having another language, rather than just the courses themselves.
3. Work with the Department of Languages to help them involve international students, and link up with projects such as Café Lingo.
4. Invite the Department of Languages to have a stall at the Freshers Fair, preferably promoting Languages for All.
5. Take steps to publicise opportunities for languages students to engage with the Students' Union and its democratic processes.
6. Lobby the University to include British Sign Language (BSL) in the Languages for All programme.

¹ <https://www.theguardian.com/politics/2017/may/05/brexit-english-is-losing-its-importance-in-europe-saysjuncker>

² <https://www.du.edu/ahss/langlit/why-foreign-language.html>

³ http://www.tllq.unisa.edu.au/lib_guide/qllt_ch2.pdf

⁴ <https://www.weforum.org/agenda/2015/03/the-advantages-of-speaking-two-languages/>

Prior to the submission of this policy motion, we received feedback from students over the course of the year, regarding their unhappiness with the discontinuation of the languages for all programme.

Here are some quotes from students:

“Languages for all used to be free earlier for all students, instead of advertising it better to all the students they just made the “languages for all” scheme a paid thing. [...] Instead of making a scheme more engaging & welcoming to students, the whole idea is being discontinued. The University needs to realise schemes like these also promote cultural inclusivity & provide knowledge of different countries. Not to forget how much your employability is boosted if you’re multilingual.”

“The British Council has published a report in 2017 called Languages for the Future which has identified ten important languages that the UK will require in the future (post Brexit). Leeds Beckett are teaching nine of these languages in the 2018/19 academic year. It is vital that current LBU students should not be charged extra to do these courses.”

“I think they should have the Languages for All remain free and open.”

Why languages are important

Across all levels of education in the UK, there has been a decline in language study. Since languages were made optional for pupils after age 14 in 2004, the numbers of students studying a language at A-level have declined sharply and continued to do so. The reasons given by the Language Trends Survey 2017⁵ for this decline include varying marking and languages reputation for being a difficult subject less likely to result in high A-Level grades. Unsurprisingly, the decline at secondary school level has influenced the number of students studying language in Higher Education. HEFCE reported a decline in those studying Modern Foreign Languages with only 5,400 entrants in 2015/16. Non-European languages on the other hand have seen an increase, with a 49% increase in the number of entrants to Asian studies.⁶ This information provides Higher Education institutions with an opportunity to reengage students with languages after the misconceptions perpetuated in post-16 education and to further genuine interest. Offering languages for credit or at a free/subsidised cost allows interested students to learn a language with less pressure. Furthermore, the study shows there is a rising interest in non-European languages, which could provide a new avenue of subjects for Universities to explore.

With increasingly high tuition fees, 'value for money' has become a real concern for today's students, along with their prospects of graduate employment. With relation to languages and the labour market a concern is that *"if the numbers of undergraduates studying a language [...] continue to decline, this could have a significant impact on the employability of UK graduates in the global market"* (Graham & Moores, 2011)⁷. The inaccessibility or lack of availability of languages to study leaves UK graduates on a back foot to compete in an international job market. Subsequently, there is further evidence that throughout the labour market, there is a demand for graduates with language skills. A 2011 survey⁸, which received 543 responses from 29 European countries, found that 90% of businesses thought knowledge of a foreign language was important for operational reasons and competing in the market. Research into employers' perception of graduate employability⁹ found that the following recruiters deemed foreign language skills 'rather important' or 'very important':

- Industry – 78%
- Trade, accommodation and food services – 64%
- Non-public services – 63%
- Construction, transport, ICT – 62%
- Public services – 49%

⁵ https://www.britishcouncil.org/sites/default/files/language_trends_survey_2017_0.pdf

⁶ <http://www.hefce.ac.uk/analysis/HEinEngland/subjects/>

⁷ https://www.educationandemployers.org/wp-content/uploads/2014/06/anne_marie_graham_pamela_moores_conference_paper_2011.pdf

⁸ http://www.celan-platform.eu/assets/files/D1.3-Business_Needs_Report-Final.pdf

⁹ http://ec.europa.eu/commfrontoffice/publicopinion/flash/fl_304_en.pdf

Additionally, the current importance of languages for employability can be demonstrated through a case study of the tourism industry. Research has uncovered a growing language skills gap facing the UK tourism industry caused by the decline of language training in the UK, and the impact of Brexit. VisitBritain (2017¹⁰) reported that tourism in the UK is currently worth £126.9 billion and employs over 3.1 million people across the country. The recruitment challenges facing the tourism industry currently have been exacerbated by Brexit, as this has caused an exodus of EU nationals from Britain, leaving the industry lacking access to a multilingual workforce¹¹. Leeds Beckett University is one of the 78 institutions in the UK offering a tourism and/or hospitality degree programme in 2018/19. However, a language is not provided within these programmes as it is in 32% of institutions. Tourism was not found to be an obvious career choice for language graduates but it is an essential tenet of the industry, reiterating the need to integrate languages with existing degree programmes.

The benefits for employers of recruiting graduates with language skills is their added ability to build relationships and their awareness and understanding of other cultures. Research has argued that *“language learning complements and fosters an ability to work with individuals from diverse backgrounds, and can enable individuals to build relationships on personal and professional levels”* (Graham & Moores, 2011)¹².

In terms of improving student’s performance research has shown that bilingualism has consequential cognitive benefits (Marian & Shook, 2012). Bilingualism allows a person to process environmental information better and thus improve their ability to learn as well as memory, visual-spatial skills and creativity (Diaz & Klinger, 1991).

This is further supported by another report that shows studying a language alongside a degree is still beneficial for job applications, even if it was not a student’s main area of study, as 65% of business employers will recruit graduates with conversational ability in another language¹³.

A further 2013 report also highlighted language gaps in graduates studying vocational or STEM subjects¹⁴, stating employers want technical expertise and subject knowledge to be supported by cultural awareness, which is improved by studying a language.

Together this information demonstrates that embedding languages within another degree subject is advantageous for students and meets their concerns of ‘value for money’ and employability, as not only does it equip them to be competitive in the labour market but also provides them with a wealth of skills.

With the uncertainty surrounding future relations between the UK and the rest of the world and Europe, in particular businesses will look increasingly to plurilingual graduates who can add to their performance in a global market. It is unlikely that only English-speaking students will be able to compete in the labour market as only 6% of the world’s population are native English speakers and

¹⁰ VisitBritain (2017) Tourism Sector Deal: Informing the Long-Term Tourism Strategy for Britain. Submission to the Department for Business, Energy and Industrial Strategy (BEIS) on behalf of the Tourism Industry, October

¹¹ <https://www.ukinbound.org/wp-content/uploads/2018/06/Breaking-the-Language-Barrier-Full-Report-June-2018.pdf>

¹² <https://www.educationandemployers.org/wp-content/uploads/2014/06/anne-marie-graham-pamela-moores-conference-paper-2011.pdf>

¹³ <https://www.educationandemployers.org/wp-content/uploads/2014/06/ready-to-grow-cbi.pdf>

¹⁴ <http://www.ucl.ac.uk/sites/default/files/State-of-the-Nation-REPORT-WEB.pdf>

75% do not speak English at all¹⁵. Research has recommended that higher education institutions help to maintain and enhance their student's language skills, and across a wide range of languages, even for students not studying a Languages degree full-time (as is the case at Leeds Beckett University) through accredited or non-accredited language training. Therefore, it is evident that learning a language at University and the additional skills this brings allows higher education institutions to develop high calibre graduates.

¹⁵ https://www.educationandemployers.org/wp-content/uploads/2014/06/anne_marie_graham_pamela_moores_conference_paper_2011.pdf

Positive PR

The provision of free language classes can play a key role in building a positive image of the university, particularly to potential students. Take the mentioned growing perspective among students regarding seeking a higher education that offers 'value for money', wariness of taking on large student debts, the collapse of part-time studying, and an aging population, and you find an increasingly competitive sector where institutional reputation is paramount.

Free languages has previously provided positive coverage for the university. For example, the university was highlighted in a 2012 Guardian article that covered the offering of free languages classes, stating students were given the opportunity to undertake *"10-week courses in nine languages available to full-time undergraduates."*¹⁶

On the other side, we can also see how the removal of such provisions has the potential to damage the university's reputation. A subsequent article in the Yorkshire Evening Post¹⁷ reported plans to end the provision of lower cost language courses due to cuts in funding. At the time Leeds Beckett University was one of a small number of universities offering such diverse language courses, including Finnish, Farsi, Turkish & Hungarian. The Languages for All programme had over 700 full-time students accessing the free language courses, evidencing the value of the programme.

Further, the University's Global Engagement Strategy¹⁸ sets out the institutions vision of being a globally engaged university. The strategy states the university understands being globally engaged as *"preparing graduates and staff for ethical living and working in a global society"*, *"offering opportunities for staff and students to study and work overseas"*, *"contributing to addressing global challenges through education"*, and *"having systems and structures that support communication"*. A cornerstone to all of these is language education, not only in terms of increasing the communicative abilities of students, but also their cultural and global understanding.

The cancellation of the programme has the potential to downgrade perceptions of the University, in terms of what it has to offer prospective students, as well as graduates ability to engage in a global society.

¹⁶ <https://www.theguardian.com/education/2012/nov/27/university-students-how-to-learn-a-language-for-free>

¹⁷ <https://www.yorkshireeveningpost.co.uk/news/education/leeds-metropolitan-university-plans-to-cut-foreign-languages-1-5687192>

¹⁸ <http://www.leedsbeckett.ac.uk/staffsite/-/media/files/staff-site/strategic-planning-support/strategic-planning-framework/globalengagementstrategy.pdf?la=en>

Issues: Funding, access, advertising, and retention

Background

Below is data obtained by the Students' Union regarding funding, retention, and pass rates regarding Languages for All.

Languages for All denotes only the free courses that were offered to existing university students.

The **PTLP programme** refers to the programme offered to paying students who are (mostly) not enrolled on other courses in the university to our understanding, but may sometimes include students undertaking Languages for All programmes.

The data also reflects the fact that after Languages for All was discontinued by the university in early 2017 the programme ran for an additional year 2017/2018 with reduced numbers since it had been advertised to students up until then.

	201516	201617	201718
PTLP			
All	1719	1512	907
L4A	537	495	72
%			
L4A	31.2	32.7	7.9

As you can see before 2016/2017, just under one third of students engaging in languages were Languages for All students.

In 2015/2016 and 2016/2017 for each Languages for All student the subject area received **£149** from central university funding. The full price of a place was **£275** (in 2015/2016) and **£325** (in 2016/2017) for PTLP students.

In 2017/2018, the extension of the programme was run on a flat payment from central funding of **£25,000**, working out at **£347** per student, with the full price that year being **£375** for PTLP students.

Pass Rates and Withdrawal

	Spaces	Enrolled	Withdrew (WD)	Withdrawal Rate (%)	N of Passes	Pass rate (incl WD) (%)	Pass rate (excl WD) (%)	N Languages
13/14	500	552	Not known		0	Non-award	Non-award	14
14/15	1000	929	228	24.5	223	24.0	31.8	12
15/16	500	537	134	25.0	138	25.7	34.2	12
16/17	500	495	144	29.1	103	20.8	29.3	14
17/18	65	72	26	36.1	21	29.2	45.7	14

Funding:

- Languages for All was previously funded by the University's central budget before its withdrawal at the end of the 2017/18 academic year.
- The current cost of a place on a PTLP programmes is **£375**, with Languages for All places receiving substantially under this until its final year when the **£25,000** flat payment equated to **£347** per student.

Access:

- Additional work on top of degrees
- Time poverty: The majority of Leeds Beckett Students (58%)¹⁹ work either part or full time whilst studying. This can have a serious knock-on effect in their ability to engage in extra-curriculum activities or education due to a lack of available time.
- Course cost: The increasing cost of a (non-Languages for All) Part Time Languages Course also raising some important things to consider. With the price increasing by **£100** over the last three years, along with the cancelation of Languages for All, we are unlikely to see existing Leeds Beckett students undertake a language; something that we believe is reflected in the course demographics. £375 is greater than an average months rent for a student living in Leeds²⁰, and undertaking such a financial burden will simply be unfeasible for many of our students.

Retention and attainment:

- Course completion rates, both in terms of withdrawal and passes rates provide useful information with regards to understanding issues with the structure of the programme. When compared to enrolment figures we can see whilst uptake is high, completion is low.

¹⁹ From the Alterline Report: Union Futures – Being well, doing well.

²⁰ Based off data at: <https://www.unipol.org.uk/advice/students/everything-you-need-to-know/market-conditions>

Taking this information in good faith we can suggest that the pressures of students' primary courses, plus the need to work for many, means they find undertaking additional study too much, regardless of their initial commitment.

Advertising:

- When offered, students take up more or less all Languages for All places. Disregarding withdrawal and pass rates, it is clear that when Languages for All was running students were aware of the programme and had the initial desire to undertake it.
- Low existing student engagement in the PTLP programme may indicate a number of things. First that existing students are unaware they can undertake these courses, and/or second, the cost of such courses are unviable for students

University	Summary (what is offered, timings etc.)	Embedded in other degrees	Credits Available	Places funded by other schools	Free to all students	Fee exemptions	Other
Anglia Ruskin University	MFL are offered free as a credit bearing module. 6 languages offered. Timetabled throughout the week at various times. £95 to take a standalone language module.						
Aston University	7 languages offered at beginner, intermediate or advanced level. First year undergraduates free of cost. Can also be taken as part of degree for 20 credits.						Aston Modular Award Offered
Bangor University	5 languages offered. Taking place 6-8pm for 10 weeks. Either as an extra-curricular module, a module for additional credit or a module that counts towards your 120 credits.						
Cardiff University	Languages free for all students on degree programmes. 10 languages offered. Flexible choice of study options.						Languages Exchange Scheme & Language Café
Manchester Metropolitan University	Programme called Uniwide - applicable courses can replace a 15 credit option with a language. 8 languages offered.						

Northumbria University	<p>Programme called Unilang. 7 languages offered - including British Sign Language. Offered as an embedded option module taught in weekly 2 hour seminars.</p>						
Nottingham Trent University	<p>Free courses if taken for 20 credits. 9 languages offered.</p>						
Oxford Brookes University	<p>Students can take one free language module per year. Available for every course and are credit bearing modules. 5 languages offered.</p>						
UCLAN	<p>Offers a Part-time Language Certificate as non-credit bearing course. 11 languages offered. 2 hour classes per week - can be studied as an elective or extra curricular. All UCLan students can take one for free per academic year.</p>						
UEA	<p>Free for 1st year students in the Faculty of Arts & Humanities. School of Politics, Philosophy, Languages & Communication free for entire degree. 11 languages offered, including BSL.</p>						
University of Birmingham	<p>Can apply for a free place. Courses run from Autumn term to Spring term. Free places funded by the home School/College. 8 languages offered with varying levels.</p>						

University of Essex	Can study a selection of languages for credits or at no extra cost for a year. Variety of ways the courses are structured. 7 languages offered.						
University of Leeds	7 languages offered at varying levels. As Discovery Modules to be taken in Year 1 or 2 for credits.						
University of Liverpool	8 languages offered. Some students can choose credit bearing modules and others will be eligible for a fee-exemption.						
University of Sheffield	Offered as a credit bearing module or can study as an additional module with a fee waiver. 17 languages offered.						
University of York	Free if taken for credit. 13 languages offered.						

Our Proposal

To continue the Languages for All programme (with the 10 languages currently taught plus British Sign Language) in a manner that is viable for the Department of Languages and the University, as well as attractive and accessible to students.

How:

Our proposal is that individual Schools, as is the case in many of the 'best practice' examples included above, fund places on the Languages for All programme.

These places could be for credits and/or as an extra-curricular module, at the discretion of Schools. However, offering a language course for credits would make language modules available as 'discovery modules' on courses that opt for this. Offering languages in this manner would work to address the issues with retention and attainment seen in the previous model as it addresses the barriers many students face to engaging and achieving.

The number of places (and whether this would be for credits or out of extra-curricular interest) would be at the Schools discretion. By funding places on language courses, Schools will be able to promote the benefits of language learning for their specific subjects and for students' future careers. In addition, collaboration between the Department of Languages and other Schools may allow course content to be tailored to students' interests, i.e. conversational classes for individuals studying languages as an extra-curricular module, or Business foreign language for Business students.

Further, if it arose the number of places funded by Schools was not enough to make the programme viable a number of additional places could be funded from the University's central funding and offered based on an application with terms & conditions for withdrawal/lack of attendance. This model also allows Schools and the University in general to be responsive to the educational desires of students, as additional places can be created, and tailored when the demand is there.

How does the model address the issues?

Funding

- The pressure on University central funding is removed if places are funded by Schools who respond to student demand.
- If need be (to ensure the programme is viable for the Department of Languages) additional places could be centrally funded and offered on an application basis.
- The number of places funded could be altered annually dependent on uptake, retention and return for the School.

Access

- The two suggested pathways for the Languages for All programme have the potential to increase the accessibility of free languages classes for students.
- Offering free language classes for credits towards a students final degree embeds language learning as part of their existing studies, thus removing the issue of balancing priorities in busy times of the academic year.
- Providing free language courses not for credit but as extra-curricular activities can be scheduled so they do not conflict with students main degree.

Retention and attainment

- Embedding languages within students chosen degree subject has obvious benefits for retention as they will be studying languages for credit.
- For students who wish to study languages as extra-curricular venture it is critical to the department to work out the best timings and structure for students who may be balancing their degree with part-time work, social activities and other responsibilities. Asking students what they want from an extra-curricular languages course is the key to retention.

Advertising

- The issue of advertising can be addressed by promoting the benefits of learning additional languages across the University.
- Working alongside the Students' Union and projects such as Café Lingo can help promote the programme to a wide range of engaged students.
- Hosting a stall at the SUs Freshers Fair to promote Languages for All, especially as an extra-curricular option that allows students to develop skills for employability.

Schedule of meetings and draft schedule of business 2018/19

Executive Summary

The report presents the Academic Board's schedule of business for 2018/19.

Action Requested

The report is **for information.** Academic Board is invited to note its updated schedule of business for 2018/19.

Appendices

None.

Author

Name: Kate Harvey

Job title: Executive Officer, University Secretary's Office

Date: 08 April 2019

Academic Board schedule of business 2018/19

07 November 2018	06 February 2019	17 April 2019	03 July 2019
Student Survey outcomes 2017/18	National Student Survey 2019 (NSS) update	Academic Assurance Report	Admissions Policy
Academic Assurance Report	Academic Assurance Report	Academic Regulations (amendments)	Academic Assurance Report
Strategic Plan KPI Update	REF Code of Practice	REF Code of Practice	Register of Collaborations and Partnerships
Annual Research & Enterprise Activity Report	HE-BCI report on enterprise income	SU Paper – Hidden Fees	Annual review of courses approved to use the Fitness to Practise Policy & Procedures
Recommendations for conferment of honorary awards	Leeds Beckett University Access & Participation Plan	SU Paper – Language Learning for Students	Academic Regulations (amendments)
Conferral of Emeritus Professors and Visiting Titles	Student Consultation Framework (SU)		Annual Statement on Research Integrity
	Developments in Academic Regulations and Policy		Academic Board committee elections results for 2019/20
	2020 UG Entry Tariffs		Proposed dates for Academic Board & Committee meetings for 2019/20
			Research Student Appeal Regulations
			Updates to Standing Orders and Terms of Reference
Standing items			
Membership & terms of reference (first meeting only)	Report from the Chair		
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		