



LEEDS
BECKETT
UNIVERSITY

ACADEMIC BOARD

06 November 2019

at 14:00 in 106/107 Portland Building, City Campus

Governance & Legal Services

Leeds Beckett University, 106/107 Old Broadcasting House, City Campus, Leeds, LS2 9EN
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AGENDA for the Wednesday 06 November 2019 meeting

The one hundred and forty-third meeting of the Academic Board will be held at 14:00 in 106/107 Portland Building, City Campus

14:00	Part A: Preliminary Items	Paper	Led by
	A1 Apologies		Chair
	A2 Terms of reference and membership	ACB-2019-001	Clerk
	A3 Declarations of interest		Chair
	A4 Minutes of the last meeting held on 03 July 2019	ACB-2019-002 CONFIDENTIAL	Chair
	A5 Matters arising	ACB-2019-003	Secretary
14:15	Part B: Reports from Officers	Paper	Led by
	B1 Vice Chancellors' Update	Verbal	Chair
	B2 Report from Students' Union <i>Including Academic Integrity Campaign 'Write Right'</i>	ACB-2019-004	C Hind / S Iqbal
	B3 Access and Participation Plan Update	ACB-2019-005 CONFIDENTIAL	T Lancaster
	B4 Student Enrolment Update	ACB-2019-006 CONFIDENTIAL	T Lancaster
	B5 Conferral of Emeritus Professors and Visiting Titles	ACB-2019-007	Chair
	B6 Recommendations for Conferment of Honorary Awards	ACB-2019-008 CONFIDENTIAL	Chair

15:15	Part C: Quality & Student Matters	Paper	Led by
	C1 Education Strategy Update	ACB-2019-009 CONFIDENTIAL	P Cardew
	C2 Re-focusing Academic Delivery to Support Progression and Engagement	ACB-2019-010 CONFIDENTIAL	P Cardew
	C3 Academic Assurance Report	ACB-2019-011 CONFIDENTIAL	B Colledge
	C4 National Student Survey (NSS) Outcomes 2018/19	ACB-2019-012 CONFIDENTIAL	P Cardew
16:15	Part D: Research Matters	Paper	Led by
	D1 Annual Research & Enterprise Activity Report	ACB-2019-013 CONFIDENTIAL	C Barnes
16:30	Part E: Governance Matters	Paper	Led by
	E1 Proposal for the Sports Committee	ACB-2019-014	C Thomas
16:45	Part F: Reports from Committees	Paper	Led by
	F1* Academic Quality & Standards Committee	ACB-2019-015 CONFIDENTIAL	P Cardew
	F2* Honorary Awards Committee	ACB-2019-016 CONFIDENTIAL	Chair
	F3* Research & Enterprise Committee	ACB-2019-017 CONFIDENTIAL	A Slade
	F4* Access and Participation Scrutiny Committee	ACB-2019-018 TO FOLLOW	T Lancaster
16:45	Part G: Other Business	Paper	Led by
	G1* Any other Business		Chair
	G2 Schedule of Business 2019/20	ACB-2019-019	Chair
	G3* Date of next meeting: 14:00 on Wednesday 12 February 2020, Room TBC		

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

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

Terms of Reference and Membership

Executive Summary

The Terms of Reference and membership of the Academic Board for 2019/20 are set out in appendix A and B, and incorporate the changes recommended by the Academic Board on 03 July 2019 which were subsequently approved by the Board of Governors on 12 July 2019.

Briefly, these changes reflect structural change, and include:

- i. The number of Deans of School were reduced from 13 to 11
- ii. The number of Deputy Vice Chancellors were reduced from 4 to 3
- iii. Tracey Lancaster's role of Deputy Vice Chancellor was updated to DVC 'Resources'
- iv. Dr Christopher Till & Amy Simcock were successfully appointed to the Academic Board membership as Academic Staff and Professional Service Staff respectively following an election period.
- v. Nicole Whitworth's membership for the interim period during 18/19 came to an end and Dr Laura Ashley has returned as the academic staff representative and will continue their term of office.

Election of the Academic Board

- vi. Professor Heather Shore who was appointed as a Professorial representative on the Academic Board for the term of office 01 September 2019 – 31 August 2022, has since left the University and an election was held to fill the vacancy. Nominations opened on 09 September 2019 and closed on 27 September 2019 and Professor Ruth Robbins was therefore elected unopposed to the membership of the Academic Board. Professor Robbins's term of office will be 06 November 2019 to 31 August 2022, subject to approval by the Academic Board.

Changes to the Terms of Reference

- vii. Following the last meeting of the Academic Board, the role of Deputy Registrar has been removed as a standing attendee from the terms of reference to reflect the structural changes within the University.

Student Representatives of the Academic Board

- viii. The membership currently carries two vacant positions for two student representatives from the Students' Union. These are expected to be formally nominated by the Students' Union at the end October 2019 and reported verbally to the Academic Board at the meeting

Action Requested

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

- a) **Approve** the appointment of Professor Ruth Robbins as the representative of the Professorial constituency following the election held in September 2019.
- b) **Approve** the removal of the Deputy Registrar position as indicated within the terms of reference as a standing attendee

Appendices

Appendix A – Terms of Reference

Appendix B – Membership for 2019/20

Author

Name: Rachael Andrews

Job title: Governance & Legal Services

Date: September 2019

Academic Board - Constitution 2019/2020

Terms of reference

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

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

Statement of Primary Responsibilities

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

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

Delegation

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

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

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

Membership profile [37]

Quorum [18]

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

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

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

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

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

In attendance:

- University Secretary
- ~~Deputy Registrar~~

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

The Constitution of the Committee is made by resolution of the Board of Governors on 12 July 2019

Academic Board 2019-2020

**Membership [37]
Quorum [18]**

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

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

Four student representatives [4]

Union Affairs Officer	Charlie Hind	01/07/2019	30/06/2020	Nominated
Education Officer	Sherry Iqbal	01/07/2019	30/06/2020	Nominated

3 One nominee of the Students' Union	Vacancy	TBC	TBC	Nominated
4 One nominee of the Students' Union	Vacancy	TBC	TBC	Nominated

Two professors [2]

1	Professor Ruth Robbins	06/11/2019	31/08/2022	Elected
2	Professor Emma Wood	01/09/2018	31/08/2021	Elected

One member of the research staff [1]

1	Dr Rasha Ibrahim	01/09/2018	31/08/2021	Elected
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Course Directors [3]

1	Dr Lauren Duckworth	01/09/2017	31/08/2020	Elected
2	Stratis Koutsoukos	07/11/2018	31/08/2021	Elected
3	Dr Robin Redhead	01/09/2017	31/08/2020	Elected

Academic Staff [2]

1	Dr Laura Ashley	01/11/2017	31/08/2020	Elected
2	Dr Christopher Till	01/09/2019	31/08/2022	Elected

Professional Service Staff [3]

1	Amy Simcock	01/09/2019	31/08/2021	Elected
2	Frances Bostyn	01/09/2018	31/08/2021	Elected
3	Nicola Queenan	01/09/2018	31/08/2021	Elected

Matters Arising

Executive Summary

1. This report summarises the matters arising since the last meeting of Academic Board on 03 July 2019, that are not covered elsewhere in the papers.

Chair's Actions

2. Following Academic Board on 03 July 2019, a series of updates and amendments were made to the Academic Regulations and Student Attendance Policy following the feedback received at the meeting. The amendments were then incorporated outside of the meeting and a Chair's action was produced and signed by the Chair to ensure these could be implemented prior to the start of the 19/20 academic year.
3. Following further review of the Academic Regulations, the decision was made to amend section 3.12 relating to late submissions. The amendments were endorsed by the Chair of the Academic Board and a Chair's action was produced and signed to ensure that these could be in place prior to the start of the 19/20 academic year.

Amendments to the Articles of Government

4. To reflect the changes in the Academic Board membership, Articles 8 and 9 of the 'Articles of Government' were amended to note that the Academic Board would be 'up to 40 members'. This was approved by resolution of the Board of Governors on 12 July 2019.

Committee Structure

5. Following its approval at Academic Board on 03 July 2019, the proposed Access and Participation Strategic Committee has now been renamed the Access and Participation Scrutiny Committee. The remit and membership of the Committee remains unchanged.

School Academic Committees

6. Following discussions at Academic Board on 03 July 2019, the Secretary contacted the Academic Services Managers of each school to ensure that all School Academic Committees were operating using the most up to date terms of reference and that a School representative and BAME representative had been included.

Elections of the Academic Board and its Committees

7. In addition to the election of the Professors constituency which approved Professor Ruth Robbins to the Academic Board and is seeking approval in item A2, a further two elections were held for the research student representatives for the Research & Enterprise Committee and Research Ethics Sub Committee. Samantha Molly Shires was elected unopposed to the Research & Enterprise Committee and approved by the Committee on 17 October 2019, as indicated in item F3. The Research Ethics Sub Committee position still remains vacant and its Chair is currently consulting the Committee on potential initiatives to promote and seek interest in the vacancy.

Action Requested

The report is **for decision**. The Board is invited to note the matters arising since its last meeting on 03 July 2019 and **approve** or **ratify**:

- (a) The Chair's Action on the amendments to the Academic Regulations, Student Attendance Policy following feedback from members.
- (b) The Chair's Action relating to section 3.12 of the Academic Regulations on late submissions
- (c) The name change of the Access and Participation Scrutiny Committee
- (d) The appointment of Samantha Molly Shires as research student to the Research & Enterprise Committee

Appendices

Appendix A – Chair's Action, amendments to the Academic Regulations and Policies following feedback received at the Academic Board on 03 July 2019

Appendix B – Chair's Action (Academic Regulations – 3.12)

Author

Name: Rachael Andrews

Job title: Governance & Legal Services

Date: September 2019



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Academic Board

Chair's Action

ACTION	<p>To approve the further amendments to the Academic Regulations and the Student Attendance Policy following feedback received by members of the Academic Board at its meeting dated 03 July 2019.</p> <p>The proposed amendments and the updated Student Attendance Policy are attached to this document for information.</p>
REASON FOR URGENCY/ IMMEDIATE ACTION	<p>To allow the amended Academic Regulations and the Student Attendance Policy to come into effect at the beginning of the 2019/20 academic year.</p>
DATE ACTION TAKEN	<p>23 July 2019</p>
DATE REPORTED BY THE CLERK / VICE CHANCELLOR	<p>23 July 2019</p>
DATE OF ACADEMIC BOARD MEETING AT WHICH ACTION TO BE RATIFIED	<p>06 November 2019</p>

Signed:

Chair of the Academic Board

Date:

27. VIII .2019

Academic Regulations – Proposal for Chair’s Action

Section of the Regulations	Changes Approved by Academic Board July 2019	Changes Proposed post Academic Board July 2019
Section 1: Structure, Purpose and Principles	<p>Section 1 Structure Purpose and Principles</p> <p>1.3 Principles</p> <p>c) Consistency, Fairness, Equity and Inclusivity The University will apply its regulations fairly, equitably, consistently and inclusively.</p> <p>d) Rigour and Standards The University will ensure that the academic standards of assessment are rigorous, and of comparable standing with the rest of the sector and meet the requirements of the relevant national qualifications framework. Students have the opportunity to achieve standards beyond the threshold level.</p> <p>g) Feedback The University will ensure students have the opportunity to receive feedback, timed appropriately, that feedback is timely, promotes learning and facilitates improvement. The University will ensure that students will have the opportunity to discuss their academic work with staff.</p> <p>1.5 Alignment with Sector Expectations Our University Regulations and the standards of our awards are informed by and align with national and European higher education expectations including the UK Quality Code (incorporating the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies) and the Higher Education Credit Framework for England within that Code, Qualifications Characteristics Statements, the European Credit Transfer System and the European Higher Education Area Standards and Guidelines. These external higher education expectations are supplemented by internal University requirements and reference documents, relevant sector benchmarks, professional and statutory body requirements and are informed by sector benchmarking and externality. The overarching values set out in the UK Quality Code articulates principles that should apply to higher education across the UK including the role providers play in assuring the quality of the student experience offered, supporting student engagement and referencing externality in assuring the integrity of awards and the quality of provision. describe the characteristics that all UK higher education providers are expected to demonstrate. Our Regulations and approach align with the UK Quality Code for Higher Education and encompass the following characteristics:</p> <p>1.10 Roles and Responsibilities The responsibility for adherence to our Regulations rests with all staff, students and collaborative partners in accordance with the specific regulations, roles and responsibilities defined in our Regulations and supplemented by our University’s associated policies and procedures. Subject to 1.9, above, the Dean of School retains formal management responsibility for the operational standards, quality and delivery of all a School’s courses (including collaborative provision) and the execution of all matters contained within the University’s Regulations. Where appropriate the enactment of day-to-day activity may be delegated to a nominee. The Dean of School is supported in this role by school academic staff line management who have responsibility for a defined area of academic provision and staff teams. The Dean of School is responsible for the effective operation and oversight of quality processes and School deliberative and executive governance structures. The responsibilities of Heads of Subject and Course Directors are agreed by our University. Heads of Subject and Course Directors provide academic leadership and oversee the course organisation, management and delivery and arrangements for the education and assessment of students. They are responsible with the wider course team for the overall academic standards and quality of the provision and its monitoring, annual review and systematic enhancement. Roles in relation to collaborative provision partners (i.e. those organisations which contribute to the teaching, assessment or support of students studying on courses which lead to Leeds Beckett University awards) are in Section 15 of the Academic Regulations.</p>	<p>Section 1 Structure Purpose and Principles</p> <p>1.3 Principles</p> <p>c) Consistency, Fairness, Equity and Inclusivity The University will apply its regulations fairly, equitably, consistently and inclusively to all.</p> <p>d) Rigour and Standards The University will ensure that the academic standards of assessment are rigorous, of comparable standing with the rest of the sector and meet the requirements of the relevant national qualifications framework. Students have the opportunity to achieve standards beyond the threshold level.</p> <p>g) Feedback The University will ensure students have the opportunity to receive feedback, timed appropriately, that feedback is timely, promotes learning and facilitates improvement. The University will ensure that students will have the opportunity to discuss their academic work with staff.</p> <p>1.5 Alignment with Sector Expectations Our University Regulations and the standards of our awards are informed by and align with national and European higher education expectations including the UK Quality Code (incorporating the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies) and the Higher Education Credit Framework for England within that Code, Qualifications Characteristics Statements, the European Credit Transfer System and the European Higher Education Area Standards and Guidelines. These external higher education expectations are supplemented by internal University requirements and reference documents, relevant sector benchmarks, professional and statutory body requirements and are informed by sector benchmarking and externality. The overarching values set out in the UK Quality Code articulates principles that should apply to higher education across the UK including the role providers play in assuring the quality of the student experience offered, supporting student engagement and referencing externality in assuring the integrity of awards and the quality of provision. describe the characteristics that all UK higher education providers are expected to demonstrate. Our Regulations and approach align with the UK Quality Code for Higher Education and encompass the following characteristics:</p> <p>1.10 Roles and Responsibilities The responsibility for adherence to our Regulations rests with all staff, students and collaborative partners in accordance with the specific regulations, roles and responsibilities defined in our Regulations and supplemented by our University’s associated policies and procedures. Subject to 1.9, above, the Dean of School retains formal management responsibility for the operational standards, quality and delivery of all a School’s courses (including collaborative provision) and the execution of all matters contained within the University’s Regulations. Where appropriate the enactment of day-to-day activity may be delegated to a nominee. The Dean of School is supported in this role by school academic staff line management who have responsibility for a defined area of academic provision and staff teams. The Dean of School is responsible for the effective operation and oversight of quality processes and School deliberative and executive governance structures. The responsibilities of Heads of Subject and Course Directors are agreed by our University. Heads of Subject and Course Directors provide academic leadership and oversee the course organisation, management and delivery and arrangements for the education and assessment of students. They are responsible with the wider course team for the overall academic standards and quality of the provision and its monitoring, annual review and systematic enhancement. Roles in relation to collaborative provision partners (i.e. those organisations which contribute to the teaching, assessment or support of students studying on courses which lead to Leeds Beckett University awards) are in Section 15 of the Academic Regulations.</p>

Section of the Regulations	Changes Approved by Academic Board July 2019	Changes Proposed post Academic Board July 2019
	<p>1.11 Regulatory Sections Section 12. Engagement and Partnership with Students This section defines how the University provides a framework within which meaningful student consultation and partnership working contributes to the provision of an excellent education for all our students.</p> <p>The university actively engages students, individually and collectively in the development, quality assurance and enhancement of their education and experience.</p>	<p>1.11 Regulatory Sections Section 12. Engagement and Partnership with Students This section defines how the University provides a framework within which meaningful student consultation and partnership working contributes to the provision of an excellent education for all our students.</p> <p>The university actively engages students, individually and collectively in the development, quality assurance and enhancement of their education and experience.</p>
Section 3: Education and Assessment	<p>3.1 Purpose Leeds Beckett University aims to be an excellent, accessible, globally engaged university contributing positively to a thriving Northern economy. The core objective of our Education Strategy is to provide an Excellent Education and Experience for all our students.</p> <p>Courses leading to awards of the University operate within a modular framework. Modules are located at each level of a specific course and may be core to that course, or optional (providing an opportunity for specialisation, for example). Courses are peer reviewed and examined, through the process of validation, to ensure that they present a coherent structure wherein the achievement of specific learning outcomes at module level contributes to the achievement of the learning outcomes at a specific level, and for the overall award.</p> <p>Achievement of these learning outcomes is measured through assessment (which may relate to a part of a module, an individual module, or a number of modules within a specific level). Assessment may contribute, directly or indirectly, to the final level of achievement for the overall award. The level of achievement within specified modules will lead, where appropriate, to the classification of an award overall.</p> <p>General Purposes of Assessment</p> <ul style="list-style-type: none"> a) Assessment allows students to demonstrate the extent to which they have met the intended, specified learning outcomes b) Assessment promotes and supports students' learning and academic development c) Assessment is reliable, consistent fair and valid d) Assessment is inclusive and equitable e) Assessment is explicit and transparent f) Assessment encourages academic integrity <p>3.2 General Principles of Assessment</p> <p>e) Courses will operate a sufficiently varied diet of assessment to be able to demonstrate students' skills development and differing learning styles.</p> <p>h) Students who have declared a disability with registered disabilities may have alternative assessment arrangements provided to them.</p> <p>i) Exceptionally, where approved by the Dean and relevant External Examiners, an alternative assessment arrangement may be provided (e.g. circumstances relating to study abroad, transitional arrangements or exceptional circumstances) and will be reported to the Examination Board.</p> <p><i>Subsequent numbering in this section to be updated following the addition of the above section i)</i></p> <p>m) Assessments will be subject to internal scrutiny, approval, and moderation, and where appropriate made available to external examiners.</p> <p>n) Assessment practices will be valid, reliable, fair and transparent consistent, within, and across, courses.</p> <p>r) Where courses lead to an award at levels 4-8 of the Frameworks for Higher Education Qualifications will be prone to external examination.</p> <p>3.3 Types of Assessment 1. Coursework. Examples of coursework include but are not limited to:</p>	<p>3.1 Purpose Leeds Beckett University aims to be an excellent, accessible, globally engaged university contributing positively to a thriving Northern economy. The core objective of our Education Strategy is to provide an Excellent Education and Experience for all our students.</p> <p>Courses leading to awards of the University operate within a modular framework. Modules are located at each level of a specific course and may be core to that course, or optional (providing an opportunity for specialisation, for example). Courses are peer reviewed and examined, through the process of validation, to ensure that they present a coherent structure wherein the achievement of specific learning outcomes at module level contributes to the achievement of the learning outcomes at a specific level, and for the overall award.</p> <p>Achievement of these learning outcomes is measured through assessment (which may relate to a part of a module, an individual module, or a number of modules within a specific level). Assessment may contribute, directly or indirectly, to the final level of achievement for the overall award. The level of achievement within specified modules will lead, where appropriate, to the classification of an award overall.</p> <p>General Purposes of Assessment</p> <ul style="list-style-type: none"> g) Assessment allows students to demonstrate the extent to which they have met the intended, specified learning outcomes h) Assessment promotes and supports students' learning and academic development i) Assessment is reliable, consistent fair and valid j) Assessment is inclusive and equitable k) Assessment is explicit and transparent l) Assessment encourages academic integrity <p>3.2 General Principles of Assessment</p> <p>e) Courses will operate a sufficiently varied diet of assessment to be able to demonstrate students' skills development and differing learning styles.</p> <p>h) Students who have declared a disability with registered disabilities may have alternative assessment arrangements provided to them.</p> <p>i) Exceptionally, where approved by the Dean and relevant External Examiners, an alternative assessment arrangement may be provided (e.g. circumstances relating to study abroad, transitional arrangements or exceptional circumstances) and will be reported to the Examination Board.</p> <p><i>Subsequent numbering in this section to be updated following the addition of the above section i)</i></p> <p>m) Assessments will be subject to internal scrutiny, approval, and moderation, and where appropriate made available to external examiners.</p> <p>n) Assessment practices will be valid, reliable, fair and transparent consistent, within, and across, courses.</p> <p>r) Where courses lead to an award at levels 4-8 of the Frameworks for Higher Education Qualifications they will be prone to external examination.</p> <p>3.3 Types of Assessment 1. Coursework. Examples of coursework include but are not limited to:</p>

Section of the Regulations	Changes Approved by Academic Board July 2019	Changes Proposed post Academic Board July 2019
	<p>2. Examination. Examples of examinations include but are not limited to:</p> <p>3.15 Responsibilities of Students</p> <p>It is the responsibility of students to comply with the University's regulations. In relation to assessment, students should note these responsibilities in particular:</p> <ul style="list-style-type: none"> a) to ensure that they are aware of examination dates and coursework submission dates. b) to attend examinations and submit work for assessments as required. c) to request an extension to an assessment submission deadline if necessary. d) to provide to examiners in advance of their meetings any relevant information on personal circumstances which may have affected their performance and which they wish to be taken into account. e) to request an appeal hearing if necessary. f) to avoid plagiarism and other forms of academic misconduct. <p>Definition of a Non-Compliant Assessment Submission Non-compliant submissions of either coursework or examination scripts are submissions of materials consisting only of information that identifies the student. In the event of non-compliant submission, the student will receive a non-submission outcome for the assessment (NS).</p> <p>3.16 Disabled Students: Alternative Assessment Arrangements</p> <p>Disabled students may be assessed under alternative assessment arrangements. These will be provided only where the alternative arrangements have been agreed under the provisions of the Code of Practice: Disabled Students. The University provides guidance on inclusive assessment.</p> <p>3.17 Leeds Beckett University Students Studying in Other Institutions</p> <p>Leeds Beckett University students may study in other institutions, including institutions in other countries, either as a requirement of their course or as an optional module or component of their course.</p> <p>In such cases the assessment will be specified in the course documentation. Where the assessment relates to the University's 'Study Abroad' programme, the assessment will be defined in the host institution's course documentation. The assessment will be conducted either according to the co-operation agreement between the universities or according to the regulations and procedures of the host institution.</p> <p>If assessment or reassessment opportunities required by Leeds Beckett University regulations cannot be delivered by the host institution, (for example, where it is impractical to travel overseas for a scheduled reassessment attempt or where no reassessment is offered), an alternate assessment task that supports the learning outcomes of the module or component concerned may be agreed by Leeds Beckett University and offered to the student.</p> <p>Students of the University will normally only be awarded appropriate credit for study undertaken in other institutions. In such cases their final award classifications will be based solely on the marks/ grades earned for study at Leeds Beckett University itself. By exception only, marks/ grades achieved for specific study in other institutions may contribute to the classification of University awards.</p> <p>Information about any such arrangement will be detailed in the relevant course document, specified at validation for assessment and communicated to students before they commence any study in another institution.</p>	<p>2. Examination. Examples of examinations include but are not limited to:</p> <p>3.15 Responsibilities of Students</p> <p>It is the responsibility of students to comply with the University's regulations. In relation to assessment, students should note these responsibilities in particular:</p> <ul style="list-style-type: none"> g) to ensure that they are aware of examination dates and coursework submission dates. h) to attend examinations and submit work for assessments as required. i) to request an extension to an assessment submission deadline if necessary. j) to provide to examiners in advance of their meetings any relevant information on personal circumstances which may have affected their performance and which they wish to be taken into account. k) to request an appeal hearing if necessary. l) to avoid plagiarism and other forms of academic misconduct. <p>Definition of a Non-Compliant Assessment Submission Non-compliant submissions of either coursework or examination scripts are submissions of materials consisting only of information that identifies the student. In the event of non-compliant submission, the student will receive a non-submission outcome for the assessment (NS).</p> <p>3.16 Disabled Students: Alternative Assessment Arrangements</p> <p>Disabled students may be assessed under alternative assessment arrangements. These will be provided only where the alternative arrangements have been agreed under the provisions of the Code of Practice: Disabled Students. The University provides guidance on inclusive assessment.</p> <p>3.17 Leeds Beckett University Students Studying in Other Institutions</p> <p>Leeds Beckett University students may study in other institutions, including institutions in other countries, either as a requirement of their course or as an optional module or component of their course.</p> <p>In such cases the assessment will be specified in the course documentation. Where the assessment relates to the University's 'Study Abroad' programme, the assessment will be defined in the host institution's course documentation. The assessment will be conducted either according to the co-operation agreement between the universities or according to the regulations and procedures of the host institution.</p> <p>If assessment or reassessment opportunities required by Leeds Beckett University regulations cannot be delivered by the host institution, (for example, where it is impractical to travel overseas for a scheduled reassessment attempt or where no reassessment is offered), an alternate assessment task that supports the learning outcomes of the module or component concerned may be agreed by Leeds Beckett University and offered to the student.</p> <p>Students of the University will normally only be awarded appropriate credit for study undertaken in other institutions. In such cases their final award classifications will be based solely on the marks/ grades earned for study at Leeds Beckett University itself. By exception only, marks/ grades achieved for specific study in other institutions may contribute to the classification of University awards.</p> <p>Information about any such arrangement will be detailed in the relevant course document, specified at validation for assessment and communicated to students before they commence any study in another institution.</p>

Appendix 1: Student Attendance Policy

1. Introduction

- 1.1 This Policy is part of our University's commitment to supporting our students to enable them to achieve. We provide this support through a number of strategies, all of which aim to provide our students with a supportive learning environment. This Attendance Policy sets out our requirements in relation to attendance, whilst recognising our responsibilities, and the responsibilities of our students in the implementation of this Policy.
- 1.2 The Policy is intended to complement, and ~~be integrated~~ align with, our Student Charter, Tier 4 monitoring procedures, Fitness to Practice Policy, our General Academic Regulations and our Student Engagement Monitoring procedures.
- 1.3 In cases where Professional Bodies or Tier 4 Immigration requirements specify levels of attendance and/or engagement, or the implementation of particular monitoring and reporting processes, these will always have precedence over this Policy.

2. Principles

The Policy will ~~be~~:

- a) ~~Applied~~ be applied consistently and fairly for all students.
- b) ~~be~~ sSubject to monitoring, evaluation and review at agreed intervals through the Academic Board with advice from Registry and in consultation with students where appropriate.
- c) ~~Will~~ be flexible enough to accommodate students with specific commitments e.g. child care or care of dependents.
- d) ~~Will~~ facilitate students being able to take full advantage of opportunities for work.
- e) ~~Will~~ facilitate placements, practice learning, volunteering and other similar opportunities with the agreement of tutors where necessary.

3. Aims

The aims of the policy are as follows:

- a) To support our students to achieve their performance potential through excellent levels of attendance and engagement with their course.
- b) To support the development of a partnership with our students to enhance their learning and achievement.
- c) To ensure that all legal, regulatory and funding requirements relating to attendance monitoring are reflected in our arrangements for monitoring and reporting on attendance to key stakeholders
e.g. Home Office Visa and Immigration Service, Professional Bodies and the Student Loans Company.
- d) To develop skills and attributes in our students which will enhance their employability.
- e) To ensure that appropriate action is taken in instances where attendance falls below acceptable levels.
- f) To support the development and implementation of a transparent and fair attendance monitoring policy, and associated procedures and enabling strategies.

4. Attendance Statement

4.1 We consider that attendance is a key element of academic success. Therefore, we expect our students to;

- a) Attend all timetabled teaching sessions on their course.
- b) Attend all scheduled assessments including tests, presentations and examinations.
- c) Undertake independent learning in support of their studies, as guided and advised by their tutors. This can include face to-face activities, e.g. simulations, discussions, workshops, attendance at placements and residential or activities that are web based.

4.2 Students will be made aware of these expectations at induction and they will be detailed in course handbooks.

5. Operation of the Attendance Policy

5.1 Attendance will be monitored by Schools and students will be reminded of their commitments in relation to attendance via their Courses Course Team which will determine locally whether any supportive interventions are required through the academic year. This-These interventions will be noted on the student record. ~~and Schools will be made aware.~~

6. School level intervention

6.1 Where students have an unacceptably low level of attendance and have not responded to attempts by the School to engage with them to discuss their attendance, the School is required to refer cases to the Dean of School who will consider their cases and determine the terms of an Individual Improvement Development Plan ('IIDP'). Students will be required to sign up to and comply with an IIDP if they wish to continue their studies.

6.2 Schools must attempt to agree an IIDP with a student before their details are referred to the University Attendance Panel. Where students refuse to agree to the terms of an IIDP, they agree to the terms of an IIDP but fail to meet its requirements, or where the School is unable to make contact with the student / the student does not respond, the School may then refer their case to the University Attendance Panel.

7. University Attendance Panel

7.1 Where intervention at School level has been unsuccessful, the student may be referred to the University Attendance Panel ('the Panel') by the School with a recommendation for withdrawal from their course.

7.2 Membership of the Panel is as follows:

- DVC - Academic (Chair)
- 2 x Deans of Schools

7.3 The Panel will consider the evidence provided to it by the School in relation to students attendance (which should include the terms of an IIDP that has not been complied with) and where they are satisfied that reasonable attempts have been made by the School to improve attendance and these attempts have not resulted in attendance at the required level, the Panel may make a decision to withdraw a student from their course and the University.

7.4 Where a decision is made to withdraw a student from their course and the University, this will be communicated to the student in writing. The effective withdrawal date will be the date of the Panel's consideration of the student's case.

7.5 The panel may also decide that it would be in the best interest of the student to ~~temporarily~~ suspend their studies **(by temporary withdrawal)**. This is likely to be in cases where students have missed too much of their course to have a reasonable chance of catching up and succeeding with their studies. In cases where the Panel agree that Suspension of Studies (temporary withdrawal) is appropriate, students will be signposted to Student Services for advice and guidance about re-starting their course at a later date. Decisions will be communicated to the student in writing.

7.6 Decisions of the Panel will be recorded formally in writing.

8. **Right of Appeal**

8.1 Where a student disagrees with the Panel outcome, they will have the right to make **ONE** appeal to the University Secretary. The process and documentation for making such an appeal will be published along with all other documentation relating to this policy. Completion of Procedure letters will be issued at the conclusion of the appeal.

8.2 Students have 10 working days from the date of their outcome letter to submit an appeal, unless there is a specific reason for late appeal. The acceptance of a late appeal is at the discretion of the University Secretary.

8.3 If an appeal is upheld, the student's student record **will** be fully reinstated.

9. **Monitoring of the Policy**

9.1. Our Attendance Policy will be reviewed by the Academic Board at appropriate intervals and amendments and updates will be made to the policy as required.

9.2. Each School will be required to reflect upon Attendance and provide a report as part of our Annual Review and Monitoring Process.

Last updated: 24 June 2019

Approved by Academic Board on 3 July 2019 and Chair's Action **XX** July 2019



ACADEMIC BOARD

Chair's Action

<p>ACTION</p>	<p>To approve the following amendments to Academic Regulation 3.12, governing late submission (additions in red):</p> <p>3.12: Penalties for late submission</p> <p>The penalties for late submission of assessed coursework will be clearly notified to students. Students are expected to submit work on time, but where a student has failed to submit assessment(s) by the prescribed date without good cause they will be penalised as given below. Any work not submitted within these limits may not normally be submitted at that opportunity.</p> <p>“Days” include weekdays and include vacations, but exclude weekends, bank holidays and other days when the University or designated collaborative institution is closed.</p> <p>Full-time Students</p> <p>1 day late: 5 marks will be deducted from the mark achieved by the student.</p> <p>2 to 9 days late: a further 5 marks will be deducted from the mark achieved by the student for every day on which the work remains unsubmitted.</p> <p>(Should these penalties bring the final mark below 40%, then the work will normally be capped at 40%.)</p> <p>10 days late: a mark of zero will normally be recorded.</p> <p>Part-time Students</p> <p>1 to 2 days late: 5 marks will be deducted from the mark achieved by the student.</p> <p>3 to 10 days late: a further 5 marks will be deducted from the mark achieved by the student for each two days on which the work remains unsubmitted (i.e. 5 marks for days 3-4; 5-6; 7-8; 9-10).</p> <p>(Should these penalties bring the final mark below 40%, then the work will normally be capped at 40%.)</p> <p>11 days late: a mark of zero will normally be recorded.</p>
<p>REASON FOR URGENCY/ IMMEDIATE ACTION</p>	<p>To ensure the amendments are in place for the start of the academic year 2019/2020.</p>

DATE ACTION TAKEN	30 th July 2019
DATE REPORTED BY THE CLERK / VICE CHANCELLOR	30 th July 2019
DATE OF ACADEMIC BOARD MEETING AT WHICH ACTION TO BE RATIFIED	6 th November 2019

Signed:



Chair of the Academic Board

Date:

2.VIII.2019

*Please sign and date. If completing the form via email please insert initials and date.



Report from the Students' Union

Executive Summary

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

Action Requested

This report is **for discussion**. The Academic Board is invited to note the report for the Students' Union and discuss the proposals for the "Write Right" campaign

Appendices

Annex 1 – Academic Integrity Campaign "Write Right"

Author

Name: Sherry Iqbal/Charlie Hind
Job title: Education Officer/Union Affairs Officer
Date: 6th November 2019

Approval Route

28 October 2019 Sherry Iqbal/Charlie Hind

Report from the Students' Union

Introduction

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

Officer Objectives

Academic

2. Sherry Iqbal, Education Officer, wants to ensure that BAME students feel a greater sense of belonging at Leeds Beckett University. During Black History Month, Sherry organised Reading List Audits to encourage students to examine the diversity of their curriculum. Sherry has also designed a BAME Student Satisfaction survey which will be launched later this month. At the time of writing, there have been 29 BAME Ambassador applications and the Ambassadors are beginning to meet and plan their work for the year ahead.

Other

3. Charlie Hind, Union Affairs Officer, wants to improve and protect students' rights, welfare and pay in their Leeds workplace. Charlie has started meeting with Trade Unions which represent Student Workers in Leeds to draw up the charter and is now in the final stages of having communications ready to be shared with students. Alongside this, Charlie has been organising workshops for Leeds Beckett students, which will be educational, teaching students what their rights at work are, but also about organising skills, teaching students how to organise in their workplace to further their rights.
4. Jess Carrier, Welfare & Community Officer, will spend the year working on suicide prevention. World Mental Health day in early October was a success, for this Jess created a video to raise awareness of loneliness in students. Jess is starting to plan a suicide prevention campaign to launch in Semester 2 and is beginning discussions about how the Students' Union can improve their peer support offer for students struggling with their mental health.
5. Ahmed Ali, Equality & Diversity Officer, plans to develop effective systems of engagement with the Students' Union's equality groups, empowering them to become self-sustainable. In the Students' Union's recent Leadership Elections, 10 students stood for the Equality Rep positions and these are now all filled. As stated before, there have been 29 BAME Ambassador applications and the Ambassadors are beginning to meet and plan their work for the year ahead. Ahmed is also working with Schools to discuss how the number of staff members taking unconscious bias training can be increased.
6. Barbara Pereira, Activities & Events Officer, wants to diversify the Union's events programme by introducing "Beckett Does TED Talks". Barbara is sitting on the University's TEDx Steering Group and a shortlist for speakers has been confirmed. She will be attending a TEDx talk at Sheffield Hallam University to get an overall understanding of the logistics of these talks. Barbara is also working with Sports & Active Lifestyles to start a societies league.

Within the Students' Union, Barbara has also started working on talks to be hosted in our spaces.

- As a team, the Officers will be working in collaboration to improve the overall housing experience for Leeds Beckett students. They'll be working to improve the transitional period from halls to houses, lobbying to make halls more inclusive, lobbying to improve living conditions and arguing for a cut in rent. The planning for this is coming along well, and the Officers will soon start taking questions to students to investigate the best ways for students to engage with this project.

School Representative elections

- Earlier in October, the Students' Union By-elections took place to elect School Representatives, Equality Representatives and NUS delegates. All School Rep positions are now filled.

Leeds School of Art	Lara Rose
School of Built Environment, Engineering & Computing	Niall McCallion
Leeds Business School	Megan Darroch
School of Clinical & Applied Sciences	Thomas Buttrill
School of Cultural Studies & Humanities	Tom Sims
Carnegie School of Education	Alice Olivier
School of Events, Tourism & Hospitality Management	Sid Kshirsagar
School of Health & Community Studies	Oli Tull
Leeds Law School	Rachael McCormack
Leeds School of Social Sciences	Emily Richards
Carnegie School of Sport	Cole Carrington
Postgraduate Research Rep	Lauren Senior

Academic Representation Update

Students' Union Measures

- In the last academic year, there was an increase in the number of Course Representatives once again to over 1,000 unique individuals undertaking the role. This can be interpreted positively alongside an increase in the level of interest expressed by students in becoming a Course Rep via the Students' Union web-form. For the coming year, we have agreed with QAS to recommend some minor changes to the number of Course Reps that should be appointed, including a reduction of the quota for self-representation. We strongly recommend all courses follow the guidance on the ratio of Course Reps to student numbers which has been provided by QAS.
- At the beginning of the year, the Students' Union worked alongside Timetabling to schedule School Forums in to the timetables of all students. This resulted in a noticeable increase in

attendance at most forums and will be continued in the coming year. Further work will be undertaken this year to fine tune this method of communication.

11. Last year, 50% of Course Reps attended their initial induction training which is an increase from 31% the year before. This training has been updated for the coming year and has been scheduled to take place between 21st October and 1st November. Twenty-three sessions have been scheduled at various times and locations to ensure as many Reps as possible can be trained. We would appreciate the support of Course teams in communicating the importance of attending this training to the Course Reps. Again, an online version will go live in November for any Reps who genuinely cannot attend in person, including Distance Learners.
12. This year, instead of a mid-year Course Rep Conference, which has seen decreasing engagement each year, we will be looking to introduce a year long series of optional workshops and guest speakers' opportunities for Course Reps to develop additional skills. For the second year running, Reps who attend initial induction training will receive a Course Rep hoodie on a first come, first served basis. Our thanks goes to the Schools, who all made a contribution alongside the SU to the cost of offering this incentive.
13. Over the course of the year, over 850 pieces of individual feedback were received via the School Forums and the online feedback tool. Almost all the feedback received responses from Schools and Services in good time, although a couple of Schools did not send responses until late in Semester 2. The Students' Union is keen to work with all Schools and Services to ensure timely responses to feedback that completes the feedback loop and provides clear information to students on the actions that have been undertaken to address the feedback or an explanation of why the feedback cannot be addressed.
14. At the time of writing, 812 course rep names have been submitted. We hope to receive all course rep names by the end of October to ensure these students have the opportunity for in-person training.
15. The first week of Course Rep Training is now complete with 340 course reps attending. In person training will continue for another week finishing on the 1st November. After in-person training is complete there will be an online version for those who cannot attend, and a version for Distance Learning students, embedded on the SU website.
16. The first round of School Forums will be taking place from 25th November until 6th December and all Course Reps and any other students are encouraged to attend.

School Forum Feedback

17. For the academic year, 2018/19, 1,002 course representatives were appointed, 50% of whom were trained. The School with the largest number of appointed course representatives was the Carnegie School of Sport with 150 reps. The School with the largest percentage of trained course representatives was the School of Cultural Studies & Humanities with 77% of reps being trained.

18. The themes below summarise the student feedback raised in School Forums throughout the academic year 2018/19. These are split into the NSS categories as they are on the School Forum agenda.

19. Teaching and Learning

a. Communication

- i. Students within Leeds Business School, studying International Business and Accounting & Finance fed back that there were inconsistencies in assignment information and what certain relevant terminology means.
- ii. Fashion Marketing students fed back about communication issues between seminar tutors with differing information being received on the 'Marketing' module for example.
- iii. Students in the Carnegie School of Education noted communication issues with placement officers telling people different things, for example a student wanted to complete a social work placement but felt once starting the course that placements were mostly based around teaching.

b. Module/Course Content

- i. Landscape Architecture students commented that students with non-creative backgrounds can find it difficult to adjust to course content.
- ii. Students from the School of Film, Music & Performing Arts noted that comparable courses at other University's allow their students to make and submit more practical work and the restrictions on the use of kit and equipment are incompatible with developing necessary skills and experience.
- iii. A Level 4 student in the School of Clinical & Applied reported issues with group work including people not being placed in a group leading to them missing practicals.
- iv. In the School of Social Sciences, it was highlighted that students choose to study the Criminology and Psychology course to learn how to apply psychology to crime, not to learn about criminology alone.

c. Software/Resources

- i. Computing, Creative Technologies & Engineering students raised problems with the software platforms they use for assessments and requested access to more industry software.
- ii. Throughout the School of Art, Architecture & Design students commented on the need for increased software training and the issues they had had with using certain software.
- iii. Students in the School of Built Environment & Engineering fed back on the need for specific resources, for example A3 paper.

20. Assessment and Feedback

a. Feedback

- i. Students studying Computer Animation & Visual Effects commented that feedback needs to be personalised and give specific advice on how to improve.
- ii. Students in the School of Art, Architecture & Design raised various issues regarding feedback including that feedback on assignments can be slightly vague and that feedback and grades take a long time to be received, for example feedback for an assessment due in December had not been received by February.

- iii. Built Environment & Engineering students commented that the feedback they received gave little indication of how to improve for future assignments.
 - iv. Dance students commented that feedback is inconsistent across the course and more verbal feedback would be useful ahead of formal assessments.
 - v. Events students commented that feedback from the 'Professional Event Practice Two' module was not constructive or helpful and the assessment varied according to student groups.
- b. Submission
- i. Dietetics students in the School of Clinical & Applied Sciences raised that a submission deadline fell in the holidays and this assessment required submission in person where online submission would have been preferred.
 - ii. Issues with TurnItIn were reported by students across the School of Cultural Studies & Humanities and Leeds Business School these included not receiving email notifications when feedback is uploaded and difficulty accessing comments. This was also an issue in the School of Social Sciences and paper submissions were requested as a back-up option.
 - iii. Education Studies students commented that the submission dates for presentations and essays are close together and this makes it difficult for students to have a clear focus of work.
- c. Information
- i. Students studying MA Architecture commented that they would appreciate the criteria for the Architecture Registration Board to be easily signposted to.
 - ii. Media, Communication, Cultures students in the School of Cultural Studies & Humanities raised that they did not have the grade boundaries for an online exam until afterwards.
 - iii. In Leeds Law School there was discrepancy between the information given to students on the Property module regarding word count and submission process.
 - iv. Sport & Exercise Science students raised that there was inconsistency in the information given for assessments.

21. Academic Support

a. Availability

- i. Students on the International Business course fed back that the level of support available on tutors varies and this can mean students feel disconnected from their tutors.
- ii. Dance students fed back that they received mixed availability from tutors and that it is difficult to receive responses from tutors who were also working professionals. Other students in the School of Film, Music & Performing Arts commented that they still have not met their academic advisor and find it intimidating to schedule a meeting with them.
- iii. Students on multiple courses within the Carnegie School of Sport commented that they were struggling and asking for help by email but not receiving timely responses.

b. Placements

- i. PGCE 3-7 years students raised issues in relation to their placement commenting that they wanted Link Tutors to understand the information received during placements to save confusion and miscommunication.
- ii. Support whilst on placement from Events, Tourism & Hospitality Management students was not considered as good as whilst on campus with some students having no contact with their tutors.

22. Organisation and Management

- a. Timetabling was raised as an issue across most of the Schools. Issues included some students have four-hour gaps in their teaching, other fed back that their timetables were not released until their new modules began and some students commented that there were frequent last-minute changes to their timetables and sessions booked whilst on placement.
- b. Communication
 - i. Fashion students highlighted that they have received different information about what and how to hand work in.
 - ii. Building Surveying students in the School of Built Environment & Engineering raised that there had been a miscommunication between the law lecturer and tutor with students given different information about a test.
 - iii. A few courses within the School of Clinical & Applied Sciences had experienced problems with lectures being cancelled and this was causing problems for commuter students.
 - iv. Communication between lecturers and students on the Counselling & Mental Health was disorganised with a lack of transparency.

23. Learning Resources

- a. MA Architecture and Fashion Marketing students raised that they are struggling with issues with Autopad, Photoshop and the remote app. It was suggested by students within this School that a CAGD app would be useful.
- b. Students who were new to Leeds Beckett on the Counselling & Psychotherapy course felt they needed more guidance on the IT systems and the remote app and this was echoed by a Nursing student.
- c. Primary Education (5-11) students commented that there were not enough library copies of core texts on Level 6 modules. This issue was also raised by students in the Carnegie School of Sport.
- d. Events Management students reported issues with dissertation hand-in with printing costs being up to £70.

24. Learning Community

- a. Cohesion
 - i. Music Technology students noted that interaction between courses is too late in the academic year and should start earlier to encourage collaboration. Similarly, Audio Engineering students requested joint modules with Music Production students due to the overlap between their subjects.
 - ii. Events Management students commented that they do feel a sense of community but there could be more cohesion and collaboration between this course and the Sports Events classes.

- b. Placement
 - i. A student who had spent a year abroad commented that they do not feel part of a community on the English Literature course.
 - ii. Youth Work & Community Development students commented that when they go on placement they can feel quite isolated, especially as a lot of the supporting staff are part time and returning to university can affect them a lot.

25. Student Voice

- a. A student from the School of Art, Architecture & Design has asked for the closing of the feedback loop to be quicker with regards to the School Forum action plan and currently no response has been received to this comment.
- b. Students in the School of Clinical & Applied Sciences fed back that module evaluations had closed before the assignments had been completed. In addition, module evaluations for the Nutrition in Practice course were considered brief and students would like the chance to put qualitative feedback.
- c. Legal Practice students feel that their feedback is treated differently across modules with some clearly acting on feedback and others disregarding it.
- d. Students in the School of Social Sciences felt that it was not clear how their feedback is acted upon.

26. Student Services

- a. Wellbeing
 - i. A student requested clear sign-posting for University counselling and mental health services as it can be difficult to know which service to approach for support.
 - ii. Students across Schools raised that they are having difficulties accessing the Wellbeing Service with the long wait times.
- b. Careers
 - i. Students in the Law School fed back about the Careers information available. It was reported that careers advice is very general and there is nothing on offer for students wanting to study offshore law. In addition, concerns were raised about the support for International students with regards to career knowledge.
- c. Disability Services
 - i. There was an issue with the Nursing Biology exam where student's reasonable adjustment plans were not followed and when this was disclosed to staff they were not believed. Students also reported that trying to organise mentors or support around placements from disability services can be tricky.
 - ii. Students noted that the Disability Service is in demand and that it was slow to get an appointment and although they had been very helpful providing information on open days, support throughout the semester had been less visible.

27. The Schools were mostly proactive in addressing the issues raised by students in School Forums. However, updates on the Action Plans were slow and thus any changes could not be effectively communicated back to students.

Welcome Talks

28. 85 Welcome Talks were booked with the Students' Union for course inductions. The Students' Union used this opportunity to inform students about the events being run during Freshers week and the subsequent Give It A Go week. The Welcome Talks also informed students about other aspects of the Students' Union including volunteering, Elections and the advice service as well as encouraging students to register to vote.
29. Approximately 3,250 students were spoken to across the Welcome Talks.
30. The Students' Union would welcome further requests next year for Welcome Talks.

Course-based societies

31. The Students' Union had another successful year with regards to our work with student-led, course-based societies. There was increased interest by students and staff members to set up course-related societies last year.
32. The Students' Union hosts Union Awards every year and these celebrate and recognise the achievements of outstanding societies. Last year, Built Environment and Engineering Society won the Society of the Year award. Other course-based societies that were nominated and shortlisted were Law Society, Art Society, Nursing Society and Business Society.
33. This year our Activities Team hopes to develop a partnership with University courses to better sustain, develop and increase the number of course based societies on offer to students. They have reached out to a number of courses from whom they are awaiting a response and hope to set up course-based societies for these in the coming months.
34. There are currently 24 course-based societies, with the following 5 new societies being ratified since our Freshers Week:
 - a. Creative
 - b. Fashion Society
 - c. Journalism & PR
 - d. Sport and Exercise
 - e. STEM
35. Currently 552 students are members of course-based societies and we hope to see this continue to increase.

Conclusions & Recommendations

36. Academic Board is invited to note this report.

Academic Integrity Campaign – “Write Right”

Purpose of Report

This report seeks to demonstrate the rationale for funding the purchase of physical copies of ‘Quote Unquote’ in support of the Students’ Union’s ‘Write Right’ campaign.

Recommendations

This report is **for discussion.** Leeds Beckett Students’ Union (LBSU) would like to formally propose that the University provides the necessary funding for the essential component (physical copies of ‘Quote Unquote’) of our ‘Write Right’ campaign. This campaign which aims to educate students on good academic practice and minimise the number of misconduct cases, has run over the past four years and has interacted with a total of approximately 3,400 students.

Appendices

Appendix 1 – Quality Assurance Agency (QAA) figures

Author

Name: Kate Smith-Lawrence

Job title: Advisor

Date: 09 October 2019

Background

1. After seeing an increase in the number of students attending the advice service for support with investigatory meetings relating to an alleged academic misdemeanour we decided to run an awareness raising campaign on the importance of good academic practice and the consequences of misconduct.
2. Anecdotal evidence from other advisers appeared to show a basic lack of understanding of referencing and of the potential penalties for misconduct.
3. See appendix 1 for figures from QAA.
4. Each campaign ran on a different theme ranging from secondary referencing to in text citation. As a part of working with the library we also raised awareness of the role of academic librarians and what support they can provide to students.
5. The mainstay of the campaign was the provision of free copies of 'Quote Unquote'. Students were very keen to have a physical copy and even final year students who had consistently used a paper copy were eager to replace battered copies.
6. Initially funding for 'Quote Unquote' was provided by the University via QAA, this provided copies for the first 2 years of the campaign.
7. In the third year the Advice Service was able to pay for a reduced number after negotiating a much-reduced price with the Library services.
8. This year, 2019, we have only been able to run the campaign once on a much-reduced scale as we have not had the resources to fund physical copies of 'Quote Unquote'

Resource implications

9. The current cost price has not yet been set for this year's revised edition of 'Quote Unquote' but based on the previous cost price of £1.50 per copy and running two campaigns per academic year, the estimated cost for 2,000 copies per year would be £3,000. Ideally we would like to run the campaign twice an academic year for the next two years.

Timing implications

10. In order to be able to plan for the next academic year's campaign it is imperative that this matter is discussed as soon as possible. Once we have funding in place, we can then negotiate the best price for purchasing copies of 'Quote Unquote'.

Conclusions

11. We consider that the responses from the student body to the campaign highlights how students are eager to engage in discussions that enhance their academic practice. Students were very keen to talk about specific issues regarding referencing and were equally interested in trying our 'quiz' which consisted of trying to answer a fairly complex referencing question via drop box options.
12. It was interesting that students wanted hard copies of Quote Unquote, lots of level 6 students presented with tattered copies of the book, explaining that whilst working it is better to have a hard copy as they usually have multiple screens open and with a hard copy they can access the information they need quickly.
13. Given the cost of tuition fees which are invariably set to rise we believe that all students should automatically receive a free 'hard' copy of Quote Unquote in their first year of study.
14. This campaign enables the SU to interact with students on a positive level and hopefully helps to increase retention by providing the students guidance, information and confidence on a fundamental part of their academic life.

Author(s)

Report Author: Kate Smith-Lawrence, Adviser

Date of report: 09/10/2019

201415						
Grounds	Cheating	Collusion	Plagiarism	Self-Plagiarism	Unfair Practice	Grand Total
Found	2	19	63	2	21	107
Admitted	4	75	361	27	16	483
						590

Collabs						
Grounds	Cheating	Collusion	Plagiarism	Self-Plagiarism	Unfair Practice	Grand Total
Found	0	1	2	0	0	3
Admitted	2	7	22	0	1	32
						35

201516						
Grounds	Cheating	Collusion	Plagiarism	Self-Plagiarism	Unfair Practice	Grand Total
Found		27	63	2	10	102
Admitted	5	118	402	31	18	574
						676

Collabs						
Grounds	Cheating	Collusion	Plagiarism	Self-Plagiarism	Unfair Practice	Grand Total
Found			7			7
Admitted	4	10	41		1	56
						63

201617						
Grounds	Cheating	Collusion	Plagiarism	Self-Plagiarism	Unfair Practice	Grand Total
Found	1	14	32	2	7	56
Admitted	3	47	223	10	5	288
						344

Collabs						
Grounds	Cheating	Collusion	Plagiarism	Self-Plagiarism	Unfair Practice	Grand Total
Found		1	1			2
Admitted	5	8	38		11	62
						64

Conferral of Emeritus and Visiting Academic Titles

Executive Summary

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

Action Requested

The report is for information.

Appendices

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

Author

Name: Janet Norfolk
Job title: People Support Assistant
Date: 7 October 2019

Approval Route

October 2019 *Natalie Saunders*
October 2019 *Peter Slee*

Conferral of Emeritus and Visiting Academic Titles

Introduction

1. The title of Emeritus Professor or Emeritus Reader is awarded to recognise a former academic Professor's or Reader's sustained and distinguished academic service, including dedicated service to a particular field or fields of study and to the University. The University received applications for emeritus status for:
 - a. Professor Roderick King
 - b. Professor Kevin Hylton
 - c. Professor Clive Beggs
 - d. Professor Nick Frost
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 Emeritus Professors, Visiting Professors and Visiting Fellows have been considered by the Vice Chancellor, as Chair of the Promotions Board.

Approval

5. The Vice Chancellor considered and approved the four nominations for emeritus status. The formal offer of the title has been made to Professor King, Professor Hylton and Professor Beggs with effect from 1 September 2019 and to Professor Frost with effect from 1 January 2020.
6. The formal offer of the title of Visiting Professor (in the Carnegie School of Education) has been made to Professor Mark Gilthorpe and also (in Leeds Business School) to Professor Paul Turner, both for a period of 3 years.
7. In addition Visiting Professors Nicki Latham (School of Health & Community Studies) and Adrian Mellor (Carnegie School of Sport) have been extended for a further year. Visiting Professor Andrew Walton (School of Clinical & Applied Sciences) has been extended for a further 2 years.
8. The formal offer of the title of Visiting Fellow has been made for a period of 3 years as follows:

Leeds Business School

Dr Liz Yeomans

Dr Eyo Essien

Carnegie School of Sport

Dr Jonathon Weakley

Dr Padraic Phibbs

Dr Jason Tee

9. In addition, Dr Paul Marchant's Visiting Fellowship in Research and Enterprise Services has been extended for a further year.

Conclusion

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



GUIDANCE ON EMERITUS AND VISITING ACADEMIC TITLES

Emeritus Professors and Emeritus Readers

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

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

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

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

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

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

Visiting Professors and Visiting Fellows

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

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

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

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

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

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

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

Proposal for the Sports Committee

Executive Summary

This report provides the proposal of the Sports Committee which would be a Committee of the Academic Board. The aims of the Committee would be to focus on developing a strategy which will enhance the contribution sport can make to the University's student and wider community.

Action Requested

This report is for **discussion and decision**. The Academic Board are asked to discuss the report and recommend its approval to Board of Governors at its meeting on 27 November 2019.

Appendices

Appendix A – Draft proposal for the Sports Committee

Author

Name: Kate Harvey
Job title: Secretariat Manager
Date: September 2019

Terms of Reference

The Sport Committee is responsible to the Academic Board for developing a strategy which will enhance the contribution sport can make to the University's students and the wider community, through the effective deployment of resources and the building of effective internal and external partnerships.

The Sport Strategy will seek to:

- a) improve the recruitment and retention of students to the University;
- b) enhance student engagement, well-being and employability;
- c) ensure students can fulfil their potential in sports performance; and
- d) ensure the University can fulfil a role as a sports anchor which promotes improved health and social outcomes for people in our local community.

Membership Profile

Members [8]

Quorum [4]

- Vice Chancellor (Chair) [1] – Ex-officio
- Deputy Vice Chancellor (Resources) [1] – Ex-officio
- Deans of School [3] – Nominated
- Director of Sport and Active Lifestyles [1] – Ex-officio
- President of the Athletic Union [1] – Ex-officio
- Activities and Events Officer, Students' Union – Ex-officio [1]

Other members may be co-opted from time to time, as determined by the Committee and approved by the Chair.

All nominated staff will be so nominated by the Chair of the Committee, in consultation with the Deans of School, unless otherwise specified.

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

The Constitution of the Committee is made by resolution of the Academic Board on **06 November 2019**.

Schedule of business 2019/20

Executive Summary

The report presents the Academic Board's schedule of business for 2019/20

Action Requested

The report is **for information.** Academic Board is invited to note its updated schedule of business for 2019/20.

Appendices

None.

Author

Name: Rachael Andrews

Job title: Governance & Legal Services

Date: October 2019

Academic Board schedule of business 2019/20

06 November 2019	12 February 2020	29 April 2020	01 July 2020
Report Deadline: 25 October 2019	Report Deadline: 31 January 2020	Report Deadline: 17 April 2020	Report Deadline: 19 June 2020
National Student Survey outcomes 2018/19	National Student Survey 2020 (NSS) update	Proposed dates for Academic Board Committee meetings for 2020/21	Admissions Policy
Annual Research & Enterprise Activity Report	HE-BCI report on enterprise income	Academic Board Elections (if applicable)	Register of Collaborations and Partnerships
Recommendations for conferment of honorary awards	Leeds Beckett University Access & Participation Plan		Annual Review of the course approved to use the Fitness to Practise Policy and Procedures
Education Strategy Update	2021 Entry Tariffs		Annual Statement on Research Integrity
Proposal for the Sports Committee			Academic Regulations (amendments)
Access and Participation Plan Update			
SU Report: Academic Integrity Campaign Right			
Re-focusing Academic Delivery to Support Progression and Engagement			
Standing items			
Membership & terms of reference (first meeting only)	Report from the Chair	Academic Assurance Report	
Declarations of interest	Report from the Students' Union		
Minutes of the last meeting	Student recruitment / applications / enrolment update		
Matters arising	Reports / Minutes from committees		
Schedule of business	Conferral of Emeritus Professors and Visiting Titles		