

LEEDS BECKETT UNIVERSITY

ACADEMIC QUALITY & STANDARDS COMMITTEE

Monday 19 March 2018
at 14:00 in G07 Old Broadcasting House
City Campus

Governance and Legal Services

Leeds Beckett University, Old Broadcasting House, City Campus, Leeds LS6 3QS
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AGENDA for the Monday 19 March 2018 meeting.

The twenty fourth meeting of the Academic Quality & Standards Committee will be held at 2pm in Room G07, Broadcasting Place, City Campus.

14:00	Part A: Preliminary Items	Paper	Led by
A1	Apologies		Chair
A2	Declarations of interest		Chair
A3	Terms of Reference & Membership	AQS-2017-063	Chair
A4	Minutes of the last meeting held on 15 January 2018	AQS-2017-064 CONFIDENTIAL	Chair
A5	Matters arising	AQS-2017-065	S Morris
A6	Report from the Students' Union	AQS-2017-066	J Harrison
A7	Chair's Report	Verbal report	Chair
14:20	Part B: Quality and Student Matters	Paper	Led by
B1	Academic Assurance	AQS-2017-067 CONFIDENTIAL	B Colledge
B2	AQSC Action Plan	AQS-2017-068	B Colledge
B3	Validation / Re-Validation – Report on outcomes	AQS-2017-069	K Curwen
B4	Annual Report on Collaborative Provision	AQS-2017-070 CONFIDENTIAL	L Jones
15:00	Part C: Strategy, Policy, Regulations & Process	Paper	Led by
C1	Education Strategy Developments	AQS-2017-071	Chair
C2	Teaching Excellence Framework (TEF) Subject Level Pilot Submission	AQS-2017-072 CONFIDENTIAL	B Colledge

C3	Collaborations Strategy	AQS-2017-073 CONFIDENTIAL	L Jones
C4	External Examiner Appointments	AQS-2017-074 CONFIDENTIAL	K Curwen
C5	Fitness to Study Policy and Procedure (first draft overview)	AQS-2017-075	P Preston

15:50	Part D: Reports from Committees / Groups	Paper	Led by
D1*	Academic Planning & Collaborations Group Minutes / Report	AQS-2017-076	L Jones
D2*	School Academic Committee Reports		School Representatives
(a)	Leeds Business School	AQS-2017-077	
(b)	Leeds Law School	AQS-2017-078	
(c)	School of Art, Architecture and Design	AQS-2017-079	
(d)	School of Built Environment and Engineering	AQS-2017-080	
(e)	School of Clinical and Applied Sciences	AQS-2017-081	
(f)	School of Computing, Creative Technologies and Engineering	AQS-2017-082	
(g)	School of Cultural Studies and Humanities	AQS-2017-083	
(h)	Carnegie School of Education	AQS-2017-084	
(i)	School of Events, Tourism & Hospitality Management	AQS-2017-085	
(j)	School of Film, Music and Performing Arts	AQS-2017-086	
(k)	School of Health and Community Studies	AQS-2017-087	
(l)	School of Social Sciences	AQS-2017-088	
(m)	Carnegie School of Sport	AQS-2017-089	

15:55

Part E: Other Business

Paper

Led by

- | | | | |
|-----|--|--------------|----------|
| E1* | Academic Quality & Standards Committee
schedule of meetings & schedule of business
2017/18 | AQS-2017-090 | S Morris |
| E2* | Date of next meeting: 2pm on Monday 11
June 2018, Room G07, Broadcasting Place,
City Campus. | | |

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

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

Matters Arising

Executive Summary

This report summarises matters arising from the minutes of the meeting of the Academic Quality and Standards Committee held on 15 January 2018.

- (a) *Arising from minute 052(c).2017.AQS:* It was confirmed that the Quality Assurance Agency (QAA) had secured the contract for the review of academic quality in the HE sector.
- (b) *Arising from minute 055.2017.AQS:* The Academic Board at its meeting on 07 February 2018 recommended to the Board of Governors that:
 - (i) our university's quality assurance framework and processes are effective;
 - (ii) the University's periodic review processes fully involve students and include external peer or professional review;
 - (iii) the management of academic quality and standards for taught provision is sound;
 - (iv) our university is responding to any issues or concerns arising from the outcomes of our processes or from the analysis of associated data;
 - (v) the methodologies used as a basis to improve the student academic experience and outcomes are, to the best of our knowledge, robust and appropriate;
 - (vi) action plans are in place for the continuous improvement of the student academic experience and outcomes.
- (c) *Arising from minute 062.2017.AQS:* The Chair of AQSC had approved the three outstanding External Examiner appointments via Chair's action.

Action Requested

The report is **for information**.

Appendices

None

Author

Name: Stuart Morris
Job title: Senior Governance Coordinator
Date: 08 March 2018

Approval Route

n/a



19 MARCH 2018

AQSC Action Plan

Executive Summary

The report provides members with an update on progress with the Academic Quality and Standards Committee (AQSC) Action plan for continuous improvements for 2017/18 (Appendix 1).

Action Requested

The report is **for discussion**. AQSC is invited to:

- (a) receive and consider the progress completed from the AQSC action plan for 2017/18; and
 - (b) to endorse the satisfactory progress and updated AQSC action plan for reporting to Academic Board and the Board.

Appendices

Appendix 1: Academic Quality and Standards Committee Action Plan for continuous improvements for 2017/18 progress report updated 28 February 2018

Author

Name: Barbara Colledge

Job title: Dean of Quality

Date: 5 March 2018

Approval Route

6 March 2018

Professor Phil Cardew, DVC Academic

AQSC ACTION PLAN

Introduction

1. The report provides members with an update on progress with the Academic Quality and Standards Committee (AQSC) Action plan for continuous improvements for 2017/18 (Appendix 1).

AQSC Action Plan 2017/18 Report on Completion

2. The AQSC action plan for continuous improvements in 2017/18 at Appendix 1 indicates that good progress is being made with all actions as at 28 February 2018.
3. Key areas to highlight comprise:
 - a) **Action 1 Education Strategy Implementation Year 2:** Good progress in the implementation of the Education Strategy is being made, with institutional level support provided for Schools by the Centre for Learning and Teaching through the DEAP Forums and School/course team level support (e.g. course design and development and learning, teaching and assessment enhancement), by Student Services (e.g. in respect of the student support framework, online and referral resources and the wider range of student support and for academic advisors) and Quality Assurance Services (e.g. for regulatory and process implementation, validation and review, student voice and ongoing annual review and enhancement activities). Further, Libraries and Learning innovation, the Distance Learning Unit and the other ASG Professional Services have been supporting directly Schools in their delivery of an excellent, education and experience through support for achievement of the Education Strategy KPIs and the further enhancement of excellent outcomes.
 - b) **Action 2 Enhanced Monitoring:** Focused meetings have been held with identified course teams. The outcomes report from this monitoring has been deferred until after Easter to include the outcomes of 2017/18 subject review. The meetings highlighted a range of actions underway by Course teams to support improvements in course KPIs and student outcomes. Subject Review will include three subject groups; Education, Architecture and Physiotherapy.
 - c) **Action 3 Assessment and Feedback Review:** The work of the Regulations Review Group is underway with a plan of work in place for the next 18 months focused on assessment and feedback. An update is included in the Education Strategy report to AQSC on 19 March 2018.
 - d) **Action 4 Student Voice and Representation:** Arrangements put in place for 2017/18 continue to operate effectively. There has been positive engagement of Student Representatives (813 in place as at 28 February 2018) and Student Forums are working well to highlight areas for improvement which are being acted upon by Schools. Further discussion is recommended to explore expansion of the focus of Student Forums to include areas of excellence and for 2018/19 to establish Students' Union/University joint partnership projects around shared priorities linked to an excellent education, experience and outcomes. This would align with our Education Strategy KPIs, subject and course level

KPIs and the Students' Union's aspiration to work towards being rated an Excellent Students' Union. These outcomes would also support subject level TEF in future years.

- e) **Action 5 Agreed Students' Union 2017/18 priorities:** Good progress is being made on the agreed Students' Union 2017/18 priorities with University support provided for these.
- f) **Action 6 Access and Success Strategy:** There has been a range of work undertaken by Schools, Professional Services and the Institution in support of improvements in access, student progression/completion and other success (including target award attainment, good degrees and progression to employment/highly skilled employment and further study. Some improvements can be seen:
 - I. access to our awards in recent HESA indicators;
 - II. student continuation rates in some subjects with TEF subject level metrics highlighting 14 from total of 22 subjects have indicators of between 90 % and 96.2% but only 7 subjects are above their benchmark;
 - III. TEF Student continuation indicator for Black students at 90.2% above benchmark of 88.7%(2017/18);
 - IV. in undergraduate honours target award attainment all students 98.98%, White 98.84% and BME 97.38%;
 - V. in the attainment of good degrees by some FT undergraduate student groups 2016/17 (e.g. Declared Disability 63.5%; first in family to attain degree, 66.6%; Polar 3 groups 1-2, 64.15%; BME Asian Male High Tariff 63.16%; BME Asian Female Non-Tariff 60%; BME Mixed Polar 3, 1-2, Female 70.59%; White Male Low Tariff 65.58%; White Female Low Tariff 69.25%).

However, further improvements are required to address:

- I. TEF student continuation indicator for Full time undergraduate for BME Asian Students at is 88.8% below benchmark of 91% (2017/18)
- II. TEF student continuation indicator for Full time undergraduate for BME Other Students is at 87.4% below benchmark of 89.5% (2017/18)
- III. Only 7 subjects in subject level TEF have continuation rates above benchmark (2017/18)
- IV. Good degree attainment remains significantly lower for Black and Asian Students groups.

Further work is being commissioned and facilitated by the Race Charter Group and further work is underway in connection with our Access and Success Strategy with support from the Students' Union. This will enable a more detailed understanding of factors at a course level for defined student groups and will take into account intersectionality.

Conclusions and recommendations

AQSC members are invited to

- (a) receive and consider the progress completed from the AQSC action plan for 2017/18; and
- (b) to endorse the satisfactory progress and updated AQSC action plan for reporting to Academic Board and the Board.

References and further information

Appendix 1: Academic Quality and Standards Committee Action Plan for continuous improvements for 2017/18 progress report updated 28 February 2018

Author

Barbara Colledge, Dean of Quality, 5 March 2018

Appendix 1: Academic Quality and Standards Committee Action Plan for continuous improvements for 2017/18

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 28 February 2018
1	Implement the Education Strategy Year 2 priorities and continue to maintain Year 1 KPI Outcomes.	Completion of actions including Focus on improving student satisfaction DEAP fora Embed the revised student support Framework and academic advisors Implement revised academic regulations and focus on review of e-assessment/feedback, Quality Policy development and updates to regulatory sections (e.g. Appeals) Focused and targeted support from academic professional services for Schools in priority areas to support KPI improvements.	Relevant to all Provision	Education Strategy	DVC Academic with Academic Services Group	September 2018	Action 1 added to updated AQSC action plan for 2017/18 cycle to focus on Year 2 priorities. Improvements to Leeds Beckett App., the attendance monitoring system, SEMs and student support framework 2017/18 introduced and in use. Progress will be reviewed during 2017/2018. A review of progress and priorities for Year 2 provided in report on Education Strategy for AQSC, 15 January 2017. Progress report to AQSC on 19 March 2018
2	Implement the new Enhanced Monitoring Process in autumn 2017/18.	Implement as pilot for 14 undergraduate courses identified for enhanced monitoring in 2016/17	Relevant to all provision	Annual Cycle of Course Monitoring Review and Enhancement by AQSC in October 2016	Dean of Quality with Quality Assurance Services	End of July 2017	The identification of courses involved in Enhanced Monitoring for 2017/18 is summarised in the Academic Assurance Report for AQSC, October 2017. All Enhanced Monitoring meetings have taken place, and desk based reviews nearing completion. A report on the outcomes of this process was to be produced in February 2018. This has been deferred until after Easter to include outcomes from Subject Review. A joint meeting to disseminate good practice identified and

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 28 February 2018
							share approaches across these courses will be arranged after Easter (rather than before) to include subject review learning points from the first year of operation. Recommendations for any proposed enhancements to these processes for 2018/19 will be considered by AQSC in June 2018.
3	Review of Assessment and Feedback guidance and use of technology	Identification of good practice to inform further enhancement	Relevant to all provision	Arose from Review of Academic Regulations in 2016/17. Arose from Students' Union priorities for greater consistency in approach to feedback.	DVC Academic	End of July 2018	DVC and VP Education met to discuss priorities (Sept 2017). Regulations Review Group have met to agree priorities for 2017/18 review. This will focus primarily on assessment and feedback. A consultation paper was considered by the Regulations Review Group in January 2018. The Regulations Review Group is due to meet again on 9 March 2018 and an update will be provided to AQSC on 19 March 2018.
4	Further development and implementation of Student Voice and representation mechanisms in context of revised School, Subject and Course academic structures	Further develop mechanisms for ensuring Student Voice and input to Academic Assurance and Enhancement processes.	Relevant to all provision		Schools, Students' Union and Quality Assurance Services	End of July 2018	<p>Further enhancements to student representation for 2017/18 developed for wider discussion and have been taken forward by the Students' Union and by Schools.</p> <p>A strengthened partnership approach is established building on the NSS 2017 Student Voice question bank positive outcomes (slightly above sector average at 70.9 % satisfaction).</p> <p>The enhanced flexibility for course representation appointments has been well received and has supported positive working relationships between course teams and course representatives. Examples of innovative use of enhanced monitoring for course representative leadership and engagement have been highlighted through the enhanced monitoring process. The Students' Union reported to Academic Board in February 2018 that 813 Student Representatives were in place and 244 had attended the face to face training session.</p> <p>The proposal for the introduction of Subject Representatives was taken forward by the Students' Union but there was limited take up by students of these new roles. This has been paused and instead the school level representation focus (in addition to course representation) has been maintained.</p> <p>The School forums established by the Students' Union working in partnership with Schools have operated successfully. A report by the Students' Union was received by AQSC on 15 January 2018.</p>

	Action Required	Outcome	Scope	Source of Action	Action Owner	By when	Completed/progress at 28 February 2018
							<p>The Students' Union input provided into AQSC action plan and academic assurance reporting for 2017/18 cycle.</p> <p>The Students' Union have been briefed on the TEF subject level pilot and invited to contribute to the submission developments.</p>
5	Work in partnership with the Students' Union to support delivery of agreed 2017/18 priorities proposed by the Students' Union.	Implementation of specific enhancements aligned with Students' Union priorities for 2017/18	Relevant to all provision	Students' Union Priorities and Students' Union and Senior Management Liaison meeting and Academic Services Group	Students' Union working with support from Academic Services Group members and relevant University senior managers	End of July 2018	<p>Students' Union update report for AQSC October 2017/18 summarises agreed University/SU proposed Priorities for 2017/18.</p> <p>Progress is being made on these objectives and will be reported by the Students' Union to AQSC.</p>
6	<p>Undertake further analysis and action to support student attainment in line with our Access and Success Strategy</p> <p>(a) Deans of Schools to engage with the data using the multi-variant interactive pivot tables and target action to support student attainment.</p> <p>(b) Academic Services Group support offered to Schools for course - focused action plans to support student retention and progression.</p>	To support improved attainment in line with our Access and Success Strategy	Relevant to all provision	AQSC action plan 2016/17 and Education Strategy	DVC Academic with specific actions led by: (a) Deans of School. (b) Deans of School, Heads of Subject and Course Directors with ASG	July 2018	<p>(a) Deans Annual Review reports received by AQSC on 16 October 2017 included reference to course level actions to support improvements in KPIs. Further discussion at this AQSC meeting has proposed further support for potential targeted support or interventions supported by Academic Services. This includes work underway in relation to attendance monitoring, academic advisors, the student support framework and referral process and other support available from CLT on assessment and feedback.</p> <p>(b) Meetings held in Sept/Oct 2017 between School Leadership Teams and ASG members to discuss School priorities and support priorities for 2017/18. Focused support for attendance monitoring, student support framework, Student Engagement Monitoring, Employability, integrated academic skills development identified. Two pilots planned for integrated and embedded support for retention and progression with Business and Management and Sports Coaching with data analysis and targeted support underway.</p> <p>ASG was to produce a report in Jan/Feb 2018 for Schools on support provided to date/ available to support Schools further in their delivery of the KPIs. ASG have included this report within the Education Strategy Report provided for AQSC 19 March 2018.</p> <p>Inclusive assessment proposals flowing from the Race Equality Group regarding inclusive assessment are being incorporated into updated inclusive assessment guidance.</p>

Validation and Revalidation: Progress Report on Outcomes

Executive Summary

This report provides an update to the confirmed outcomes from the 2016-17 validation/revalidation cycle which were last reported to the meeting of Academic Quality and Standards Committee in January. It incorporates further progress on those activities which were not concluded when the Committee last met, including the outcome of a rescheduled event.

The report provides institutional oversight of the completion of course validation and re-validation for those events that took place up to and including 26th January 2018 and of the completion of partner approval and approval of collaborative delivery that took place up to and including 17th January 2018. Also included is a progress update on the scheduling of course validation/revalidation relating to the current, 2018 cycle

Additionally, the report includes details of the outcomes of Academic Planning and Collaborations Group (APCG). This group considers i) business cases for new course proposals, ii) course withdrawals (i.e. the removal of provision from the University's portfolio), iii) new partner proposals and iv) articulation documentation to facilitate entry with advanced standing for applicants from other providers.

The report also highlights a proposed revision to the future parameters within which validation/revalidation activity may be scheduled, following consideration of the recently published conditions for registration of HE providers, as defined by the Office for Students.

Action Requested

The report is **for information**. Members are asked **to receive and note this report**.

Appendices

Appendix A - Completed Validation and revalidation Schedule 2016-17 + rescheduled activity to Jan 18

Appendix B – Completed Schedule of Partner Approval and Approval of Collaborative Delivery 2016-17 plus additional activity to Jan 18

Appendix C – University Validation Panel Outcomes 2016-17 and 2017-18

Appendix D – 2018 Schedule of Planned Validation/ Revalidation Activity

Appendix E – APCG Partner Proposals/ Outcomes

Appendix F – APCG New Course Proposals & Business Cases/ Outcomes

Appendix G – APCG Course Withdrawals/ Outcomes

Appendix H – APCG Articulations/ Outcomes

Author

Name: Nick Waters

Job title: Quality Manager (Policy & Guidance)

Date: 1st March 2018

(with data support from QAS Quality Officers)

Approval Route

5 March 2018 Barbara Colledge, Dean of Quality

19 March 2018 Academic Quality and Standards Committee

Validation and Review

Introduction

1. This report confirms outcomes from the last validation/ revalidation cycle, providing institutional oversight of the completion of course validation and revalidation for those events that took place up to and including 26th January 2018. This is effectively the outcomes of 201617 activities (concluding November 2017) coupled with outcomes from a subset of postponed activity which was undertaken in January 2018.
2. The report also includes details of the completion of partner approval and approval of collaborative delivery that took place up to and including 17th January 2018.

Summary of Validation, Revalidation, Partner Approval and Approval of Collaborative Delivery

3. The validation, revalidation and approval of collaborative delivery schedule consisted of 96 awards, clustered into 60 events:
 - a) 57 New Course Validations (including 4 validations of standalone collaborative awards);
 - b) 39 Course Revalidations
(96 Courses in total);
 - c) 14 Approvals of Collaborative Delivery.

In addition, there were five partners approved in 201617 and the first semester of 201718.

4. The outcomes of this activity at 1 March 2018 were:
 - 23 courses validated/ revalidated without conditions;
 - 56 courses validated/ revalidated with conditions met, including 4 validations of standalone collaborative awards;
 - 3 courses validated with conditions to be met.
(82 courses in total).

Together with:

- 3 courses which were referred to University Validation Panel and subsequently validated;
- 3 courses which were not validated;
- 6 course validations which were postponed;
- 2 awards which were withdrawn through the validation process.
(96 Courses in total).

5. In addition:
 - 3 Partners were approved without conditions;
 - 2 Partners were approved with conditions;
 - 14 courses received approval of collaborative delivery, including the 4 validations of standalone collaborative awards.

6. At the last meeting of AQSC, it was reported that there were 16 courses with outstanding conditions to validation/ revalidation, all of which have subsequently been met. We can now report that there are 3 courses with conditions outstanding; *PGCrt Business Accounting, MSc Professional Accounting and MSc/ Degree Apprenticeship Professional Accounting*. These courses were considered at a rescheduled validation event in January 2018 following the postponement of the original event in November 2017. (See Appendix A for detail).
7. Other revalidation events postponed in the last cycle have been rescheduled and will take place within the respective courses' six year validation periods. A single new course validation event, which was postponed, is now not being progressed by the School concerned.

MARCH Practice Based RIBA Part 2: now taking place in 2020;
APD Pleadings for Dispute Resolution: not being progressed;
MBA Business Administration (Graduate),
MBA Business Administration (Executive),
MBA Business Administration (Executive by Distance Learning): all scheduled in 2018;
PGDip Architecture Professional Practice: scheduled in 2018.

8. Where courses were not validated/ revalidated these will be rescheduled following conversation with the Dean of School. These are:
 - a) BSc (H) Real Estate and Property (validation March 8th)
 - b) BA(H) Journalism (revalidation March 26th)
 - c) BA(H) Business Law Top Up (validation still TBC)
9. The full detail of outcomes relating to validation, revalidation and partner/ collaborative activities for the periods in question may be found at **Appendices A and B**.

University Validation Panel

10. There has been one further meeting of the University Validation Panel (UVP) to report since the committee received an update on UVP outcomes, which took place in January 2018. A full set of outcomes from the UVP since its inception in April 2017 may be found at **Appendix C**, including those from the January meeting.

Partner Approval and Approval of Collaborative Delivery

11. **Appendix B** shows an additional partner approval and approval of collaborative delivery since this committee last received an update on these activities:
 - Chancery Lane Institute for Professionals (CLIP) of Dubai received partner approval from UET for six years from August 2017 up to 31 July 2023.

- Approval of Collaborative Delivery was granted on 17th January 2018 for PGDip Legal Practice, franchised to CLIP. Conditions to approval have been met.

Current Cycle and Future Planning

Quality Assurance Services continues to work closely with Schools in defining the schedule of validation activity in accordance with our institutional commitment to provide good quality and timely course information to applicants and students, and the provision of an effective and sustainable validation service on behalf of our University.

Validation and revalidation events in the current cycle are scheduled between January and November 2018 with the majority of courses emerging from those processes being delivered from September 2019 onwards. Each School has been provided with a set of dates which reflect the breadth of the cycle in order that events can be managed in a sustainable way.

Conversations are ongoing in relation to a small number of courses which require validation/revalidation but for which an event date is still to be finalised. The majority of these relate to circumstances where Schools are keen that validation activity is scheduled towards the end of the cycle (which is logistically challenging) or where new developments for specific and non-standard markets have recently emerged (for example, new Degree Apprenticeship developments). The latest in-year schedule of activity is included at **Appendix D**.

Planning ahead, committee members can expect to receive details of dates allocated to Schools for the **2019 validation/ revalidation cycle** at the next meeting, where it is intended to bring forward the conclusion of validation/ revalidation activity to July 2019 for courses to be delivered from September 2020 onwards.

This review and realignment of the parameters within which validation specifically, and material course change more generally, can be undertaken is to ensure continued alignment with our institutional obligations in respect of material course information provision and with Consumer and Markets Authority (CMA) legislation and Office for Student Regulation registration conditions.

Academic Planning and Collaborations Group

In the academic year to date (1 August 2017 to 14 February 2018), the Academic Planning and Collaborations Group has considered the following proposals:

a) Partner Proposals (Appendix E)

- Considered – 6
- Approved – 4
- Not approved – 2 (the Group requested further information in respect of these proposals. At the Schools' decisions, these two proposals are no longer being progressed)

b) New Course Proposals (Appendix F)

- Considered – 66
- Approved – 53

- Not approved – 9 (the Group requested further information in respect of these proposals. 8 were not progressed by the Schools and one did not need to be presented to APCG for approval)
- Pending – 4 (the Group requested further information in respect of these proposals. They are not included in the Appendix and will be included in the next report to AQSC)

c) Course Withdrawals (Appendix G)

- Considered – 37
- Approved – 37

d) Articulations (Appendix H)

- Considered – 12 articulations across 6 partners
- Approved – 12

Conclusions and recommendations

12. This report confirms the outcomes of activity in 2017, up to 26th January 2018, providing institutional oversight of the completion of course validation, re-validation, approval of collaborative delivery and institutional recognition/re-recognition of collaborative partners to Academic Quality and Standards Committee. This schedule of activity can be considered closed, barring the outstanding conditions to validation for the three courses for which validation activity was rescheduled in January 2018 (see para 6).
13. Members are asked to **note** the report. Updated information on activities pertaining to the current, 2018 schedule of activity will be reported to this committee in due course.

References and further information

Appendix A - Completed Validation and revalidation Schedule 2016-17 + rescheduled activity to Jan 18

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Author

Name: Nick Waters

Job title: Quality Manager (Policy & Guidance)

*Date: 1st March 2018
(with data support from QAS Quality Officers)*

Appendix A

Validation and Revalidation Schedule Outcomes 2016-17 (Events up to 26th January 2018)											
School	Prog Code	Award Type	Course Title	Level	Activity Type	Event Date	Event Outcome and Cond/Rec R'cd (3 days of event)			Conditions Met (Y/N)	Date Conditions Met
Art, Architecture & Design	BAHPD	BAH	Product Design	UG	Revalidation	02-Oct-17	Revalidated 0 conditions, 4 recommendations & 3 commendations			N/A	
Art, Architecture & Design	INTAD	BAH	Interior Architecture and Design	UG	Revalidation	20-Oct-17	Revalidated 1 condition, 5 recommendations & 4 commendations.			Y	10-Nov-17
Art, Architecture & Design	MRIBA	MARCH	Practice Based RIBA Pt 2	UG	Validation	02-Nov-17	Postponed			N/A	
Art, Architecture & Design	PROFY	PGDip	Architecture Professional Practice	TP	Revalidation	17-Nov-17	Postponed			N/A	
Built Environment & Engineering	BSCED	BSCH/ DA	Civil Engineering Degree Apprenticeship	UG	Validation	08-May-17	Validated			N/A	
Built Environment & Engineering	BSQSD	BSCH/ DA	Quantity Survey Degree Apprenticeship	UG	Validation	08-May-17	Validated			N/A	
Built Environment & Engineering	BBSED	BEngH/ DA	Building Services Engineering Degree Apprenticeship	UG	Validation	09-May-17	Validated			N/A	
Built Environment & Engineering	BSBSE	BSCH/ DA	Building Services Engineering Degree Apprenticeship	UG	Validation	09-May-17	Validated			N/A	
Built Environment & Engineering	TBC	LLM	Construction Law and Dispute Resolution	TP	Validation	08-Nov-17	Validated 1 condition and 1 recommendation			Y	01-Feb-18
Built Environment & Engineering	tbc	APD	Pleadings for Dispute Resolution	TP	Validation	08-Nov-17	Postponed			N/A	
Built Environment & Engineering	tbc	BSCH	Real Estate and Property Management (see notes)	TP	Validation	29-Nov-17	Not validated			N/A	
Carnegie School of Education	MDCWE	MA	Drama and Creative Writing in Education	TP	Validation	08-Feb-17	Validated			N/A	
Carnegie School of Education	FDPRP	FdA	Professional Practice	UG	Validation	27-Oct-17	Validated 5 conditions, 3 recommendations, 1 commendation			Y	11-Jan-18
Carnegie School of Education	BPROP	BAH	Professional Practice	UG	Validation	27-Oct-17	Validated 5 conditions, 3 recommendations, 1 commendation			Y	11-Jan-18
Carnegie School of Education	BPRPT	BAH	Professional Practice (Top up)	UG	Validation	27-Oct-17	Validated 5 conditions, 3 recommendations, 1 commendation			Y	11-Jan-18
Carnegie School of Education	PSMHW	PGCRT	Leadership of School Mental Health & Wellbeing	TP	Validation	09-Nov-17	Validated 2 conditions, 5 recommendations and 3 commendations			Y	07-Dec-17
Carnegie School of Education	MSMHW	MA	Leadership of School Mental Health & Wellbeing	TP	Validation	09-Nov-17	Validated 2 conditions, 5 recommendations and 3 commendations			Y	07-Dec-17
Carnegie School of Education	BISSC	BAH	Innovation and Skills for Social Change	UG	Validation	22-Nov-17	Validated, 4 conditions, 3 recommendations and 3 commendations			Y	14-Dec-17
Carnegie School of Education	MACHE	MA	Childhood Studies and Early Years	PG	Revalidation	29-Nov-17	Revalidated 0 conditions, 2 recommendations and 4 commendations			N/A	
Clinical and Applied Sciences	MSABR	MSC	Applied Biomedical Research	TP	Validation	31-Oct-17	Validated 5 conditons, 2 recommendations & 3 commendations.			Y	24-Jan-18
Clinical and Applied Sciences	MSBIT	MSC	Biotechnology	TP	Validation	31-Oct-17	Withdrawn			N/A	
Clinical and Applied Sciences	MSMBC	MSC	Medical Biochemistry	TP	Validation	31-Oct-17	Validated 5 conditons, 2 recommendations & 3 commendations.			Y	24-Jan-18
Clinical and Applied Sciences	MSMBL	MSC	Medical Microbiology	TP	Validation	31-Oct-17	Validated 5 conditons, 2 recommendations & 3 commendations.			Y	24-Jan-18
Clinical and Applied Sciences	MSPSC	MSC	Pharmacological Science	TP	Validation	31-Oct-17	Withdrawn			N/A	
Clinical and Applied Sciences	MSBIS	MSC	Biomedical Sciences	TP	Validation	31-Oct-17	Validated 5 conditons, 2 recommendations & 3 commendations.			Y	24-Jan-18
Clinical and Applied Sciences	BHSET	BSCH	Sports and Exercise Therapy	UG	Revalidation	26-Apr-17	Revalidated 4 conditions and 3 recommendations			Y	09-Jun-17
Clinical and Applied Sciences	MSCST	MSC	Sports Therapy	TP	Revalidation	26-Apr-17	Revalidated 3 recommendations			N/A	
Clinical and Applied Sciences	DIETM	MSC	Dietetics	TP	Validation	22-Jun-17	Validated			N/A	
Clinical and Applied Sciences	SHEMB	BSCH	Safety, Health and Environmental Management	UG	Revalidation	18-Oct-17	Revalidated 1 condition & 3 recommendations			Y	17-Nov-17
Clinical and Applied Sciences	BSCEH	BSCH	Environmental Health	UG	Revalidation	25-Oct-17	Revalidated 3 conditions and 3 recommendations			Y	31-Oct-17

School	Prog Code	Award Type	Course Title	Level	Activity Type	Event Date	Event Outcome and Cond/Rec R'cd (3 days of event)	Conditions Met (Y/N)	Date Conditions Met
Clinical and Applied Sciences	BIOMS	BSCH	Biomedical Sciences framework plus introduction of 4 new pathways_ Medical Biochem BIOMB/Molecular Biotech DIONAT Pharma Sci DIONAD Medical Microbio	UG	Revalidation	30-Oct-17	Revalidated 4 conditions, 3 recommendations & 1 commendation.	Y	11-Dec-17
Computing, Creative Technology & Engineering	BDTSA	BScH (DA)	Digital and Technology Solutions	UG	Validation	04-Apr-17	Validated 3 Conditions & 4 Recommendations	Y	28-Jul-17
Computing, Creative Technology & Engineering	BENRA	BENGH	Robotics and Animation	UG	Validation	26-Apr-17	Validated	N/A	
Computing, Creative Technology & Engineering	TBC	MSc	Data Science	TP	Validation	19-Oct-17	Validated 1 condition and 3 recommendations	Y	01-Dec-17
Computing, Creative Technology & Engineering	MSCIT	MSc	Information & Technology	PG	Revalidation	19-Oct-17	Revalidated 4 conditions and 3 recommendations	Y	01-Dec-17
Computing, Creative Technology & Engineering	MENCS	MEng	Computer Science (see notes)	UG	Revalidation	27-Oct-17	Revalidated 2 conditions and 5 recs	Y	01-Dec-17
Cultural Studies & Humanities	ENLIT	BAH	English Literature	UG	Revalidation/ new pathways	13-Nov-17	Revalidated 1 condition, 1 recommendation and 6 commendations	Y	12-Dec-17
Cultural Studies & Humanities	BAECW	BAH	English with Creative Writing	UG	Validation	13-Nov-17	Validated 1 condition, 1 recommendation and 6 commendations	Y	12-Dec-17
Cultural Studies & Humanities	ENGHI	BAH	English and History	UG	Revalidation	14-Nov-17	Revalidated 1 condition, 2 recommendations and 5 commendations	Y	12-Dec-17
Cultural Studies & Humanities	BAEAM	BAH	English and Media	UG	Revalidation	14-Nov-17	Revalidated 1 condition, 5 recommendations and 5 commendations	Y	12-Dec-17
Cultural Studies & Humanities	HSTBH	BAH	History	UG	Revalidation	17-Nov-17	Revalidated 0 conditions 4 reccomendations 7 commendations	N/A	
Cultural Studies & Humanities	MMEDC	MA	Media & Culture	PG	Validation	23-Nov-17	Validated 2 recommendations and 8 commendations	N/A	
Film, Music & Performing Arts	BMUPP	BAH	Music Performance and Production (New Title)	UG	Revalidation	20-Oct-17	Revalidated 3 conditions, 4 recommendations	Y	07-Dec-17
Film, Music & Performing Arts	BHMSP	BAH	Music Production	UG	Revalidation	20-Oct-17	Revalidated 3 conditions, 5 recommendations	Y	07-Dec-17
Film, Music & Performing Arts	MUSTE	BAH	Music Technology	UG	Revalidation	20-Oct-17	Revalidated 3 conditions, 1 recommendation	Y	07-Dec-17
Film, Music & Performing Arts	MADMP	MA	Digital Music Practice	PG	Validation	23-Oct-17	Validated 1 Condition, 4 Reccomendations	Y	19-Dec-17
Film, Music & Performing Arts	MASOA	MA	Sonic Arts	PG	Validation	23-Oct-17	Validated 1 Condition, 4 Reccomendations, 2 Commendations	Y	19-Dec-17
Film, Music & Performing Arts	MAFCE	MA	Film Curation & Exhibition	PG	Validation	30-Oct-17	Validated 4 cond, 2 Rec, 2 Comm	Y	19-Dec-17
Film, Music & Performing Arts	MASAP	MA	Songwriting & Production	PG	Validation	06-Nov-17	Validated 1 Cond, 3 Rec, 2 Comm	Y	15-Dec-17
Film, Music & Performing Arts	BAFLM	BAH	Filmmaking	UG	Revalidation	16-Nov-17	Revalidated 3 conditions, 5 reccomendations 3 commendations	Y	03-Jan-18
Film, Music & Performing Arts	BHEMN	BAH	Entertainment Management	UG	Revalidation	20-Nov-17	Revalidated 3 recommendations	N/A	
Film, Music & Performing Arts	BAMIM	BAH	Music Industries Management	UG	Validation	20-Nov-17	Validated 2 recommendations	N/A	
Health and Community Studies	CSDDN	PGDIP	CSP - District Nursing	TP	Revalidation	25-Apr-17	Revalidated 1 condition and 4 recommendations	Y	28-Apr-17
Health and Community Studies	SCDHV	PGDIP	SCPHN - Health Visiting	TP	Revalidation	25-Apr-17	Revalidated 1 condition and 2 recommendations	Y	28-Apr-17
Health and Community Studies	SCDSN	PGDIP	SCPHN - School Nursing	TP	Revalidation	25-Apr-17	Revalidated 1 condition and 2 recommendations	Y	28-Apr-17
Health and Community Studies	MYWCD	MA	Youth Work and Community Development	TP	Validation	15-Jun-17	Validated 0 conditions and 3 recommendations	N/A	
Health and Community Studies	BWCYP	BAH	Working with Children, Young People and Families (prev. Young People, Communities and Society)	UG	Validation	03-Nov-17	Validated 1 condition, 1 recommendation & 4 commendations.	Y	25-Jan-18
Health and Community Studies	YWCDJ	BAH	Youth work & Community development	UG	Revalidation	03-Nov-17	Revalidated 1 condition, 1 recommendation & 4 commendations.	Y	25-Jan-18
Health and Community Studies	BPHSO	BSCH	Public Health and Society	UG	Validation	07-Nov-17	Validated 1 condition and 1 recommendation	Y	05-Dec-17
Health and Community Studies	BCMNH	BSCH	Counselling and Mental Health	UG	Validation	08-Nov-17	Validated 1 condition, 3 recs and 2 Comm	Y	14-Dec-17
Health and Community Studies	BSCJR	BSCH	Social Care, Justice and Recovery	UG	Validation	14-Nov-17	Validated 1 Cond, 2 Rec, 5 Comm	Y	08-Jan-18

School	Prog Code	Award Type	Course Title	Level	Activity Type	Event Date	Event Outcome and Cond/Rec R'cd (3 days of event)	Conditions Met (Y/N)	Date Conditions Met
Health and Community Studies	BSANA	BSCH/ DA	Adult Nursing Degree Apprenticeship	UG	Validation	07-Dec-17	Validated 3 Cond, 1 Rec, 2 Comm	Y	23-Jan-18
Health and Community Studies	BSMNA	BSCH/ DA	Mental Health Nursing Degree Apprenticeship	UG	Validation	07-Dec-17	Validated 3 Cond, 1 Rec, 2 Comm	Y	23-Jan-18
Leeds Business School	BABMP	BAH	Business Management Practice (Chartered Management Inst. Degree Apprentice)	UG	Validation	04-Apr-17	Validated	N/A	
Leeds Business School	MSCCG	MSC	Corporate Governance	PG	Revalidation	09-Nov-17	Revalidated 1 condition, 6 recommendations	Y	12-Dec-17
Leeds Business School	tbc	MSC	Corporate Governance (top-up)	PG	Validation	09-Nov-17	Validated 1 condition, 6 recommendations	Y	12-Dec-17
Leeds Business School	tbc	MSc	Executive Leadership & Governance	PG	Validation	09-Nov-17	Referred to UVP	N/A	
Leeds Business School	tbc	PGDip	Executive Leadership & Governance	PG	Validation	09-Nov-17	Referred to UVP	N/A	
Leeds Business School	tbc	PGCrt	Executive Leadership & Governance	PG	Validation	09-Nov-17	Referred to UVP	N/A	
Leeds Business School	MBABA	MBA	Business Administration (Graduate)	PG	Revalidation	16-Nov-17	Postponed	N/A	
Leeds Business School	MBAEX	MBA	Business Administration (Executive)	PG	Revalidation	16-Nov-17	Postponed	N/A	
Leeds Business School	MBUSP	MBA	Business Administration (Executive) via Distance Learning	PG	Revalidation	16-Nov-17	Postponed	N/A	
Leeds Business School	BAJLN	BAH	Journalism	UG	Revalidation	23-Nov-17	Not validated	N/A	
Leeds Business School	BPRBC	BAH	Public Relations and Brand Communication (new Title - replaces PR)	UG	Revalidation	23-Nov-17	Revalidated 2 conditions, 4 recommendations	Y	26-Jan-18
Leeds Business School	BAPRJ	BAH	Public Relations with Journalism	UG	Revalidation	23-Nov-17	Revalidated 2 conditions, 4 recommendations	Y	26-Jan-18
Leeds Law School	BABLW	BAH	Business Law Top Up	UG	Validation	17-Oct-17	Not validated	N/A	
Social Sciences	BASCR	BAH	Sociology and Criminology	UG	Validation	03-Oct-17	Validated with 0 conditions and 2 recommendations	N/A	
Social Sciences	BASPS	BAH	Sociology and Psychological Studies	UG	Validation	03-Oct-17	Validated with 0 conditions and 2 recommendations	N/A	
Social Sciences	BIRPS	BAH	International Relations Framework + 5 pathways	UG	Revalidation	06-Nov-17	Revalidated 1 condition and 3 recommendations	Y	22-Nov-17
Social Sciences	POLTS	BAH	Politics Framework + 5 Pathways	UG	Revalidation	06-Nov-17	Revalidated 1 condition and 3 recommendations	Y	11-Nov-17
Carnegie School of Sport	PCDFA	PGDIP	Coach Development (with the FA)	UG	Validation	05-Jun-17	Validated	N/A	
Carnegie School of Sport	BAHSD	BAH	Sport Development	UG	Revalidation	17-Jul-17	Revalidated	N/A	
Carnegie School of Sport	BAHPE	BAH	Physical Education	UG	Revalidation	13-Sep-17	Revalidated 2 recommendations	Y	01-Nov-17
Carnegie School of Sport	PHEYH	BSCH	Physical Activity, Exercise and Health (change of title from Sport, Physical Activity and Health)	UG	Revalidation	12-Jun-17	Revalidated - 4 recommendations	N/A	
Carnegie School of Sport	SPEXS	BSCH	Sport and Exercise Science	UG	Revalidation	11-Jul-17	Revalidated 2 Conditions, 1 recommendation	Y	10-Aug-17
Leeds Business School	tbc	PGCrt	Business Accounting	PG	Validation	26-Jan-18	Validated: 2 conditions & 2 recommendations	N	
Leeds Business School	tbc	MSc	Professional Accounting	PG	Validation	26-Jan-18	Validated: 2 conditions & 1 recommendation	N	
Leeds Business School	tbc	MSC/ DA	Professional Accounting Degree Apprenticeship	PG	Validation	26-Jan-18	Validated: 1 condition	N	
Carnegie School of Sport	BSSCS	BSCH	Sport Coaching	UG	Revalidation	19-Jul-17	Revalidated	N/A	
Carnegie School of Sport	Various	BAH	Sport Foundation Year	UG	Validation	11-Oct-17	Validated 1 Condition and 2 recommendations	Y	11-Nov-17
Carnegie School of Sport	BAPEO	BAH	Physical Education with Outdoor Education	UG	Revalidation	13-Sep-17	Revalidated 1 condition, 2 recommendations	Y	01-Nov-17

Outcomes from 2016-17 Partner Approval and Validation and Approval of Collaborative Delivery

Appendix B

No.	Collaborative Partner	Date Approved	Taxonomy	Type of activity	Conditions	Conditions ..Met?	Recs
1	KTG Education Group, Malaysia	10/09/17	Franchise Delivery	Partner Approval – Chairs action email on 10th September 2017 in advance of APCG 13/09/17	NA	NA	NA
1a	KTG Education Group, Malaysia	04/10/17	Franchise Delivery	Approval of Collaborative Delivery - BA (Hons) Business & Mgm BA (Hons) Accounting & Finance Bsc (Hons) Civil Engineering	3	Yes	4
2	Coach Mentoring Ltd, UK	23/02/17	Shared Delivery	Partner Approval Memo in 2016 Validation Cycle	NA	NA	NA
2a	Coach Mentoring Ltd, UK	17/11/17	Shared Delivery, Part-time (DL)	Validation – Post Graduate Certificate Coaching and Mentoring for Leadership in Organisations	4	Yes	1
2b	Coach Mentoring Ltd, UK	17/11/17	Shared Delivery	Approval of Collaborative Delivery – Post Graduate Certificate Coaching and Mentoring for Leadership in Organisations	NA	NA	NA
3	IBA, Denmark	14/11/17	Validated Delivery,	Partner Approval Memo	NA	NA	NA
3a	IBA, Denmark	27/11/17	Validated Delivery, Part-time (Distance Learning)	Validation – BA (Hons) Business, Marketing & Management BA (Hons) International Business MSc International Business and European MBA	4	Yes	0
3b	IBA, Denmark	13/12/17	Validated Delivery	Approval of Collaborative Delivery – BA (Hons) Business, Marketing & Management, BA (Hons) International Business MSc International Business and European MBA	2	Yes	0
4	AMC College, Malaysia	14/11/17	Franchise	Partner Approval Memo Approval of Collaborative Delivery planned for January 2018 BA (Hons) Business Management BA(Hons) Business Accounting with Finance BA (Hons) Accounting and Finance	NA	NA	NA

No.	Collaborative Partner	Date Approved	Taxonomy	Type of activity	Conditions	Conditions ..Met?	Recs
	AMC College, Malaysia	2/03/18	Franchise	Approval of Collaborative Delivery BA (Hons) Business Management BA(Hons) Business Accounting with Finance BA (Hons) Accounting and Finance	1	Yes	4
	CLIP, Dubai	11/07/17	Franchise	Partner Approval Memo	NA	NA	NA
	CLIP, Dubai	17/01/18	Franchise	Approval of Collaborative Delivery/ Validation tbc PGDip Legal Practice	1	Yes	2

University Validation Panel – 2017 Validation Cycle**26th April 2017**

	School	Course	Details and discussion	Outcome
001	School of Computing, Creative Technology and Engineering	BEngH Robotics and Automation	Levels 4, 5 & 6 of the MEng have been used to create a stand-alone BEng. Due to entry tariffs and PSRB requirements, there would be no automatic transfer to the Level 7 MEng for graduates of the BEng (Hons).	APPROVED Starts: September 2018
002	School of Education and Childhood	BA (Hons) Education Studies	The School is adding a part-time mode of delivery to attract mature students who cannot commit to full time study.	APPROVED Starts: September 2017
003	School of Computing, Creative Technology and Engineering	MSc Computer Security	A change of delivery pattern for existing part-time distance learning students from a 2 term to a 3 term approach.	APPROVED Starts: September 2018
004	School of Art, Architecture and Design	BA (Hons) Design Product	A change in course title to BA (Hons) Product Design.	APPROVED Starts: September 2018
005	Leeds Law School	LLM International Business Law	A distance learning route to be added.	APPROVED Starts: September 2017 <u>Recommendations</u> 1) The CDT to review delivery materials at their first Annual

			<p>Monitoring and Review meeting. This would provide an opportunity to reflect on the delivery and make any necessary adjustments.</p> <p>2) The CDT to consider separating out the learning outcomes for the PG Cert and PG Dip. This could be done via our annual review process.</p> <p>3) The CDT to reflect on the contact hours after the first year of delivery to ensure equivalency of experience for the face-to-face and distance</p>
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				learning students.
006	School of Environment Engineering	Built and	BA (Hons) Housing Studies	Re-instatement of a course that was withdrawn from the University's portfolio last year and remains within its period of validation. Whilst no recruitment will take place in the UK, there is a collaborative delivery at the Asian Institute of the Built Environment, Hong Kong.
007	School of Social Sciences		PG Cert International Relations	APPROVED Starts: September 2017

5th June 2017

	School	Course	Details and discussion	Outcome
008	Film, Music and Performing Arts	BA (Hons) Music Performance and Production	Change of title from BA (Hons) Music Production and Performance	APPROVED Starts: September 2018. Existing students will be given the option of transferring to the new title from September 2018. The Course Team is asked to provide confirmation that JAMES accreditation will apply to the new award title from September 2018.
009	Leeds Business School	MA International Trade and Finance	Change of award from MSc International Trade and Finance (for ZJUT). The change is to enable delivery of an MA in China to meet the requirements of the Chinese authorities and an MSc in the UK. Both awards will have the same curriculum.	APPROVED Starts: September 2017
010	Leeds Business School	<ul style="list-style-type: none"> • BA (Hons) Business Management with Enterprise • BA (Hons) Business Management with Leadership 	Addition of new pathways for the existing 'BA (Hons) Business Management with...' framework. The Panel noted that feedback had been received from 2 external academics. There was nothing in the feedback to prevent approval, although a number of issues had been highlighted.	APPROVED Starts: September 2017 The Course Director is asked to provide the UVP with a

		<ul style="list-style-type: none"> • BA (Hons) Business Management with Law 		response to the comments from the external academics.
011	Health and Community Studies	<p>MSc Public Health – Health Promotion</p>	<p>Addition of a new part-time and part-time distance learning route to the existing durations of:</p> <ul style="list-style-type: none"> • 30 months – PT campus and DL routes • 1 year FT campus and DL routes <p>It was noted that students cannot obtain student loans for the current PT route as it is more than twice the length of the FT route. The new 24 month route will be eligible for student loans.</p> <p>Current students will be able to transfer to the shorter route, but will not be able to apply for student finance as they will be out of time from their initial enrolment to apply (Student Loan Company rule).</p>	APPROVED Starts: September 2017 Definitive docs. saved to shared drive

16th October 2017

	School	Course	Details and discussion	Outcome
012	Film, Music and Performing Arts	BA (Hons) Theatre and Performance	<ul style="list-style-type: none"> APCG had agreed the change of title from BA (Hons) Performance to BA (Hons) Theatre and Performance. The UVP therefore needed to validate the course associated with the revised title by ensuring that the curriculum and learning outcomes were an appropriate fit with BA (Hons) Theatre and Performance. It was noted that there were no proposed changes to the aims, curriculum and learning outcomes of the course. Students had been consulted about the proposed change of title. The External Examiner had been consulted and had endorsed the proposed change of title. 	VALIDATED For start: September 2018
013	Education and Childhood	BA (Hons) Teaching and Education	<ul style="list-style-type: none"> APCG had agreed the change of title from BA (Hons) Education Studies to BA (Hons) Teaching and Education. The UVP therefore needed to validate the course associated with the revised title by ensuring that the curriculum and learning outcomes were an appropriate fit with BA (Hons) Teaching and Education. The external examiners had provided feedback and comments on the proposed title (and its fit in the market), but not on the curriculum and course outcomes associated with the revised title. It was noted that there were no proposed changes to the curriculum and learning outcomes of the course. The Course Team felt 	VALIDATED subject to condition of receiving confirmation from external examiners of appropriateness of learning outcomes and curriculum for the award. For start: September 2018

			<p>that the revised title more accurately reflected the course content and learning outcomes (particularly in terms of employability) and would be more attractive to students, of whom approximately 50% expressed interest in undertaking a PCGE on completion of the course.</p> <ul style="list-style-type: none"> The Course Team was awaiting the outcomes of consultation with the external examiners on the appropriateness of the course learning outcomes and curriculum for new title. 	
014	Education and Childhood	BA (Hons) Early Years with Enterprise	<p>Addition of a part-time route (1 day a week day-release) and a part-time distance learning route (6 years) to the existing validated full-time route.</p> <ul style="list-style-type: none"> It was noted that the course specification had been updated to reflect the revised modes of delivery. The aim of the DL delivery mode was to open up opportunities to those who were unable to access the degree in a standard delivery mode. The course would provide career development for workers in the early years' sector and would contribute to the School's widening participation agenda. The course team indicated that they had knowledge of the sector and market and that the pathways had been informed by relevant industry information and prospective student requirements as well as by the previous feedback from the full time course validation. External examiner feedback had been received and was positive. 	<p>VALIDATED subject to 1 condition and 2 recommendations:</p> <p>Condition 1: Updating of the course specification in light of the feedback from the external advisors relating to the summary of the part time and distance learning pathways and learning & teaching approaches/ methods for these.</p>

		<ul style="list-style-type: none"> • The level of support required for distance learning students had been carefully considered and it was felt that the creative curriculum would engage students in the course content. It was noted that expertise in DL delivery already existed in the School, was supported also by the University Distance Learning Unit and that the Course Team would be meeting with the Dean to discuss the appointment of a dedicated Online Learning Tutor. • It was noted that the standard admissions process would apply for the new modes of delivery. • Feedback on the proposal had been received from an external academic adviser to the UVP for this proposal. • The UVP considered that the structure of the part-time and DL routes were not clearly defined in the course specification and could be strengthened to ensure that this was clear for applicants and the course team. This was also suggested by the External Adviser. • It was noted also that the external adviser had made suggestions to improve the clarity of some course/module learning outcomes to the existing validated course. It was recommended by UVP that this feedback should be considered by the course team after its first year of operation (informed by the experience and feedback from students and staff on the full time course) but that it would not be a condition at this time to amend these outcomes 	<p>Recommendation1:</p> <p>1)That the course team consider the feedback from the External Advisor on the clarity of Learning Outcomes after the first year of the operation of the full time course (informed by the experience and feedback from students and the course team) and where necessary bring forward any modifications (in consultation with students) for approval.</p> <p>Recommendation 2:</p> <p>2) The UVP recommended that the resourcing of the course be kept under review to ensure successful</p>
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		<p>which would contradict the original validation panel's decision.</p> <ul style="list-style-type: none"> • The other feedback recommended by the external adviser was noted and it was recommended that this be considered further by the Course Team when updating the Course Specification. • The UVP confirmed that the proposed PT and DL pathways are validated subject to one condition and two recommendations. <p>Condition:</p> <ol style="list-style-type: none"> 1) That the Course Team amend the course specification where appropriate to reflect the UVP's discussion and external advisor's feedback in particular to ensure that: <ol style="list-style-type: none"> a) The structure of the part-time and DL routes were not clearly defined in the course specification. The UVP felt that a chart clarifying the routes would be helpful. b) Specific LTA-related approaches for distance learners and the part time pathway should be clarified within the documentation to provide clarity to applicants. <p>Recommendations:</p> <ol style="list-style-type: none"> 1) That the course team consider the feedback from the External Advisor on the clarity of Learning Outcomes after the first year of the operation of the full time course (informed by the experience and feedback 	<p>development and delivery over the next 6 years.</p> <p>For Start: September 2018</p>
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			<p>from students and the course team) and where necessary bring forward any modifications (in consultation with students) for approval.</p> <p>2) The UVP recommended that the resourcing of the course be kept under review to ensure successful development and delivery over the next 6 years.</p>	
015	Social Sciences	<ul style="list-style-type: none"> • BA (Hons) International Relations with Peace Studies • BA (Hons) International Relations with Global Development • BA (Hons) Politics with Peace Studies • BA (Hons) Politics with Global Development 	<p>APCG had agreed the changes of title from:</p> <ul style="list-style-type: none"> • BA (Hons) International Relations with Peace • BA (Hons) International Relations with Development • BA (Hons) Politics with Peace • BA (Hons) Politics with Development 	<p>For UVP to note only. Awards to be considered at a re-validation event on 06/11/17</p>
016	Leeds Business School	BA (Hons) Public Relations and Brand Communication	APCG had agreed the change of title from BA (Hons) Public Relations.	<p>For UVP to note only. Award to be considered at a re-validation event on 23/11/17</p>
017	Clinical and Applied Sciences	MSc Sports and Exercise Therapy	<p>The change of title had been brought forward following recommendations from a recent re-validation that the course title be broadened to 'reflect the curriculum and learning approach'.</p> <ul style="list-style-type: none"> • APCG had approved the change of title from MSc Sports Therapy. 	<p>VALIDATED</p> <p>For start: September 2018</p>

018	Clinical and Applied Sciences	<ul style="list-style-type: none"> • MSc Applied Nutrition • PG Dip Nutritional Studies • PG Cert Nutritional Studies 	<p>The addition of new non-accredited contained awards had been suggested at a recent re-validation event for MSc Dietetics.</p> <p>It was noted that the curriculum and learning outcomes were proposed as being the same. The original validation panel were content with this.</p> <p>Clarification had been sought from the course team by the UVP regarding the nature of the assessment for the non-accredited contained award PG Dip and MSC pathways. It had been confirmed by the course team that the reflection on practice module was undertaken by all students on the accredited and non-accredited pathway but that students reflections would be based on different practice/professional experiences.</p> <p>It was noted by the UVP that the placement hours were the distinguishing element of the accredited awards and the associated reflection on this practice-based experience.</p> <ul style="list-style-type: none"> • The contained awards would allow students who had not undertaken the placement hours, but had successfully completed the academic elements of the course to obtain an award for study and learning undertaken. <p>The UVP were content regarding the appropriateness of the proposals, informed by the validation panel's recommendations. The UVP were</p>	VALIDATED subject to condition relating to clarification of what appears on students' transcripts, i.e. is it clear which awards have HCPC accreditation and which awards are non-accredited. For Start: September 2018

			content to validate this subject to a clarification relating to the transcript.	
019	Computing, Creative Technologies and Engineering	BSc (Hons) Computer Science	<p>Validation of a stand-alone award which will share Levels 4 – 6 of the curriculum with the existing validated Integrated Masters course, MEng Computer Science</p> <ul style="list-style-type: none">• APCG had approved the proposal to establish a stand-alone award.• The Panel noted that the BSc (Hons) and the MEng awards would share exactly the same curriculum at Levels 4 – 6.• UVP confirmed that this was appropriate informed by external examiner confirmation also.	VALIDATED For Start: September 2018

Virtual UVP Meeting – December 2017 / January 2018

	School	Course	Details and discussion	Outcome
020	Leeds Law School	Master of Laws of England and Wales	<ul style="list-style-type: none"> • Change of name of LLM Qualifying to Master of Laws of England and Wales 	VALIDATED Subject to clarification of a number of points raised by the Panel. For start: January 2018 (for new students only)
021	Leeds Law School	LLM and PG Dip Law	<ul style="list-style-type: none"> • Addition of a FT DL mode of study for LLM and PG Dip Law 	VALIDATED Subject to clarification of a number of points raised by the Panel. For start: January 2018

APPENDIX D

School	Prog Code	Award Type	Course Title	Level	Activity Type	Event Date
Art, Architecture & Design	PROFY	PGDIP	Architectural Professional Practice	TP	Revalidation	01/11/18
Art, Architecture & Design	TBC	MA	Fashion	TP	Validation	26/06/18
Art, Architecture & Design	GADES	BAH	Graphic Arts and Design	UG	Revalidation	02/10/18
Art, Architecture & Design	TBC	MA	Graphic Design	TP	Validation	02/10/18
Art, Architecture & Design	TBC	BAH	Illustration	UG	Validation	17/10/18
Built Environment & Engineering	ARTEC	BScH	Architectural Technology	UG	Revalidation	25/07/18
Built Environment & Engineering	BUISU	BScH	Building Surveying	UG	Revalidation	24/07/18
Built Environment & Engineering	CIVIL	BScH	Civil Engineering	UG	Revalidation	23/07/18
Built Environment & Engineering	BECIV	BENGH	Civil Engineering	UG	Revalidation	23/07/18
Built Environment & Engineering	HNDCV	HNDCV	Civil Engineering	UG	Revalidation	23/07/18
Built Environment & Engineering	TBC	MSc	Construction Management	PG	Revalidation	23/07/18
Built Environment & Engineering	CONMT	BScH	Construction Management	UG	Revalidation	25/07/18
Built Environment & Engineering	MSCFM	MSc	Facilities Management	PG	Revalidation	Nov 18 tbc
Built Environment & Engineering	BSCFM	BScH	Facilities Management	UG	Revalidation	Nov 18 tbc
Built Environment & Engineering	TBC	BAH	Housing Studies	UG	Validation	25/06/18
Built Environment & Engineering	TBC	DA/MA	Planning (degree apprenticeship)	UG	Validation	30/06/2018 tbc
Built Environment & Engineering	MSCPM	MSc	Project Management	PG	Revalidation	Nov 18 tbc
Built Environment & Engineering	PROMT	BScH	Project Management	UG	Revalidation	Nov 18 tbc
Built Environment & Engineering	PROMC	BScH	Project Management (Con) Tu	UG	Revalidation	Nov 18 tbc
Built Environment & Engineering	QUASU	BScH	Quantity Survey	UG	Revalidation	24/07/18

Built Environment & Engineering	BPREM	BScH	Real Estate and Property Management	UG	Validation	06/03/18
Built Environment & Engineering	MSSPM	MSc	Strategic Project Management	PG	Revalidation	Nov 18 tbc
Carnegie School of Education	CHILD	BAH	Childhood Studies	UG	Revalidation	09/07/18
Carnegie School of Education		MA	Inclusive Education	TP	Validation	tbc
Carnegie School of Education	TBC	BAH	Race and Education	UG	Validation	12/06/18
Carnegie School of Education	TBC	PGCRT	Race, Education and Decolonial Thought	PG	Validation	12/04/18
Carnegie School of Education	TBC	PGDIP	Race, Education and Decolonial Thought	PG	Validation	12/04/18
Carnegie School of Education	TBC	MA	Race, Education and Decolonial Thought	PG	Validation	12/04/18
Carnegie School of Education	TBC	FDEGA	Supporting Teaching and Learning	UG	Validation	09/10/18 or 08/11/18 tbc
Carnegie School of Education	N/A	Foundation Year	Various (see notes)	UG	Validation	9th or 10th May TBC

APPENDIX E

APCG Partner Proposals 2017/18 (to 14 February 2018)

School	Proposal Type	Name of Collaborative Partner (if applicable)	APCG Date	APCG outcome	Comments
Carnegie School of Education	Partner proposal	Higher Education Academy	13/09/17	Not Approved	On hold - proposal did not progress
School of Built Environment & Engineering	Partner proposal	Rushmore University of Technology	09/10/17	Not Approved	On hold - proposal did not progress
Leeds Business School	Partner proposal	AMC College	14/11/17	Approved	
Leeds Business School	Partner proposal	International Business Academy (IBA), Denmark	14/11/17	Approved	
Leeds Law School	Partner proposal	Chancery Lane Institute for Legal Practice (CLIP)	11/12/17	Approved	
School of Built Environment & Engineering	Partner proposal	British College of Applied Studies (BCAS)	15/01/18	Approved	

APCG New Course Proposals 2017/18 (to 14 February 2018)

School	Proposal Type	Name of Collaborative Partner (if applicable)	Course Title	APCG Date	APCG outcome	Comments
Leeds Business School	New course proposal	N/A	MSc Professional Accounting (Professional Route)	13/09/17	Approved	
Leeds Business School	New course proposal	N/A	MSc Professional Accounting (Higher Apprenticeship)	13/09/17	Approved	
School of Computing, Creative Technologies & Engineering	New course proposal	N/A	MSc Information & Technology (Network Systems)	13/09/17	Approved	
School of Computing, Creative Technologies & Engineering	New course proposal	N/A	MSc Information & Technology (Information Technology Management)	13/09/17	Approved	
School of Computing, Creative Technologies & Engineering	New course proposal	N/A	MSc Information & Technology (Software Engineering)	13/09/17	Approved	
School of Computing, Creative Technologies & Engineering	New course proposal	N/A	BSc (Hons) Computer Science	13/09/17	Approved	
School of Cultural Studies & Humanities	New course proposal	N/A	BA (Hons) Media & English	13/09/17	Approved	
Carnegie School of Education	New course proposal	N/A	PGCE Physical Education with Art & Design (11-16) with recommendation for QTS	09/10/17	Approved	
Carnegie School of Education	New course proposal	N/A	PGCE Physical Education with Computer Science (11-16) with recommendation for QTS	09/10/17	Approved	
Carnegie School of Education	New course proposal	N/A	PGCE Physical Education with English (11-16) with recommendation for QTS	09/10/17	Approved	
Carnegie School of Education	New course proposal	N/A	PGCE Physical Education with Geography (11-16) with recommendation for QTS	09/10/17	Approved	
Carnegie School of Education	New course proposal	N/A	PGCE Physical Education with Maths (11-16) with recommendation for QTS	09/10/17	Approved	
Carnegie School of Education	New course proposal	N/A	PGCE Physical Education with Physics (11-16) with recommendation for QTS	09/10/17	Approved	

School	Proposal Type	Name of Collaborative Partner (if applicable)	Course Title	APCG Date	APCG outcome	Comments
Leeds Law School	New course proposal	N/A	LLB (Hons) Law & Legal Practice with a PG Dip in Legal Practice Skills (Solicitor Degree Apprenticeship)	09/10/17	Approved	
Leeds Law School	New course proposal	N/A	LLB (Hons) Law with Legal Practice (Chartered Legal Executive Degree Apprenticeship)	09/10/17	Approved	
School of Built Environment & Engineering	New course proposal	N/A	BSc (Hons) Real Estate & Property Management	09/10/17	Approved	
School of Built Environment & Engineering	New course proposal	Rushmore University of Technology	BSc (Hons) Quantity Surveying	09/10/17	Not Approved	On hold, proposal not currently progressing
School of Built Environment & Engineering	New course proposal	Rushmore University of Technology	BSc (Hons) Architectural Technology	09/10/17	Not Approved	On hold, proposal not currently progressing
School of Built Environment & Engineering	New course proposal	Rushmore University of Technology	BSc (Hons) Building Services Engineering	09/10/17	Not Approved	On hold, proposal not currently progressing
School of Health & Community Studies	New course proposal	N/A	BA (Hons) Youth Work & Community Development (JNC)	09/10/17	Approved	
School of Health & Community Studies	New course proposal	N/A	BSc (Hons) Adult Nursing (Degree Apprenticeship)	09/10/17	Approved	
School of Health & Community Studies	New course proposal	N/A	BSc (Hons) Mental Health Nursing (Degree Apprenticeship)	09/10/17	Approved	
Leeds Business School	New course proposal	AMC College	BA (Hons) Business Accounting with Finance	14/11/17	Approved	
Leeds Business School	New course proposal	AMC College	BA (Hons) Business Management	14/11/17	Approved	
Leeds Business School	New course proposal	AMC College	BA (Hons) Accounting & Finance	14/11/17	Approved	
Leeds Business School	New course proposal	International Business Academy (IBA), Denmark	European E-MBA in General Management	14/11/17	Approved	
Leeds Business School	New course proposal	International Business Academy (IBA), Denmark	BA (Hons) Business Management & Marketing (top-up)	14/11/17	Approved	
Leeds Business School	New course proposal	International Business Academy (IBA), Denmark	E-BA in International Business (top-up)	14/11/17	Approved	
Leeds Business School	New course proposal	International Business Academy (IBA), Denmark	MSc International Business	14/11/17	Approved	
Leeds Business School	New course proposal	N/A	MSc Professional Accounting	14/11/17	Approved	
Leeds Business School	New course proposal	N/A	MSc Professional Accounting (ACCA Degree Apprenticeship)	14/11/17	Approved	
Leeds Business School	New course proposal	N/A	MSc Professional Accounting (CIMA Degree Apprenticeship)	14/11/17	Approved	

School	Proposal Type	Name of Collaborative Partner (if applicable)	Course Title	APCG Date	APCG outcome	Comments
Leeds Law School	New course proposal	N/A	Master of Laws of England & Wales	14/11/17	Approved	
School of Events, Tourism & Hospitality Management	New course proposal	Rushmore Business School	MSc Responsible Tourism Management	14/11/17	Not Approved	Confirmed post-meeting that this proposal did not need to come to APCG. Not a new course, but a group of students identified by RBS and enrolled onto existing DL route
Leeds Business School	New course proposal	N/A	MSc Executive Leadership & Governance	11/12/17	Approved	
Leeds Law School	New course proposal	Chancery Lane Institute for Legal Practice (CLIP)	PG Diploma Legal Practice	11/12/17	Approved	
Leeds Law School	New course proposal	N/A	LLB (Hons) Law with Criminology	11/12/17	Approved	
Leeds Law School	New course proposal	Rushmore Business School	Master of Laws of England & Wales	11/12/17	Approved	
Leeds Law School	New course proposal	Rushmore Business School	Graduate Diploma in Law	11/12/17	Approved	
Leeds Law School	New course proposal	Rushmore Business School	LLM Qualifying Law Degree (top-up)	11/12/17	Approved	
School of Built Environment & Engineering	New course proposal	British College of Applied Studies (BCAS)	BSc (Hons) Civil Engineering (top-up)	15/01/18	Approved	
School of Built Environment & Engineering	New course proposal	British College of Applied Studies (BCAS)	BSc (Hons) Quantity Surveying (top-up)	15/01/18	Approved	
School of Built Environment & Engineering	New course proposal	British College of Applied Studies (BCAS)	BEng Civil Engineering (top-up)	15/01/18	Approved	
School of Health & Community Studies	New course proposal	N/A	FdSc Nursing Associate - Higher Apprenticeship	15/01/18	Approved	
School of Health & Community Studies	New course proposal	N/A	MSc Advanced Clinical Practice	15/01/18	Approved	
School of Health & Community Studies	New course proposal	N/A	MSc Advanced Clinical Practice (Degree Apprenticeship)	15/01/18	Approved	
Carnegie School of Education	New course proposal	N/A	BA (Hons) Race & Education with Foundation Year	07/02/18	Approved	
Carnegie School of Education	New course proposal	N/A	BA (Hons) Innovation, Skills & Social Change with Integrated Foundation Year	07/02/18	Approved	
Carnegie School of Education	New course proposal	N/A	BA (Hons) Childhood Studies with Integrated Foundation Year	07/02/18	Approved	

School	Proposal Type	Name of Collaborative Partner (if applicable)	Course Title	APCG Date	APCG outcome	Comments
Carnegie School of Education	New course proposal	N/A	BA (Hons) Early Years with Enterprise with Integrated Foundation Year	07/02/18	Approved	
Carnegie School of Education	New course proposal	N/A	BA (Hons) Professional Practice with Integrated Foundation Year	07/02/18	Approved	
Carnegie School of Education	New course proposal	N/A	BA (Hons) Teaching & Education with Integrated Foundation Year	07/02/18	Approved	
Carnegie School of Education	New course proposal	N/A	PG Cert / PG Dip / MA Race, Education & Decolonial Thought	07/02/18	Approved	
Carnegie School of Education	New course proposal	N/A	FdA Supporting Teaching & Learning	07/02/18	Approved	
Carnegie School of Education	New course proposal	N/A	BA (Hons) Creative Arts Education, Accelerated Degree (Art)	07/02/18	Not Approved	On hold, proposal not currently progressing
Carnegie School of Education	New course proposal	N/A	BA (Hons) Creative Arts Education, Accelerated Degree (Drama)	07/02/18	Not Approved	On hold, proposal not currently progressing
Carnegie School of Education	New course proposal	N/A	BA (Hons) Creative Arts Education, Accelerated Degree (Music)	07/02/18	Not Approved	On hold, proposal not currently progressing
Carnegie School of Education	New course proposal	N/A	BA (Hons) Creative Arts Education, Accelerated Degree (Dance)	07/02/18	Not Approved	On hold, proposal not currently progressing
Carnegie School of Education	New course proposal	N/A	BA (Hons) Creative Arts Education, Accelerated Degree (Creative Writing)	07/02/18	Not Approved	On hold, proposal not currently progressing
Carnegie School of Education	New course proposal	N/A	BA (Hons) Race & Education	14/02/18	Approved	
School of Built Environment & Engineering	New course proposal	N/A	MSc Construction Management	14/02/18	Approved	
School of Health & Community Studies	New course proposal	N/A	BA (Hons) Social Work Degree Apprenticeship	14/02/18	Approved	

APCG Course Withdrawals 2017/18 (to 14 February 2018)

School	Proposal Type	Name of Collaborative Partner (if applicable)	Course Title	Programme Code	APCG Date	APCG outcome
Leeds Business School	Course withdrawal	Academy of Finance	MSc Finance	MSFNV	14/11/17	Approved
Leeds Business School	Course withdrawal	N/A	MSc Accounting	MSACT	14/11/17	Approved
Leeds Business School	Course withdrawal	N/A	MSc Accounting (Top Up)	MSACO	14/11/17	Approved
Leeds Business School	Course withdrawal	N/A	MSc Accounting and Finance	MSCAF	14/11/17	Approved
Leeds Business School	Course withdrawal	N/A	BA (Hons) Enterprise & Business Creation	BAEBC	14/11/17	Approved
Leeds Business School	Course withdrawal	N/A	MSc Finance	MSCFN	14/11/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	MSc Biotechnology	MSBIT	14/11/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	MSc Pharmacological Science	MSPSC	14/11/17	Approved
School of Health & Community Studies	Course withdrawal	N/A	Cert Maternity Support Workers	CTMSW	14/11/17	Approved
School of Health & Community Studies	Course withdrawal	N/A	Cert Mental Health Studies	UCMHS	14/11/17	Approved
School of Health & Community Studies	Course withdrawal	N/A	Cert Primary Care and Community Support Worker	PCCSW	14/11/17	Approved
School of Health & Community Studies	Course withdrawal	National Youth Agency	BAH Youth Work and Community Development (JNC)	BAYWK	14/11/17	Approved
Carnegie School of Education	Course withdrawal	N/A	Early Childhood Education (2+2) TU	ECPBQ	11/12/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	Applied Biomedical Science Research	MABSR	11/12/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	Biomedical Sciences	MIBIO	11/12/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	Biomedical Sciences (Human Biology)	BIOR3	11/12/17	Approved

School	Proposal Type	Name of Collaborative Partner (if applicable)	Course Title	Programme Code	APCG Date	APCG outcome
School of Clinical & Applied Sciences	Course withdrawal	N/A	Biomedical Science (Microbiology/Molecular Biology)	BIOR1	11/12/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	Biomedical Science (Physiology/Pharmacology)	BIOR2	11/12/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	Microbiology and Technology	MMBBT	11/12/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	Nutrition	MSCNU	11/12/17	Approved
School of Clinical & Applied Sciences	Course withdrawal	N/A	Toxicological Sciences	MTOXS	11/12/17	Approved
School of Computing, Creative Technologies & Engineering	Course withdrawal	FTMS, Malaysia	Information Management	MSINM	11/12/17	Approved
School of Computing, Creative Technologies & Engineering	Course withdrawal	FTMS, Malaysia	Software Engineering	MSSFM	11/12/17	Approved
School of Computing, Creative Technologies & Engineering	Course withdrawal	N/A	Information Management	INMAM	11/12/17	Approved
School of Events, Tourism & Hospitality Management	Course withdrawal	N/A	Multi Unit Leadership	MCMUL	11/12/17	Approved
School of Film, Music & Performing Arts	Course withdrawal	N/A	Creative Sound	APDCS	11/12/17	Approved
School of Film, Music & Performing Arts	Course withdrawal	N/A	Music for the Moving Image	APDMF	11/12/17	Approved
School of Film, Music & Performing Arts	Course withdrawal	N/A	Sound Recording for Film and Television	APDSR	11/12/17	Approved
Department of Languages	Course withdrawal	N/A	International Masters		15/01/18	Approved
Leeds Business School	Course withdrawal	Malvern International Academy	BA (Hons) Accounting & Finance	BAFMI	15/01/18	Approved
Leeds Business School	Course withdrawal	Malvern International Academy	BA (Hons) Business & Human Resource Management	BBHMI	15/01/18	Approved
Leeds Business School	Course withdrawal	Malvern International Academy	BA (Hons) Business & Management	BBMMI	15/01/18	Approved

School	Proposal Type	Name of Collaborative Partner (if applicable)	Course Title	Programme Code	APCG Date	APCG outcome
Leeds Business School	Course withdrawal	Malvern International Academy	MBA Executive	MBAEP	15/01/18	Approved
Leeds Business School	Course withdrawal	Rushmore Business School	MSc Accounting	MACRM	15/01/18	Approved
Leeds Business School	Course withdrawal	Rushmore Business School	MSc Accounting (top-up)	MSATR	15/01/18	Approved
Leeds Business School	Course withdrawal	MDIS, Singapore	BA (Hons) International Business	BAIBS	14/02/18	Approved
School of Health & Community Studies	Course withdrawal	N/A	BA (Hons) Young People, Communities & Society	BYPKS	14/02/18	Approved

APCG Articulations 2017/18 (to 14 February 2018)

School	Proposal Type	Name of Collaborative Partner (if applicable)	Course Title	Summary of proposal	APCG Date	APCG outcome
Leeds Business School	Articulation	Hong Kong Tak Ming College	Various	Articulation from HKTMC (approved partner) University Foundation Programme to Level 4 of various LBS awards	14/11/17	Approved
Leeds Business School	Articulation	Hong Kong Tak Ming College	BA (Hons) Business & Management	Articulation from HKTMC Diploma in Business Management to Level 6 of BA (Hons) Business Management	14/11/17	Approved
Leeds Business School	Articulation	Hong Kong Tak Ming College	BA (Hons) Business Management with Marketing	Articulation from HKTMC Diploma in International Marketing to Level 6 of BA (Hons) Business Management with Marketing	14/11/17	Approved
Leeds Business School	Articulation	NCC Education Ltd	Various	Articulation from NCC (existing partner) International Foundation Diploma for HE Studies (with business electives) onto Level 4 of various LBS courses	14/11/17	Approved
Leeds Business School	Articulation	NCC Education Ltd	BA (Hons) Business Management	Articulation from NCC (existing partner) Diploma in Business to Level 5.	14/11/17	Approved
Leeds Business School	Articulation	NCC Education Ltd	BA (Hons) Business Studies	Articulation from NCC (existing partner) Diploma in Business to Level 5.	14/11/17	Approved
Leeds Law School	Articulation	Christ University	LLM International Business Law	Articulation from Christ University's LLM Corporate & Commercial Law and LLM Intellectual Property & Trade Law onto LLM international Business Law (no advanced standing/exemption). New DL promotion partner	14/11/17	Approved
School of Computing, Creative Technologies & Engineering	Articulation	Hong Kong College of Technology	BSc (Hons) Computing	Articulation from HKCT Professional Diploma in Computing to Level 6 of BSc (Hons) Computing	14/11/17	Approved
Leeds Business School	Articulation	AMC College	BA (Hons) Accounting & Finance	Articulation from AMC Diploma in Accounting onto Level 5 of BA (Hons) Accounting & Finance delivered at AMC	15/01/18	Approved
Leeds Business School	Articulation	AMC College	BA (Hons) Business Management	Articulation from AMC Diploma in Business Administration onto Level 5 of BA (Hons) Business Management delivered at AMC	15/01/18	Approved
Leeds Business School	Articulation	International Business Academy (IBA), Denmark	BA (Hons) Business Management & Marketing (top-up)	Articulation from partner award onto Level 6 top-up delivered by approved partner. Approval of articulation is a condition of Approval of Collaborative Delivery event. To commence February 2018.	14/02/18	Approved
Leeds Business School	Articulation	International Business Academy (IBA), Denmark	BA (Hons) International Business (top-up)	As above	14/02/18	Approved



19 MARCH 2018

Education Strategy Developments

Executive Summary

The Education Strategy 2016-2021 was approved by Academic Board in July 2016 and sets out the principles and activity to provide an Excellent Education and Experience for all our students. This report provides an update on progress with implementation as at the end of February 2018.

Action Requested

The report is for discussion. AQSC is invited to receive and consider the report on the implementation of our Education Strategy noting the progress made since the last report in January 2018.

Appendices

Appendix 1: Regulations Review Group: Plan of Work 2017/18--2019

Appendix 2: Draft University Assessment Policy Outline

Appendix 3: Consent for Change Process

Appendix 4: Outline Leeds Beckett University Student Protection Plan and Student Transfer Plan

Authors

Name: Barbara Colledge, Kirsty Curwen, Edmund Hewson, Ruth Pickford, Priscilla Preston, Wendy Luker

Job title: ASG members and professional services leadership team members

Date: 05 March 2018

Approval Route

6 March 2018

Professor Phil Cardew, DVC Academic

EDUCATION STRATEGY DEVELOPMENTS

Introduction

1. The Education Strategy 2016-2021 was approved by Academic Board in July 2016 and sets out the principles and activity to provide an Excellent Education and Experience for all our students. This report provides an update on progress with implementation as at the end of February 2018.

The Learning Pathway Development

2. Progression remains an area of focus for us in 2017/18 and we are, this year, broadening this focus to consider satisfaction. The Centre for Learning and Teaching (CLT) is focusing on systematically developing excellent academic practice (DEAP) that underpins development of our learning pathways. CLT's is working with staff in six ways:
 - a. Course enhancement;
 - b. CPD and recognition;
 - c. Support and resources;
 - d. L&T community;
 - e. Academic innovation;
 - f. Research and scholarship.
3. As part of the DEAP programme, the three DEAP Fora this year are focusing on contextualisation and satisfaction as follows:
 - a) The Autumn DEAP Forum focused on Course Planning and Managing Students.
 - b) The Winter DEAP Forum focused on Supporting Students and Course Community
 - c) The Spring DEAP Forum will focus on Developing Students and Challenging Students. This will be held on March 22nd and participants will discuss:
 - Feedback (development)
 - Teaching
 - Opportunities
 - Assessment (challenge)

All fora have been oversubscribed.

4. The newly established Course Directors is a growing community of peer support and sharing of best practice. Following feedback gathered from Course Directors on their priorities for the coming year, in January CLT ran a session with support from Student Services, Employability Network Group, People & Organisational Development and Registry. Short ten minute talks covered the following themes:
 - a) Team management & development (POD)
 - b) Assessment & feedback (CLT)
 - c) Wellbeing (Student Services)
 - d) Employability (ENG)
 - e) Student data (Registry)

Other priorities will be covered in future DEAP and CD events.

5. Course teams that have a specific query relating to enhancing satisfaction and progression on their course are working with CLT to develop their Learning Pathways. Some of the work currently in progress includes:
 - a) work on differentiated/ personalised learning and student engagement with the School of Sport;
 - b) supporting the School of Art, Architecture and Design with new course design;
 - c) supporting marking and assessment workshops for the School of Health and Community Studies and the Events courses;
 - d) reviewing and developing student friendly module handbooks with the Law School.
6. The resources and case studies currently being developed relating to student satisfaction are being curated alongside those developed in 2016/17 relating to student progression, and are available through CLT's webpages. Colleagues from CLT, Distance Learning and Learning Systems have continued work to enhance and expand the topics and resources available to academic staff on the Teach Learn resource web site. Resources have been aligned under the 6 headings of The Learning Pathway Wheel (planning, management, support, community, development and challenge). We are creating, curating and updating resources, research papers and good practice examples on providing feedback, marking criteria and designing learning resources and environments that provide appropriate opportunities for all students to engage. A Guide to e-feedback & e-assessment is currently being developed.
7. The Library Academic Support Team in Libraries and Learning Innovation are working on identifying the academic skills support required for the different transition points on the student journey, as reflected in the Learning Pathway. They will be developing specific academic skills support for each stage: pre-entry, including returning to study after a break; transition to HE study and extended induction in level 4; the step up to further independence and critical thinking at level 5; planning, research and writing skills required for project / dissertation work at L6; and the enhancement and further development of academic skills at L7. Support will encompass taught sessions as well as a range on online tutorials which may be used for self-directed study or to support a blended learning approach.
8. The Skills for Learning Team alongside the Academic Librarians are offering two themed weeks of workshops for Semester 2. Complemented by displays of related literature in the libraries and promotion of the Beckett Books Extra service through which students may request a book or other resource for purchase, these themed weeks are timed to coincide with key points in the academic year. Week beginning 19 February was Dissertation Week, and week beginning 16 April will be Professional Skills Week.
9. LLI are also working with Quality Assurance Services to support the new Academic Integrity Leads fora which are meeting for the first time in March. Participation in this network will inform LLI's work in supporting academic integrity both through the teaching and online resources provided by Academic Librarians and the Skills for Learning teams to support student in developing their skills to demonstrate good academic practice and avoid plagiarism, and also through the support and training provided by the Learning Systems team for staff and students in the use of Turnitin.

The Student Support Framework

10. Since the last report to Academic Standards and Quality Committee in January 2017 recent developments as part of the Student Support Framework are detailed below (paras ??).

Engagement and Attendance Monitoring

11. The development of the SEMS and ibeacon software is a key enabler within the Student Support Framework and Registry Services lead upon these developments. Student Services have been working very closely with Registry to explore and develop profiling and referral functionality. The Student Experience Team will be the channel for all incoming referrals to Student Services from the SEMS system but this does not preclude colleagues referring straight into specialist services in person if needed. In the early stages of roll out which went live on February 25th, the Student Experience Team will also receive all school-based referrals for the Students' Union and Accommodation also, thereby allowing for tracking and analysis of all issues and volume before passing on to relevant service colleagues for action. Libraries Learning & Innovation are currently developing a referral route directly from SEMS into their team. It is early days to assess the scope and volume of referrals however this will be reported upon at the next Committee.
12. The Student Experience Team play a critical role in the SEMS referral process and will receive both manager supervision and peer support as well as Student Wellbeing Team facilitated monthly support sessions. AdviceUK have now delivered a one-day in-house training session on Advice Skills, to be followed with the Level 3 NVQ Advice & Guidance qualification, which will be facilitated and assessed by the Associate Director Advice & Guidance as a next step. Student Services are currently developing an 'Effective Advisor' development programme which may serve as a building block towards a more widespread cross campus development initiative.

Student Support Framework Online

13. Work will be ongoing between now and Summer 2018 in conjunction with marketing to execute phase 2 of the Online Student Support Framework. The focus for this phase of the project is rationalising and 'decluttering' behind the scenes of the new user tabs for 'Support' and 'Opportunities' introduced into MyBeckett during the course of Phase 1 of the project. Information pages in scope for this review include: Student Hub pages (all of them); VLE pages; relevant website pages; and information pages in MyHub.
14. An analysis of all current Student Hub pages has now been completed. This has helped to identify most-used pages, and redundant or duplicated pages. The project team has now met for the first time. The immediate outcome of this is a draft for a new Student Hub landing page which will replace the current version and merge with the Student Support web page set up during Phase 1 of the project. The intention is to replace the old Student Hub 'A-Z' approach with a sitemap based around key themes, within which the relevant pages will be listed in alphabetical order. These lists will be derived from the Student Hub page analysis already conducted. For an example of how this might work please see the government information landing page (www.gov.uk).

15. The new Student Hub landing page should also provide access to ‘most visited’ pages, the latest Beckett List school web sites, Twitter and Facebook feeds, and a carousel of images illustrating the range of people and places where students can look for support. While there has been good progress on establishing an outline design and the future structure of webpages, we will be dependent on the Digital Team for resources to translate these ideas into a finished product.
16. The design of the ‘Support’ and ‘Opportunities’ tabs in MyBeckett has been refreshed to include new tiles (for Zero Tolerance and the Student Experience Team) and to adjust position/content of other tiles. A ‘Can’t find it’ button has been introduced on each tab so students/staff can flag anything they are unable to find. These alerts will go through to the Student Experience team for resolution. The capacity to include adverts on the tabs has been built in, for example to underline key messages or opportunities, depending on the time of year. The Learning Systems team will upgrade the tabs to coincide with the launch of the Zero Tolerance webpages.

‘Heart of the Campus’ – development of Student Centres

17. Estates colleagues as part of a wider Estates Strategic Planning exercise are continuing consultation with colleagues regarding ongoing development of academic homes and the relationship to key central spaces.

Advisor Roles - *Shift from Personal Tutoring to Academic Advising*

18. A number of Academic Advising focus groups have taken place across a number of schools during December and January and an online questionnaire was made available for colleagues in February unable to attend a focus group and who wanted to feed forward. The feedback from these activities will be collated and inform development work from March until Summer 2018 on the ‘How to refer Guide’, our staff development offer and any further enhancement initiatives required.

Support for Staff in Advisor Roles across Campus

19. Student Services with other members of Academic Services Group we have worked to align its training and development for academic and support staff. In particular, we have recently targeted school administration and academic roles to support staff with the necessary skills and information to work effectively within the overall Support Framework and new School structures. We have delivered a range of development opportunities at themed away days and School events.
20. Sessions by Student Services for Course Administrators, Academic Services Managers, Heads of Subject, Deans and Course Directors have been themed around: introductions to key support services; equality & diversity; safeguarding (including Prevent); handling referrals; wellbeing and mental health. This is in addition to the recent development of the following online development modules for staff: ‘Introduction to Mental Health’, ‘Safeguarding’, ‘Disability Awareness’ and we are planning to launch a ‘Managing Boundaries’ online this semester.
21. We have extended our development offer to provide one mental health first aid course per month to ensure all Academic Services Managers can undertake this course and facilitate a peer support network at School level for administrative staff. In addition to this we have

committed to training a member of People Development to be an accredited Mental Health First Aid Instructor (in addition to the one member of the Student Wellbeing Team who is accredited). We also plan to introduce a ‘Support the Supporters’ monthly networking opportunity for course teams facilitated by a member of the Student Wellbeing Team and we have been attending School Leadership Teams discuss local issues and support for mental health and disabled student provision and profiling of disability data to better inform Course teams.

Mental Health Strategy

22. The inaugural meeting of the Mental Health Strategy Steering Group took place in February 2018 and its members are:

Priscilla Preston	Chair – Director of Student Services	SMG & Student Services
Julie Maughan *	Director of HR	UET & HR
Pam Flynn	Head of HR Strategy & Policy	HR
Jan Daley	Associate Director Student Services	Student Services
Sarah Tomlinson	Head of Student Wellbeing	Student Services
Sheila Duxbury	Senior Project Manager	Student Services
Kelly-Anne Watson	VP Welfare	Students’ Union
Jo Azam	Deputy Chief Executive Officer	Students’ Union
Prof. Andrew Cooper	Dean of Cultural Studies & Humanities	SMG & Academic
Divine Charura	School of Health & Community Studies	Academic
Prof. Jonathan Glazzard	Carnegie School of Education	Academic
Prof. Sue Smith	Centre for Learning & Teaching	Academic
Martin Hird	School of Health & Community Studies	Academic

23. The Steering Group’s objectives are to review a number of key sector and internal reports/data and in doing so make an assessment of our current support provision for staff and students and highlight any case for change by July 2018. It is important to clarify that the Steering group will only act as an advisory group to the two management areas with designated responsibility for delivering mental health support for staff and students, i.e. HR and Student Services.

24. The Group will establish where appropriate cross campus working groups which will explore and make recommendations to the Steering Board on certain thematic areas as requested by the Steering Group. In doing so it will identify any risk factors which might jeopardise the embedding of an institutional strategy and/or reflect negatively on the University’s reputation.

25. It is also an aim to strengthen partnerships between the University and the Students’ Union, and external agencies/stakeholders (employee assistance providers, school partners, city-wide primary and secondary care) in this area of work and develop a business case for a whole campus approach to supporting the mental wealth of our Leeds Beckett community within a wider network of support.

Distance Learning Unit Support

26. The ‘mandate’ for DLU was last reviewed by the Governors and the (former) Senior Management Team in November 2014, in the wake of the ending of the Pearson relationship, the setting up of the unit, and consideration and rejection of models based on other platform-

based partners such as RDI, Academic Partnerships and Global University Systems. The remit was to focus on differentiated areas rather than pursuing volume in highly competitive markets. Unlike some universities, where DL is hived off as a separate faculty with its own academic staff, or other arrangements where student support outsourced at times to third parties, the relationship with the student would be held, properly, with the Faculties or Schools. DLU would establish a common instructional design model, promote the interest of online students in different service contexts and embedding this provision. It is now time to take stock of this mandate in the light of the restructuring of the University and wider developments.

27. Over the next year the Director of Distance Learning will be working with the DVC-Academic to assess the next steps for the service. At present, DLU works with 9 of the 13 schools and three services in offering over 14,000 hours, allocated over four types of activity: work on new courses and modules before delivery; continuous improvement and overhaul of existing modules (e.g. Public Health course); new iterations of a course must be created at least annually; finally there are common issues devoted to the growing community of practice. Leading the academic instructional design process, Sarah Grund was appointed Instructional Design Team Manager as of 2 January 2018
28. For current and new projects, work has commenced on PG courses in Mental Health in Schools, a new MSc in Accounting, and CPD on Coroners law. Discussions of APCG-approved courses with DL mode include MA and BA in Race and Education. There is an increasing interest in MOOCs, including Whole Systems Obesity, as a possible output of a funded project, and a MOOC strategy being developed by the School of Cultural Studies and Humanities. Of wider application, similar in reach to the Prepare to Learn MOOC but relevant to Undergraduate students, will be the Student Placement Module proposed by Services for Students working with the School of Cultural Studies and Humanities. The Unit is also working with IT Services and other services on a project to champion the use of Office 365 tools by staff and students.

Regulatory and Process Reform

29. The Regulations Review Group is due to meet on 9 March 2018 to consider the further development of assessment policy, regulatory change proposals and further consideration of current use of single means for electronic submission and receipt feedback.
30. A detailed outline plan of work of the group over the next 18 months is provided in Appendix 1. This provides further information about the specific activity and timescales for development. AQSC is invited to discuss and provide feedback on this proposed plan of work.
31. A draft outline of a University Assessment Policy is provided for discussion by AQSC (Appendix 2). This is in the early stages of development and will be considered further by the group on 9 March 2018. AQSC is invited to discuss and provide feedback on this proposed plan of work.
32. The outline policy is informed by the group's early discussions of a consultation paper (available for AQSC on request) and agreement at the group's last meeting about priorities for development, reported to Academic Board in February 2018, namely:
 - a) **Development of Academic Regulations:** We will review sections relating to principles, purposes, marking conventions and provision of information for students to provide

further clarity of our expectations for students and staff. Further development of descriptors for marking conventions will be undertaken, informed by a review of sector practice, to include clarity for marking at 70%+ levels and for postgraduate level, merits and distinctions.

- b) **Development of Assessment and Feedback Policy and Guidance:** This will support further clarity regarding assessment and feedback approaches and embedding of sector good practice. This will be informed by wider engagement and consultation and a review of current good practice across our University.
- c) **Consideration of the further use of electronic assessment and feedback:** It is proposed to consider the feasibility of a single electronic means for all students to submit assessments and to gain access to feedback. This is not a proposal that all assessment and marking should be undertaken online but rather that students are provided with a means to a clear and consistent approach to electronic submission and gaining access to feedback (where appropriate for the assessment). Currently a number of courses across our University already implement electronic submission (using either Turnitin, our Blackboard VLE or the local 'CAGD' VLE operating in some schools) and we have in the region of 120,000 submissions through these systems annually. This will involve a further review on the use of Turnitin and any implications for Academic Integrity.
- d) **A Review of Assessment Calendar and Scheduling:** That we revisit our assessment calendar and scheduling of reassessments/Boards to support a consistent and equitable experience for students. Flexibility for local contextualisation will be important, with principles and guidance for scheduling of reassessment/Boards developed to inform this. Further consideration of reassessment periods following the end of each semester, type of course/delivery and by level will be undertaken. Any guidance or policy should also advise best practice on the gap between the first sit and re-assessment, which would be mindful of the activities that take place in-between (such as moderation) and include any "cut off" point for scheduling reassessment.
- e) **Information for Students:** A review of assessment and feedback information provided for students and the timing of this will be undertaken. Our Academic Regulations and guidance (course handbooks, module handbooks, module leaders' handbook) set our current approaches in this regard. The timing of the provision of this information and a review of the types of information provided will be undertaken. This will include consideration of the feasibility of the inclusion of key assessment submission dates (in addition to examinations) in student timetables. Feedback from the Students' Union has indicated that a University commitment to the earlier release of detailed module information ahead of the semester start dates (a practice that some modules/courses adopt) would be welcomed by students.

33. Wider discussion and consultation will be undertaken across our University, via School Academic Committees, through engagement of Course Directors, via a Regulations Roadshow/Workshop and via an open call for the provision and submission of good practice examples, case studies in respect of assessment, feedback, timely module information to students, use of electronic means of assessment submission and receipt of feedback and views on scheduling of reassessment. The Spring DEAP Forum on 20 March 2018 provides further opportunity to share excellent academic practice on assessment and feedback. AQSC is invited to discuss the proposed areas for development and provide feedback on the areas outlined.

34. In respect of information for applicants and students, further consideration has been given recently by Academic Planning and Collaborations Group about processes for amendments to

published information and the formal consultation processes required with applicants relating to material information changes, as expected by consumer law and in the Competitions and Markets Authority guidance. Our Academic Regulations and Student Consultation Framework already make provision for this consultation with students and also where necessary with applicants.

35. A paper outlining proposals for further revision to our process in relation to material information changes and consultation with applicants was discussed and endorsed by Senior Management Group on 28 February 2018. The regulations review group will consider this further on 9 March in relation to the implications for regulatory change. These proposals for consent for change are outlined in Appendix 3. AQSC is invited to discuss this and advise on the implications for regulatory change.
36. The Regulations Review Group will consider potential areas for future regulatory change including
 - a) Chairing of Progression and Award/Module Boards
 - b) Marking conventions
 - c) Threshold component mark
 - d) Research Regulations – supervisory arrangements and appeals
37. The recent publication of the Office for Students Regulatory Framework on 28 February 2018 sets out new expectations for higher education providers (reported in the Academic Assurance Report to AQSC on 19 March 2018). A new requirement is for registered providers to have in place a Student Protection Plan and Student Transfer Plan with associated implementation plans/protocols. A copy of these documents will be shared with AQSC members. These are under development and will be subject to approval by the University Executive Team.

Conclusions and recommendations

Members of AQSC are invited to

- a) receive and consider the report on the implementation of our Education Strategy noting the progress made since the last report in January 2018;
- b) consider and provide feedback on this proposed plan of work and areas for development of the Regulations Review Group (paras 6-9; Appendix 1);
- c) consider and provide feedback on the draft outline University Assessment Policy (para 6; Appendix 2);
- d) consider and advise on the implications for regulatory change relating to the consent for change process (para 11; Appendix 3);

References and further information

Appendix 1: Regulations Review Group: Plan of Work 2017/18--2019

Appendix 2: Draft University Assessment Policy Outline

Appendix 3: Consent for Change Process

Authors

Barbara Colledge, Kirsty Curwen, Edmund Hewson, Ruth Pickford, Priscilla Preston, Wendy Luker
ASG members and professional services leadership team members

6 March 2018

ACADEMIC QUALITY & STANDARDS COMMITTEE

19 MARCH 2018

Appendix 1: Regulations Review Group: Plan of Work 2017/18--2019

Regulations Review Group Priorities 2017/18 – Development of our Regulatory and Policy Framework

Plan of Work (for discussion at 9 March 2019 Regulations Review Group Meeting)

Key Dates:				
Area	Task	Date to be Completed	Assigned To	Status March 2018
05 March 2018 – March AQSC deadline 11 June 2018 – Regulatory Review Meeting 4 08 March 2018 – Regulatory Review Meeting 3 18 June 2018 – July Academic Board deadline		04 April 2018 – April Academic Board deadline 25 May 2018 – June AQSC deadline		
Area 1: Development of Academic Regulations: We will review sections relating to principles, purposes, marking conventions and provision of information for students to provide further clarity of our expectations for students and staff. Further development of descriptors for marking conventions will be undertaken, informed by a review of sector	<ol style="list-style-type: none"> Produce draft of marking conventions. (NB Further research into defining characteristic statements for 1st and 2:1 degrees is being undertaken by QAA and will inform our further development of marking conventions and assessment guidance and regulatory change.) Undertake further research into sector practice around the use of merits and distinctions at PG level and the criteria required to be awarded for these outcomes as part of our further development of our marking conventions 	For AQSC June 2018 April/May 2018 For AQSC June 2018	K. Curwen and C. Eatough K.Curwen & C. Eatough K. Curwen and B. Colledge	Initial draft for Regs Review Group 8 March 2018 N/A

Key Dates:					
05 March 2018 – March AQSC deadline 11 June 2018 – Regulatory Review Meeting 4		04 April 2018 – April Academic Board deadline			
08 March 2018 – Regulatory Review Meeting 3 18 June 2018 – July Academic Board deadline		25 May 2018 – June AQSC deadline			
Area		Task	Date to be Completed	Assigned To	Status March 2018
practice, to include clarity for marking at 70%+ levels and for postgraduate level, merits and distinctions.		<p>3. Review and revise principles and purposes of assessment for academic regulations sections 1 and 3.</p> <p>4. Review and revise where needed the regulations relating to provision of information for students.</p> <p>5. Proposals relating to minor revision to academic regulations relating to Chairs of Boards</p> <p>6. Consideration of consent for change proposals and consequent regulatory and process changes relating to modifications and course information</p> <p>7. Further discussion of learning outcomes and assessment with reference to components of assessment and compensation.</p>	For AQSC June 2018 For AQSC March 2018 To AQSC March 2018 To AQSC March 2018 - TBC	K. Curwen and B. Colledge K. Curwen B. Colledge & K. Curwen C. Eatough/K. Curwen K. Curwen K. Curwen	Initial draft for Regs Review Group 8 March 2018 OFS regulations being considered to inform any regulatory change Initial draft for Regs Review Group 8 March 2018 SMG endorsed proposals on 28 February 2018. Regs review to discuss implications for Regs/process on 8 March 2018

Key Dates:				
05 March 2018 – March AQSC deadline 11 June 2018 – Regulatory Review Meeting 4		04 April 2018 – April Academic Board deadline		
08 March 2018 – Regulatory Review Meeting 3 18 June 2018 – July Academic Board deadline		25 May 2018 – June AQSC deadline		
Area	Task	Date to be Completed	Assigned To	Status March 2018
	<ul style="list-style-type: none"> 8. Review and update were necessary reference to appeals relating to academic judgement relating to decisions regarding supervision for research degrees and consider implications for taught provision. 9. Evaluate first year of implementation of new academic integrity regulations and bring forward any amendments to guidance/regulations if needed 			Initial discussion at Regs Review group 8 March 2018 Initial discussion at Regs Review group 8 March 2018 -
Area 2: Development of Assessment and Feedback Policy and Guidance: This will support further clarity regarding assessment and feedback approaches and embedding of sector good practice. This will be informed by wider engagement and consultation and a review of current good practice across our University.	<ul style="list-style-type: none"> 1. Review and update our current Inclusive Assessment Guidance, taking into account recent work of the Race Charter Group. 2. Development of proposals relating to reasonable adjustment and inclusive assessment. 3. Development of University Policy on Assessment and Feedback 	For AQSC June 2018 TBC Initial discussion AQSC June 2018 For AQSC June 2018	K.Curwen and S. Smith Student Services KJ. Daley B.College, K. Curwen, C.Eatough, S. Smith K.Curwen and S. Smith	Ongoing Initial paper for Regs Review Group 8 March 2018 Outline contents for Regs Review Group 8 March 2018 -

Key Dates:				
05 March 2018 – March AQSC deadline 11 June 2018 – Regulatory Review Meeting 4		04 April 2018 – April Academic Board deadline		
08 March 2018 – Regulatory Review Meeting 3 18 June 2018 – July Academic Board deadline		25 May 2018 – June AQSC deadline		
Area	Task	Date to be Completed	Assigned To	Status March 2018
	<p>4. Review guidance and expectations around provision of feedback opportunities and include in 1.</p> <p>5. Review of current good practice in relation to assessment and feedback being utilised across the Schools to inform policy and regulations development.</p> <p>a) Potential meeting with SU & Students to discuss April/May 2018 TBC</p> <p>b) Identify and collect good practice examples and research current practice in Schools on providing assessment feedback to students, including feedback templates to inform good practice in the policy.</p> <p>c) Gather details on what course information is currently being provided to applicants/students at the following stages: pre-enrolment, registration, induction, beginning of semester 2, re-enrolment for the next level etc. and to include any School-wide policies or</p>	For Regs Review Group April/May 2018 TBC TBC Ditto TBC TBC	J. Harrison, K. Curwen, S. Smith, B. Colledge S. Smith, K. Curwen, W. Luker, S. Thomson C. Eatough with Marketing/ Communications and Registry group TBC TBC	J. Harrison gathering examples of good practice - - -

Key Dates:					
05 March 2018 – March AQSC deadline 11 June 2018 – Regulatory Review Meeting 4		04 April 2018 – April Academic Board deadline			
08 March 2018 – Regulatory Review Meeting 3 18 June 2018 – July Academic Board deadline		25 May 2018 – June AQSC deadline			
Area		Task	Date to be Completed	Assigned To	Status March 2018
		<p>approaches to providing course information to students.</p> <p>6. Workshop on assessment and feedback with students and academic staff April/May/June 2018 TBC.</p> <p>7. Consider further whether re-assessment work should be a 'make good' attempt of the first sit or a new piece of work.</p>	For June Regs Group		
Area 3: Consideration of the further use of electronic assessment and feedback: It is proposed to consider the feasibility of a single electronic means for all students to submit assessments and to gain access to feedback. This is not a proposal that all assessment and marking should be undertaken online but rather that students are provided with a means to a clear and consistent approach to electronic submission and gaining access to feedback (where appropriate for the assessment). Currently a number of courses across our		<p>1. Discussion/briefing paper on current use of electronic means to submit assessment/receive feedback and potential options to be produced.</p> <p>2. Wider consultation on options (date tbc) to inform proposals for AQSC October 2018/January 2019</p> <p>3. Review the wider use of Turnitin, for academic integrity and as a method for online assessment and feedback following decisions on 1.</p> <p>4. Update Assessment and Feedback Policy and Guidance as appropriate to include relevant sections on electronic submission and receiving feedback.</p>	For the 8 March meeting TBC 2018/19 discussion TBC	Wendy Luker; Simon Thomson TBC K. Curwen K.Curwen; S. Smith; W. Luker; S. Thomson	For Regs Review 8 March 2018 TBC N/A N/A

Key Dates:					
05 March 2018 – March AQSC deadline 11 June 2018 – Regulatory Review Meeting 4		04 April 2018 – April Academic Board deadline			
08 March 2018 – Regulatory Review Meeting 3 18 June 2018 – July Academic Board deadline		25 May 2018 – June AQSC deadline			
Area		Task	Date to be Completed	Assigned To	Status March 2018
University already implement electronic submission (using either Turnitin, our Blackboard VLE or the local 'CAGD' VLE operating in some schools) and we have in the region of 120,000 submissions through these systems annually. This will involve a further review on the use of Turnitin and any implications for Academic Integrity.					
Area 4: A Review of Assessment Calendar and Scheduling: That we revisit our assessment calendar and scheduling of reassessments/Boards to support a consistent and equitable experience for students. Flexibility for local contextualisation will be important, with principles and guidance for scheduling of reassessment/Boards developed to inform this. Further consideration of reassessment periods following the end of each semester, type of course/delivery and by level will be undertaken. Any		<ol style="list-style-type: none"> Review the assessment calendar and consider the introduction of a recommended scheduling period and 'windows' for assessment/re-assessment and Exam Boards, the gap between first sit and re-sit and any "cut-off" point for scheduling re-assessment. Gather information on the current assessment scheduling within Schools to inform the policy/good practice. Gather details on specific issues relating to re-assessment cited as grounds for Academic Appeals in the past 2-3 years to inform scheduling and policy. 	TBC TBC TBC	QAS to discuss with Registry and Schools Ditto QAS to discuss with Governance	-

Key Dates:				
05 March 2018 – March AQSC deadline 11 June 2018 – Regulatory Review Meeting 4		04 April 2018 – April Academic Board deadline		
08 March 2018 – Regulatory Review Meeting 3 18 June 2018 – July Academic Board deadline		25 May 2018 – June AQSC deadline		
Area	Task	Date to be Completed	Assigned To	Status March 2018
guidance or policy should also advise best practice on the gap between the first sit and re-assessment, which would be mindful of the activities that take place in-between (such as moderation) and include any “cut off” point for scheduling reassessment.				
Area 5: Information for Students: A review of assessment and feedback information provided for students and the timing of this will be undertaken. Our Academic Regulations and guidance (course handbooks, module handbooks, module leaders' handbook) set our current approaches in this regard. The timing of the provision of this information and a review of the types of information provided will be undertaken. This will include consideration of the feasibility of the inclusion of key assessment submission dates (in addition to	<ol style="list-style-type: none"> 1. Review and update guidance on content, nature and timing of course information to students, including <ol style="list-style-type: none"> a) Nature and timing of assessment and feedback information b) Module information/handbooks/VLRE information c) Course handbooks d) Course Specifications e) Key assessment submission dates (in addition to examinations) in student timetables f) Other information as determined 2. Consider and determine whether there is a need for regulatory amendments and development of Policy on course information for applicants, students, staff, partners and other stakeholders 3. Review current assessment and feedback information (developed by SU with CLT and distributed by SU to Schools) to inform guidance and policy developments 	TBC TBC April/May or June 2018 meeting TBC April/May or June 2018 meeting	QAS with wider group QAS with wider input S. Smith C. Eatough with input from QAS/CLT as necessary	

Key Dates:					
Area		Task	Date to be Completed	Assigned To	Status March 2018
05 March 2018 – March AQSC deadline 11 June 2018 – Regulatory Review Meeting 4 08 March 2018 – Regulatory Review Meeting 3 18 June 2018 – July Academic Board deadline		04 April 2018 – April Academic Board deadline 25 May 2018 – June AQSC deadline			
examinations) in student timetables. Feedback from the Students' Union has indicated that a University commitment to the earlier release of detailed module information ahead of the semester start dates (a practice that some modules/courses adopt) would be welcomed by students.		4. Produce a diagram to explain to students the assessment/review/external review process for academic standards of awards for inclusion in relevant student information.			

Appendix 2: Draft University Assessment Policy Outline

Draft University Assessment Policy Outline

Indicative Contents List

1 Introduction

All policies and processes relating to study and courses are clear and transparent.

2 Aims of Policy and Purpose

UK Quality Code B6 expectation:

"Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought."

3 Scope

All taught provision as assessment regs.

4 General Principles and Purposes of Assessment

Principles

- a) *Every student is treated fairly and with dignity, courtesy and respect.*
- b) *Every student has the opportunity to contribute to the shaping of their learning experience.*
- c) *Assessment processes to be Inclusive, equitable, valid, reliable*
- d) *Consistency, fairness and equity – The University will apply its regulations fairly, equitably and consistently*
- e) *Rigour and academic standards, valid, reliable, comparability – The University will ensure that the academic standards of assessment are rigorous and of comparable standing with the rest of the sector.*
- f) *Feedback – The University will ensure 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.*
- g) *Information to Students – The University will provide students with appropriate information in respect of the requirements for completion of modules, level and award; assessment requirements of their modules; provision for submitting extenuating circumstances; provision for publication of results; provision for requesting and appeal hearing or making a complaint; a course handbook.*
- h) *Confidentiality – The University will provide for due and appropriate confidentiality*
- i) *Academic judgements?*
- j) *Feedback?*

Purposes of Assessment

- a) Develop and demonstrate their learning and evaluate their progress (assessment for learning)
- b) Further their learning and development through feedback and feed forward (i.e. "an effective approach to summative assessment ... reflects the capacity of any form of assessment to enable ongoing learning" (QAA UK Quality Code Chapter B6, p6).
- c) Evidence that they have achieved the intended learning outcomes of the course, level, or module at the relevant academic standard for the award; this evidence enables their successful completion of credit and the award. (assessment of learning)

The QAA UK Quality Code, Chapter B6 (p8) expects that:

"Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking."

Our Academic Regulations (section 3.2) sets out the general principles of assessment practice which apply when implementing assessment processes as follows:

- a) Assessment of a student's work is a matter of academic judgment, not simply of computation.
- b) Academic judgments of examiners cannot, in themselves, be questioned or overturned.
- c) All modules will be assessed.
- d) All learning outcomes of each module must be assessed.
- e) Courses will operate a sufficiently varied diet of assessment to be able to demonstrate students' skills development and differing learning styles.
- f) All assessments will operate within a schedule which is made clear to students at the beginning of the module.
- g) Submission of an assessment indicates that the student considers themselves fit to undertake that assessment.
- h) Students with registered disabilities may have alternative assessment arrangements provided to them.
- i) All assessments will carry a penalty for late submission, unless there is an agreed extension of a deadline in advance of submission.
- j) All assessments must be submitted with due attention to issues of academic integrity and good academic practice.
- k) All assessments will be returned with feedback within an agreed period of time.
- l) Assessments will be subject to internal moderation and, where appropriate, made available to external examiners.
- m) Copies of assessed work will be retained in line with the University's retention policy.
- n) Assessment practices will be fair and consistent, within, and across, courses.
- o) The language of assessment for all modules and awards of the University is English.
- p) Students will be provided with information and resources on the nature of unfair practice. They will be informed of the consequences of breaching the regulations in respect of academic integrity.
- q) All courses leading to awards at levels 5-8 of the Framework for Higher Education Qualifications will be subject to external examination

5 Inclusive Assessment Design

Assessment Strategy; components of assessment; Formative and Summative; sub-component assessment; link to learning outcomes and assessment criteria at Course, Level and module; reasonable adjustments.

- a) be accessible and equitable for all students
- b) be explicit and transparent
- c) fairly evaluate students' ability to meet module learning outcomes, academic and professional standards
- d) support student engagement in learning, their progression and retention and
- e) address the needs of all our diverse student population
- f) involve authentic, contextualised, meaningful, tasks and valid and reliable processes
- g) reduce the need for modified assessment e.g. alternatives/extra time
- h) promote a shared understanding of the basis on which academic judgements are made.
- i) develop and enable good academic practice
- j) enables students to demonstrate the extent to which they have achieved the intended learning outcomes

6 Examinations

7 Feedback on Assessments and Examinations

UK Quality Code B6 expectations regarding assessment of students:

- a) feedback on assessment in the context of students' engagement with assessment and their development of assessment literacy
- b) the development of an understanding of the assessment process - in particular how professional judgements are made and on what they are based and
- c) the ways in which this understanding can enable more effective use of assessment feedback to improve student learning.

The QAA Chapter B6 of UK Quality Code (p6) stresses the importance of timely and responsive feedback, relating to formative and summative assessment, provided in a way which is supportive, whilst enables reflection of further development and personal challenge. The QAA state that Effective Feedback arises as a result of:

- “agreeing and communicating clear criteria before students complete the task;
- assessment that uses those criteria; and feedback based on the criteria and timed so that students can use it constructively in their next stage of learning.
- Effective feedback for learning also takes into account the need to build confidence as well as to communicate where and how improvements can be made.
- Effective feedback to support learning involves an ongoing dialogue between the student and staff, the student and their peers, and the student and an employer, for example, where the student is in a work-based or placement learning”

An indicator of this in the QAA UK Quality Code Chapter B6 is that:

“Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff.” (Indicator 9, p21)

8 Electronic Assessment, Submission and Feedback

We will need to be clear about academic integrity matters.

- a) Our systems (whatever they may be) should provide for accessible secure submission of work and return of assessment in a timely and secure manner.
- b) We should aim to provide effective feedback to our students, which aids their academic development and ensures that they are best-placed to improve their performance in future submissions.

- c) We should aim for equivalence of experience (at the very least at course level) for all our students, ensuring that we do not foster dissatisfaction through an uneven approach to implementation.
 - a) Enable the normalisation of electronic submission of all written coursework assignments for all students from September 2018 OR 2019 onwards.
 - b) Ensure that we have mechanisms for assessment, marking and feedback which are responsive to the needs of students and reflect effective subject-level practices, enabling development of good practice wherever processes are implemented.
 - c) Ensure we have mechanisms which monitor the return of assessed work and respond to students' desires for this to be of the highest possible quality.
- d) Ensure we support staff in gaining the necessary expertise in systems and processes to be able to work effectively and within normal time allocations for the purpose.

9 Re-assessment

10 HE Credit and Credit Transfer

11 Recognition of Prior Learning

12 Assuring the Academic Standards and Integrity of Assessment

Appropriate to level, subject, professional standards, FHEQ, subject benchmark, to support learning/evidence intended learning outcomes, etc Internal Moderation, Anonymous Marking and External Moderation.

Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities.

13 Roles and Responsibilities

We need to be clear about module leaders, module team and Course Directors; External Examiners; Exam Boards; without restating any regulations or guidance. Also staff development and further guidance

All staff are supported, enabling them in turn to support students' learning experiences.

Student responsibilities in Academic Regulations:

Students are responsible for maintaining their awareness of:

- a) The University's General and Academic Regulations
- b) Information contained in their Course Handbook
- c) Complying with the assessment requirements of their modules
- d) Their standing in respect of progression and award
- e) Their standing in respect of re-assessment provisions and arrangements

14 Assessment Calendar/Timing of Assessments

15 Information to Students

Information we produce about the learning opportunities we offer is fit for purpose, accessible and trustworthy.

Every student is properly and actively informed at appropriate times of matters relevant to their course of study.

The Academic Regulations confirm that all students will be provided with appropriate information in relation to feedback (see para 36 above) and in respect of:

The university requirements for completion of modules, level and award

- *Assessment requirements of their modules*
- *Information about their course of study*
- *Provisions for submitting extenuating circumstances*
- *Provisions for publication of results*
- *Provisions for requesting an appeal hearing*
- *Provisions for making a complaint*
- *A Course Handbook.*

The QAA in Chapter B3 of the UK Quality Code make clear that effective learning is supported by partnership and that this is supported through a range of mechanisms including “a schedule of assessment that is effective both in supporting learning and safeguarding academic standards”.

Guidance and expectations regarding provision of this information is provided in University Course handbook templates, module handbook guidance and the module leader’s guide. This includes information about the range, balance and scheduling of assessment, methods and components of assessment, and for modules include details of the assessment brief, criteria and learning outcomes.

A clear indication of the calendar of assessments (essential information) and a single place to gain access to feedback in course and module handbooks (in hard copy or must be in online form via MyBeckett/the VLE) to include dates for return of work and feedback.

Assessment periods/reassessment dates/deadlines could be added to students’ timetable.

16 Review of Policy

This Policy will be reviewed annually as part of the annual review and updating of the University’s Academic Regulations. This will be reported via AQSC and Academic Board. All policies and processes are regularly and effectively monitored, reviewed and improved. Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider.

Appendix 3: Consent for Change Process

Appendix b

Consent for changes to courses paper presented to Senior Management Group – 28 February 2018

Consent for Changes to Courses Background

1. The Competition and Markets Authority (CMA) issued advice to the HE sector in 2015 supporting providers to be compliant with consumer protection legislation. Consequently, we reviewed our approach for advertising courses and how we manage any changes thereafter.
2. The CMA advice explains that, in principle, students (applicants) should be able to clearly understand the information available to them and be able to make an informed choice about where and what to study.
3. ‘Material’ course information must be provided in advance to inform student (applicant) choice and it is expected that students and applicants, as applicable, are advised as soon as possible should ‘material’ information change. Please see appendix 1 for Material Information Definitions.

Introduction

4. This paper draws together future arrangements, which will continue to support the provision of clear, accurate and helpful information for our applicants and students and in doing so, support compliance with consumer protection legislation.

Requirements for Enhancement

5. There are several mechanisms currently in place to consider changes to courses, which are proportionate to the scale and impact of the change proposed. These may, potentially, lead to a material change in accordance with CMA advice and require consultation with applicants and students.
6. Feedback from Schools and Professional Services indicates that the routes to approval and publication of change could be clearer particularly where consultation with applicants may be required.
7. The incoming sector regulator, the Office for Students, presents some additional requirements in respect of student protection and we are required to develop a plan outlining our arrangements in this regard.

8. The Student Protection Plan (SPP) will include provision of information to students on matters, which affect their continuity of study and requires implementation plans to be developed. The SPP requires approval by the Office for Students. Details of risks to continuation of study to be specified in the SPP are provided at appendix 2. A draft plan SPP will be considered by University Executive Team and shared with SMG members at the next meeting.
9. These factors relating to continuity of study are likely to impact on future recruitment and courses we offer to applicants and so may also result in a need to inform applicants in addition to current students under advertising standards legislation and CMA expectations. Our University must comply with this consumer legislation and adhere to the CMA guidance.
10. The Office for Students' registration conditions require this compliance and will for initial registration require the submission of evidence to indicate how we assure this e.g. policy or process and guidance or staff development we have in place.

Proposed Future Arrangements

Timescales

11. The intention is to manage the timeframes for provision of material course information to applicants to minimise the necessity for changes. The timescales for provision of published information are provided at appendix 3, incorporating admissions portfolio development, admissions portfolio management, validation/revalidation and changes to material information.

Modifications

12. Where modification(s) to courses and modules need to be actioned, a clear sign off process is proposed. This will channel proposed change through the relevant approval mechanisms, capturing consultation (if necessary in accordance with our Academic Regulations and Student Consultation Framework), school approval, updated documentation requirements and steps to implement approved changes e.g. online prospectus updating.
13. This will take account of requirements for 'material' and other changes maintaining a proportionate approach and incorporating the flexible mechanisms in place to manage course and module developments (APCG, Course and School modification, University Validation Panel).
14. Quality Assurance Services will develop a Consent for Change proforma incorporating current good practice and with input from relevant stakeholders.

Suspension of Recruitment and Permanent Withdrawal of Course from Portfolio

15. There are occasions when a decision may need to be taken to suspend recruitment and not run a course due to resource viability and the likely detrimental impact this would have on the student experience, due to the low number of expected enrolment. These decisions to suspend recruitment normally will require approval by the Dean of School and Director of University Recruitment and are agreed and recorded by the Academic Planning and Collaborations Group (APCG) in accordance with the deadlines provided at Appendix 3. Where necessary due to pressing proposals and timing of APCG meetings, this may be enacted via a virtual digital meeting and supported by Chair's action which be recorded by APCG at its next meeting.
16. All proposals for permanent withdrawal of courses from our portfolio will be now in accordance with our withdrawal process and require approval by APCG. This applies where a course will be withdrawn for the future with the normal expectation that any current students on the current course delivery would be supported appropriately to continue with and complete their studies on the existing course.
17. Where a proposal relates to factors or events set out in Appendix 2 and that this would presents risks to students' continuation of study then we are under an obligation to protect students and our Student Protection Plan and implementation plans/processes will come into effect (under development).
18. In circumstances relating to suspension of recruitment or withdrawal of a course permanently (which does not impact upon or present a risk to students' continuation of studies), communication with applicants and students may still be necessary (see para 23).
19. The internal deadlines dates for ceasing recruitment or withdrawing provision are provided in Appendix 3. This is to ensure that applicants are given sufficient notice to make alternative arrangements with minimum inconvenience. These dates should be treated as the final date for notifying APCG of courses requiring consideration for being withdrawn or for suspension from recruitment. Conversations before the final dates are encouraged.

Process for Communication with Applicants and/or Students

20. Communication with applicants in circumstances relating to changes to material course information, suspension of recruitment or withdrawal of a course permanently (which does not impact upon or present a risk to students' continuation of studies) will be undertaken by Admissions. This is summarised in paragraphs 22-29.

21. The process of communication with students, where applicable, will be in accordance with our Student Protection Plan arrangements.
22. Admissions receive notification of consent for change decisions from APCG, UVP and material changes to courses by email from Quality Assurance Services (QAS) and it is proposed that this process remains and is strengthened through the proposed changes to the modifications process.
23. On receipt of this email, applicants affected by the relevant circumstances (see appendix 4) will be advised of the changes, and given the option to continue with their application on their chosen course with the change; if appropriate to defer their attendance to the next available intake; to be considered for an alternative course within our University; or to withdraw their application.
24. Where appropriate an alternative course will be offered. Where this is not possible or the applicant chooses to withdraw their application, we need to ensure that we give as much advanced notice in order for them to apply to an alternative institution. This notice will be determined by the route of application as we observe the deadlines set within the UCAS and UTT application cycle. (See appendix 3)
25. The Office for Students will also require our University to have in place Student Transfer arrangements which will include arrangements where there are risks to students' continuation of study and when students when need to be transferred to another course/institution for continuation of their studies (from or to our University). The proposals relating to this Student Transfer Plan are under development and will be considered by UET and shared with SMG at the next meeting.

Action upon receipt of Consent for Change decisions

26. Within 48 hours of receiving the consent for change notification from QAS the Admissions team will update the Online Prospectus entry and UCAS website, where appropriate, with the changes.
27. The Admissions team will email a letter to the applicant advising them of the change to their course. The letter will have an appropriately worded response form to be signed gaining their consent, and returned to the Admissions team within 10 days.
28. On receipt of the response form, the changes will be implemented as appropriate. Not all changes will prompt a new offer letter, but where this is the case the applicant will be notified via the relevant application system to accept the change of offer.

29. Where we do not receive a response within 10 days, a reminder email will be made with a follow-up telephone call in case they had not received our previous notifications.

Conclusion and Recommendations

30. Members are asked to **discuss** and **endorse** the proposals contained in this report and approve the following recommendations:

- a) to adopt the process for communication with applicants on suspension of recruitment and course withdrawal with immediate effect
- b) to finalise proposals for change to modifications process and seek Academic Quality and Standards approval for implementation by 1 April 2018.
- c) to submit the draft Student Protection Plan and Transfer arrangements to UET and share with SMG members at their next meeting.

References

CMA Guidance for providers:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf

Securing Student Success: risk based regulation for teaching excellence, social mobility and informed choice in higher education.

Dept. for Education consultation, October 2017

<https://consult.education.gov.uk/higher-education/higher-education-regulatory-framework/>

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Denise Dixon Smith, Head of Admissions

Tracey Lancaster, DVC Corporate Communications

Chris Watts, Director of University Recruitment

21 February 2018

CMA Material Information

Appendix 1

Material Information	Details
Course Information	<ul style="list-style-type: none"> • Course title • Entry requirements/criteria • Core modules and an indication of likely option modules (any provided each year?) • Information about composition of the course and how it will be delivered, the balance between the elements (e.g. number and type of contact hours such as lectures, seminars, placements, feedback on assignments) expected workload/self-study time, and general level of experience or status of staff involved in delivery (e.g. professor, senior lecturer, postgraduate research student) • Overall methods of assessment for the course e.g. exams, coursework, practical assignments • The award to be received on completion of the course • Location of study possible locations – including indication of placements if known • Length of the course • Whether course and provider are regulated • Whether course is accredited by a professional statutory or regulatory body • Any particular terms e.g. rules or regulations that apply or are important (e.g. body awarding the degree is different to the provider or specific regulations that if contravene then this may prevent completion of course)
Total course costs	<ul style="list-style-type: none"> • Tuition fees • Other extra costs e.g. field trips, equipment, materials, bench fees or studio hire

Student Protection Plan

Implementation plans will be triggered in the event of the following risks to protect students' continuation of study:

Types of Events which will trigger the Student Protection Plan (OFS items 1-8)	
1	Leeds Beckett University as a whole is no longer able to operate or no longer intends to operate.
2	We are no longer able to award the qualifications for which our students are registered because the OfS has varied or revoked our University's degree awarding powers.
3	One or more of the locations at which our University delivers courses to our students is no longer available.
4	We are no longer able to deliver courses to students in one or more subject areas and/or departments
5	We are no longer able to deliver one or more courses to students, particularly if course closures are likely in the next three years.
6	We are no longer able to deliver material components of one or more courses, particularly if there are areas of vulnerability, such as single person dependencies for teaching.
7	We are no longer able to deliver one or more modes of study to students, particularly if withdrawal of a mode of study is likely.
8	We are no longer able to recruit or teach a particular type of student.
9	We decide to suspend or permanently discontinue a course.
10	We decide to close the location (building or campus) in which the course is taught and cannot find suitable premises at a nearby location.
11	Leeds Beckett University can no longer provide the award/course for any other reason, for example: <ul style="list-style-type: none"> I. We cease operating through no choice of our own II. We lose the right to provide the course or qualification III. We lose our tier 4 licence IV. We are no longer able to award the qualifications for which its students are registered because the OfS has varied or revoked our University's degree awarding powers, V. a validating partner has withdrawn validation or in-country international government body no longer recognises/approves our provision

Additional measures will be provided for, as applicable to the particular circumstances of Leeds Beckett University.

Course delivery date	New Course Proposal deadline	Prospectus deadline	Validation / re-validation cycle (including UVP)	Material Information Modifications deadline UCAS¹ June of academic year preceding entry	Course Specification published In validation/those subject to validation or revalidation
September 2019	March 2018 (APCG 13/03/18)	April 2018	January 2018 – November 2018	June 2018	June/December 2018
September 2020	March 2019 (APCG date tbc)	April 2019	January 2019 – November 2019	June 2019	June 2019
September 2021	March 2020 (APCG 13/03/18)	April 2020	January 2020 – November 2020	June 2020	June 2020
September 2022	March 2021 (APCG date tbc)	April 2021	January 2021 – November 2021	June 2021	June 2021

Portfolio Management Deadlines

Application Route	Course Delivery Date	Deadline: APCG Decisions re withdrawal for one cycle²	Deadline: Permanent Course Withdrawals
UCAS Applications	September e.g. 2018	31 January, calendar year of entry e.g. 31/1/18	The deadline will vary and may happen at different points in the year. For UCAS courses this is usually March in preceding calendar year. For courses that may impact on current applicants normally the deadlines for withdrawal for one cycle apply. The Student Protection Plan may result in different timescales.
Direct Applications	March – July e.g. 2018	1 December, previous calendar year e.g. 1/12/17	The deadline will vary and may happen at different points in the year. For UCAS courses this is usually March in preceding calendar year. For courses that may impact on current applicants normally the deadlines for withdrawal for one cycle apply. The Student Protection Plan may result in different timescales.
	August – December e.g. 2018	31 May, calendar year of entry e.g. 31/5/18	
	January 2019 - March 2019	31 October, previous calendar year e.g. 31/10/18	

¹ Material information modifications must be completed by June each year (for following year of entry). Consultation on material information changes to published information is required via the approved process. Institutional approval is needed where exceptionally a later date is necessary for permissible legitimate reasons validation/revalidation.

² APCG submission deadlines are published by QAS.

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Appendix 4: Material Information Changes or Modifications

Material Information	Details
Course Information	<ul style="list-style-type: none"> • The course is changing its name/title or being replaced by a similar course (e.g. MSc to MA) • Entry requirements/criteria are being altered • The advertised core modules and likely option modules (any provided each year?) are being altered • The advertised information about composition of the course and how it will be delivered, the balance between the elements (e.g. number and type of contact hours such as lectures, seminars, placements, feedback on assignments) expected workload/self-study time, and general level of experience or status of staff involved in delivery (e.g. professor, senior lecturer, postgraduate research student) is being altered • The overall methods of assessment for the course e.g. exams, coursework, practical assignments are being altered • The award to be received on completion of the course • The advertised location of delivery or possible locations is altered – including indication of placements if known • The advertised mode of delivery is being altered • The advertised day/time/start date of delivery is being altered • The advertised length/duration of the course • Whether course and provider are regulated • Whether course is accredited by a professional statutory or regulatory body • Any particular terms e.g. rules or regulations that apply or are important (e.g. body awarding the degree is different to the provider or specific regulations that if contravene then this may prevent completion of course)
Total course costs	<ul style="list-style-type: none"> • Tuition fees • Other extra costs e.g. field trips, equipment, materials, bench fees or studio hire
Other circumstances	<ul style="list-style-type: none"> • The course is being permanently withdrawn (where applicable – likely to trigger the Student Protection Plan) • The delivery of the course is being withdrawn from a specific Semester start (where applicable) • The course is being withdrawn for one cycle due to viability (where applicable)

19 MARCH 2018

Leeds Business School School Academic Committee Report

Executive Summary

The report provides an overview of discussion from Leeds Business School's School Academic Committee held on Thursday 22nd February 2018.

Action Requested

The report is **for information**.

Appendices

N/A

Author

Name: Louise Clayton-Thaxter
Job title: Academic Quality Support Officer
Date: 9th March 2018

Approval Route

12th March 2018 Professor George Lodorfos (Dean and Chair of SAC)

Leeds Business School – School Academic Committee Report

Introduction

The points below were discussed at the second meeting of the LBS School Academic Committee.

Recommendations / Referrals

There were no matters to be referred to the Academic Quality & Standards Committee.

Major Discussions

1) Leeds Business School Strategic Plan (2016-2021)

The Committee discussed the School's Strategic Plan and Accountability Report. Overall, the School has seen sustained improvement in a number of areas which were highlighted as priorities, such as Student Satisfaction, Teaching Satisfaction, Research & Enterprise Income and Sustainable Resources. Following the March Award Boards, Course Directors will be asked to report on their progression results and where necessary revise their strategy to meet their KPIs.

2) Leeds Business School Risk Register

The Chair advised that staffing is an issue and that he is investigating the profiling and deployment in each Subject Group. It was noted that the Financial Planning & Management risk category should be upgraded to red; the School met the student recruitment target in 2017/18 however there were a greater number of outgoing students than those incoming which affected the School's budget significantly. Schools have requested a more sophisticated budgeting model to determine recruitment targets with allowance for study abroad students, placement students, withdrawals, etc.

3) Admissions Monitoring Report (05/02/18)

Across the University, applications are down slightly by 0.19% in comparison to last year, however the Business School has seen an increase of 1.9%. The largest increase in applications within the School is BAH Business Management with Leadership, up 122.6% from last year. Conversion figures by school are encouraging in all cases; the Chair noted that this is likely to be due in part to giving more unconditional offers. Full-time postgraduate applications are down considerably by 57% and part-time applications down 48.5%. The Committee discussed the government's proposed review of post-18 education and the effect that this may have on our provision.

4) Chartered Association of Business Schools (CABS) NSS Analysis

It was noted at the last meeting that it would be useful for members to see a comparison of our NSS scores with competitor Business Schools. The paper also included a report comparing Leeds Business School courses to equivalent courses (where possible) at Huddersfield University, LJMU, Manchester Metropolitan, Northumbria University, Nottingham Trent and Sheffield Hallam. In general, our Economics, International Business, Advertising and Communications courses scored more highly than our competitors and our HRM and Business courses scored lower. The overall School score when averaging out

similar courses at competitors placed Leeds Business School second to bottom of the seven institutions considered, with only Manchester Metropolitan scoring lower than ourselves.

5) TEF Update

The Committee received a report from the Dean of Quality which provided an update on the developments in the TEF Year 3 process and the introduction of a TEF Subject-level pilot in 2017/18. The Chair is leading the Business and Law pilot submission which also includes courses from other Schools, such as Sports Management and Entertainment Management. It was noted that University data may need to be improved to enable colleagues to report accurately on BME numbers and relative attainment.

6) Dean's PG Annual Review Summary Report

The Committee received a tabled report from the Chair which provided assurance that the School's Annual Review activity has been completed appropriately with regard to postgraduate provision. It was reported that overall experience, resources, etc. are above baseline targets, however postgraduate applications for the next academic year are significantly lower which may affect student experience.

7) Student Withdrawals

The Committee received a report with information on the number of student withdrawals at Level 4 within the School for the current academic year. It was reported that there has been an increase in student withdrawals across the University, although the School appears to have achieved a slight improvement in retention, with a withdrawal rate of 4.18% in January 2017 and a rate of 3.47% in January 2018, possibly due to retention initiatives implemented by the School such as Student Induction Mentors. The withdrawn students were dispersed fairly equally amongst courses, however there were a slightly higher number withdrawing from BAH Accounting & Finance in relation to the cohort size, possibly due to the challenging nature of the course.

8) Head of Subject Working Group reports (relevant reports only included)

The Committee received a report from the Head of the Working Group for Teaching & Learning and Retention. It was requested that all Heads of Subject identify a Teaching & Learning Lead Academic within their Subject Areas. The Business School is participating in the HEA Retention Project. An initial questionnaire and data set has been completed and sent to the HEA, who the HEA will visit Leeds Beckett on the 28 March to interview staff and students in readiness of a report providing guidance on methods to improve retention. CLT are driving the initiative with support from Professor Phil Cardew.

The Committee received a report from the Head of the Working Group for Internationalisation and Global Engagement regarding the School's Global Engagement Strategy. The School aim to:

- Further develop links with Rushmore Business School (Mauritius) and Vietnamese universities
- Continue to run a number of successful summer schools within the Business School
- Build on collaborative research already undertaken by Erasmus projects
- Re-engage with ZJUT (China) to produce research on SMEs in respect of finance/economics
- Develop research activities with IBA (Denmark) focusing on pedagogy of distance learning and assessment

- Work with the Marketing service to promote the LBS brand through the University website.

Conclusions and recommendations

The Committee is asked to consider the report for information.

19 MARCH 2018

Leeds Law School
School Academic Committee Report

Executive Summary

A summary of the proceeding of the 5th Law School Academic Committee meeting held on the 19th February 2018.

Action Requested

The report is for information.

Appendices

None

Author

Name: Rachel Hartley-Browne

Job title: Academic Quality Support Officer, Leeds Law School

Date: 5th March 2018

Approval Route

5th March 2018 Deveral Capps

Summary of the Proceedings of the 5th Law School Academic Committee, meeting held 19th February 2018.

1. Membership of the School Academic Committee

It was noted the role of PG Student Representative and Senior Lecturer representative are currently vacant. Colleagues from central services including IT Services, the Centre for Learning & Teaching and Libraries and Learning Innovation were in attendance.

2. UG Course Director Update

The Committee received the report of the Undergraduate Course Committee meeting (February 2018). Four Course Representatives had attended the Committee. Course Representatives had raised concerns with timetabling. Positive feedback had been received in relation to online marking and feedback. Students reported on their experience of the Campus M attendance monitoring application. Feedback on the App was discussed at the School Committee and will be reported to the Digital Experience and Engagement team.

3. NSS Action Plan

The Committee received the NSS Action Plan. Confirmation was received that the School had passed the minimum response threshold for the 1718 Survey. The Committee discussed explicitly identifying the last taught session within a module as a feedback drop in. A proposal to enable students to resubmit their failed assessment, rather than resubmit to a new assignment brief, was discussed. It was reported that MCQ workshops for staff have been arranged. The workshops will focus on the pedagogy of MCQ assessment and the technical aspect of creating a question bank.

4. PG Course Director Update

The Committee received a verbal report for the PG Vocational Course Director. Concerns were raised with the Exam arrangements for recent PG Exams. This included inappropriate rooms with late notification of venues, and excessive invigilation requirements. It was reported that the School does not plan to deliver the PG Dip Law / LLM Laws of England and Wales on campus from September 2018.

5. PG Executive Summary Reports 201617

The Committee received the PG Executive Summary Reports for the 201617 academic year. The Summaries confirmed the Assurance of Standards in relation to External Examiner Reports, Student target award achievement and PSRB Accreditation. Actions raised outside of the Course Team's Remit included the inadequacies of the attendance monitoring app, insufficient administrative support for PG provision (201617), dissatisfaction with electronic none qualitative module evaluation, timetabling issues, small postgraduate student numbers for some courses, unreliable admissions statistics and a need for enhanced marketing support.

6. Course Committees

The requirement to hold, and the timing of the UG and PG Course Committees was discussed. The Secretary confirmed that Course Committees are not formally required to take place as part of the University's Governance structure.

7. Validation / Revalidation

The Committee received a report detailing the proposed course validation / revalidation activities for the validation cycle March-November 2018. It was reported that the validation schedule will be discussed at the next meeting of the SLT and confirmation of arrangements communicated to QAS following that meeting.

8. Collaborative / Franchise Activity

The Committee received the outcomes of recent Approval of Collaborative delivery events for the PG Dip Legal Practice (CLIP, Dubai) and LLM Master of Law, LLM Laws of England & Wales / PG Dip Law at Rushmore Business School.

9. External Examiners

The Committee received a report detailing the School's External Examiner vacancies for 201718 and 201819. It was reported that proposals for two new External Examiners have been submitted to the next University Scrutiny Committee. The tenure of all four LPC External Examiners ends in 2018. The School will be proposing to extend the tenure of two of the current externals to ensure consistency of external coverage.

10. Quality Assurance Briefing for School Academic Committee

The Committee received the QAS briefing paper. It was noted that students have expressed their dislike at the inability for students to leave qualitative comments on their module evaluation.

11. Central Services Updates

The School received updates from Representatives of the Centre for Learning & Teaching, IT Services and Libraries & Learning Innovation.

19 MARCH 2018

School of Art, Architecture & Design Summary Report of School Academic Committee

Executive Summary

A summary of the proceedings of the 3rd Art, Architecture & Design School Academic Committee meeting held on 31 January 2018.

Action Requested

This report is for information. The Committee is invite to note the report.

Appendices

N/A

Author

Name: Mrs Hannah Brotton

Job title: Academic Quality Support Officer

Date: 22nd February 2018

Approval Route

February 2018

Dr Lisa Stansbie – Chair/Dean of School, Art, Architecture & Design

Summary Report of the Art, Architecture & Design School Academic Committee

Introduction

1. This is the Summary Report of the Art, Architecture & Design School Academic Committee meeting held on 31 January 2018.
-

Recommendations and referrals

2. The Group confirm that no matters have been recommended/referred to the Committee for consideration.

Major Discussions

3. Chair's Report

Recruitment

- Overall the University was ahead of target with applications.
- The School Conversion rate was positive at 36%.

Interview and Open Days

- Thanks were noted to Academic and Support staff for their hard work for the Interview Days, for which positive feedback had been received from both Staff and Students.
- The most recent Postgraduate Open Day had proved to have the highest attendance yet, with another Open Day scheduled.

Recruitment Board

There had been discussions with regard to launching an Induction Module for students currently studying at College. Meetings would take place with Heads of Subject to investigate this further.

4. Student Representation

- There was concern among Level Four Students with regard to finding housing for the following year. It was noted that perhaps some students were not aware of the assistance available through Unipol and that it would be helpful for this to be communicated to them.
- Fine Art Students had praised the high quality of the Seminars and Workshop sessions in Semester one.
- There was some confusion among Level six students regarding the correct style of referencing to be used to ensure consistency, as both Harvard and Vancouver Medical were being used. It was noted that the correct style used within the University was the Harvard Referencing.
- Student feedback in the School was very positive overall.

5. Reports from Subject Heads

Key points highlighted by the Subject Head, Art were as follows:

- Positive feedback had been received regarding the new space and resources at Gallery House, and the new projects developed at Leeds City Gallery and Liverpool Sound City.
- BAH Graphic Arts and Design was due to be revalidated in October 2018 with a planned change of award title to BAH Graphic Design. This would take place alongside the Validation of the new MA Graphic Design.
- BAH Illustration was a new course being developed and was scheduled to be Validated in October 2018.

Key points highlighted by the Subject Head, Design & Fashion were as follows:

- Two new modules had been successfully delivered at Level 5 on BAH Fashion Marketing, with thanks noted to the module leaders.
- A new MA in Fashion was being developed and scheduled to be Validated in June 2018.
- The Design Product team were collaborating on an exciting project with the Research Institute.
- Short courses were scheduled to run over Easter with 20 currently enrolled. These were 'Pattern Cutting' and 'Photoshop' and were aimed at Professional. The Academic Services Manager noted that Administrative Support was available if required.

Key points highlighted by the Subject Head, Architecture were as follows:

- The Marketing of the MA Architecture and MA Urban Design was being re-considered in order to ensure clear distinction between the two courses.
- The Master of Architecture Course Team were planning to reduce length of the Part-time route from four years to three years in line with competitor HE institutions.

6. Monitoring, Annual Review & Enhancement

The Committee discussed the Course Executive Summaries for the following courses:

LANDB/LANDC Course Leader Executive Summary 2016/17

MAAAD Course Executive Summary 2016/17

MAARC Course Executive Summary 2016/17

MARCH Course Executive Summary 2016/17

PROFY Course Executive Summary 2016/17

MAUDE Course Executive Summary 2016/17

The Committee **AGREED** that the Dean of School would liaise with the Course Directors to finalise the Postgraduate Course Executive Summaries, and update the School Action Plan and Dean's Summary.

7. Quality & Standards Update

The Committee received the Quality & Standards Update Report for discussion. The Paper provided an update on the following:

- External Examiners
- School Validation & Revalidation Schedule 2018
- APCG templates and Deadlines

8. Library Update

The Academic Librarian reported the following:

- Digitised readings were now easier to access with the introduction of a new eReader. This allowed Chapters from books to be scanned and uploaded to the CAGD Webpage.
- Following the introduction of automatic book renewals in October 2017, the level of fines being charged in Semester One had been reduced. There were concerns that some students didn't understand that they needed to place a hold to request an auto-renewing item, rather than waiting for it to be returned; and so changes were being made to the information shown on the Library Catalogue to help with this and further promotion was planned for Semester Two.
- There were remaining sessions available for Library Inductions, Research and Referencing. Colleagues were encouraged to contact the Academic Librarians to schedule these.
- There was some budget allocation remaining for book purchases. Colleagues were asked to submit any requests to the Academic Librarians as soon as possible.

9. School Risk Register

The Committee received the School Risk Register for information.

It was reported that the School Risk Register was aligned to the Key Performance Indicators within the University Strategy.

10. Reports from Other Committees

The Committee received Executive Summaries from the following University Committees; Academic Quality & Standards Committee; Research & Enterprise Committee and Equality and Diversity Committee.

Author

Hannah Brotton

Academic Quality Support Officer

February 2018

19 MARCH 2018

Report from the School of Built Environment & Engineering School Academic Committee

Executive Summary

The meeting of the School Academic Committee was held on 14th February 2018. The proceedings of the meeting in relation to Quality and Standards are summarised below.

Action Requested

The report is for information.

Appendices

None.

Author

Name: Chris Fletcher

Job title: Academic Quality Support Officer

Date: 27th February 2018

Approval Route

5th March 2018

Professor Akintola Akintoye, Dean and Chair of the School Academic Committee

REPORT FROM THE SCHOOL OF BUILT ENVIRONMENT & ENGINEERING

SCHOOL ACADEMIC COMMITTEE

1. Introduction

The meeting of the School Academic Committee was held on 14th February 2018. The proceedings of the meeting in relation to Quality & Standards are summarised below.

2. Quality & Standards

- (a) The Committee received a report on External Examiner tenures coming to an end in 2017/18. It was reported that eight External Examiner tenures covering eleven courses were ending this academic year. Potential replacements had been found for four of these and a further post no longer needed to be appointed to as the Courses were no longer running.
- (b) A report was provided to the Committee on External Examiner reports received and responses sent. Only one report had not been received for 2016/17, although this was from an External Examiner who had not engaged with the process and had subsequently had their tenure terminated.
- (c) The Committee received a copy of the Schools Action Plan. The Chair reported that the plan would be reviewed in the coming months to pick up on External Examiner comments.
- (d) The Chair reported that the validation event for BA(Hons) Real Estate and Project Management would be taking place on the 6th March. Since the previous unsuccessful event the Chair and Head of Subject for Surveying, Construction and Project Management had worked on the documentation focusing on the Learning Outcomes, gathering more Industry feedback and appointing an Academic with Real Estate experience. If successful, the course will run from September 2018.
- (e) The Chair is to meet with the Schools Academic Services Manager and Heads of Subject to discuss dates for the revalidation of current courses in 2018.
- (f) The Committee were presented with an updated PSRB spreadsheet. The Heads of Subject and Course Directors were asked to review the document and feedback amendments to the Schools Academic Services manager.
- (g) The Committee were asked to review their Postgraduate Executive Summaries submitted in November in light of new data becoming available. It was noted that these will be reviewed by the Chair and will inform the Deans Postgraduate Executive Summary submitted to QAS.
- (h) It was noted that the first meeting of the Partnership Operations Group had taken place. The Group's remit is to discuss quality processes and monitor partners to ensure they are providing assessment and delivery in line with the University.
- (i) The Chair reported that the School had been involved in preparing a submission with QAS for the Transnational Education review of AIBE in Hong Kong.
- (j) It was noted that the School had agreed in principle a franchise arrangement with Leeds College of Building to run two Degree Apprenticeship courses. The College had initially wanted to deliver

seven courses through all levels but the standards are currently only in place for two of these. The Chair will provide further updates when they become available.

(k) It was noted that the potential franchise agreement involving BCAS in Sri Lanka was now back on after talks had stalled. The Chair will be meeting representatives from BCAS in the near future for further discussions.

Author

Chris Fletcher

Academic Quality Support Officer

27th February 2018

19 MARCH 2018

Report from the School of Clinical & Applied Sciences School Academic Committee

Executive Summary

The meeting of the School Academic Committee was held on 8th February 2018. This report summarises the proceedings of the meeting.

Action Requested

The report is for information.

Appendices

None.

Author

Name Lisa Flaxman

Job title: Academic Quality Support Officer

Date: March 2018

Approval Route

February 2018 *Dr Duncan Sharp, Dean and Chair of the School Academic Committee*

REPORT FROM THE SCHOOL OF CLINICAL & APPLIED SCIENCES SCHOOL ACADEMIC COMMITTEE

Introduction

- 1 The meeting of the School Academic Committee took place on Thursday 8th February 2018. The proceedings are summarised below.

Practice Learning team update

- 2 The Committee received a presentation updating it on the structure and current matters related to the Practice Learning team. The key areas presented included the new team structure, the team's role and areas of responsibility, placement statistics and activity, placement strategy and new developments and future focus.

Postgraduate and Undergraduate Collaboration Course Director/Course Leader Executive Summaries 2016-17 (Monitoring, Annual Review and Enhancement (MARE))

- 3 The Committee received the Postgraduate and Undergraduate Collaboration Course Directors'/Course Leaders' Executive Summaries for 18 courses. Each Executive Summary was introduced by the Course Director or Head of Subject with a summary on their key performance indicators (KPIs) (and actions and plans where these were in place) and then discussions focused on actions which required assistance at School level, actions which required assistance at University or central services level and areas of good practice and/or enhancements.
- 4 The Committee agreed that Course Directors' and Heads of Subjects' overview of the courses and the Committee's discussions on all the executive summaries provided confirmation for the Academic Quality & Standards Committee of its consideration of the summaries; that the plans in place support both continuous improvement and the key performance indicators; the actions for consideration by the Academic Quality & Standards Committee relating to institutional level matters; and other support requested by the course teams.
- 5 The key areas for support that course teams have requested from the University related to marketing, student recruitment, admissions including classification of international students, conversion rates, quality of labs/research space and equipment, provision of support for disabled students and fitness to study.

- 6 A summary of the actions required at School and University level would be produced by the secretary that would be brought to the Committee for an update at future committee.

Undergraduate Course Director/Course Leader Executive Summaries 2016-17 action outcomes summary review

- 7 The Committee received and Undergraduate Course Director/Course Leader Executive Summary actions for 12 courses that were submitted as part of the MARE process in September 2017.
- 8 The Course Director or Head of Subject introduced each action summary and updated the Committee on actions taken at School level and at University or central services level.
- 9 The Committee was satisfied with the progress made since the September submissions.

School Research update

- 10 Congratulations to Angela Murphy and Gareth Jones on their PhD viva success.
- 11 Congratulations to Dr Vincent Postis, who from the 1st January is Editor in Chief of the international scientific journal Molecular Membrane Biology, published by Taylor Francis.
- 12 Congratulations to Dr Peter Francis on the success of the public event/talk “Running from Injury” held in the Rose Bowl on 31st January. Approximately 200 attendees with a further 115 worldwide watched the talk.
- 13 New PhD February starters: In the School there are two PhDs and one MRes and for PhDs externally there is one at Carnegie and the other at Glasgow Caledonian.
- 14 A meeting of the School Research and Enterprise Group took place on the 20th January 2018. The group were updated on OA funds, Director of Research activity and the REF. The next meeting of the group would take place on 22nd February 2018.

REF Update

- 15 The 2017 REF audit was submitted in December. The Director of Research will present this at the March Research and Enterprise Committee.
- 16 REF sub-panels are now formed and will be convening from March onwards. More information and any overarching rules and Unit-specific information would become available during 2018.

REPORTS

The Committee received the following reports:

- a) Modifications
- b) Exemption to Academic Regulations
- c) Course withdrawals
- d) External Examiner appointments
- e) Practice Learning team update
- f) School Strategic Plan 2016-21
- g) Postgraduate and Undergraduate Collaborative Course Director/Course Leader Executive Summaries 2016/17 (Monitoring, Annual Review and Enhancement)
- h) Undergraduate Course Director/Course Leader Executive Summaries 2016-17 action outcomes summary review
- i) Research Excellence Framework (REF) and Research Activities Update
- j) School Safety, Health and Wellbeing report
- k) School Annual Library report
- l) Validation, Revalidation, Collaborations and PSRB events and activities 2017-18 and 2018-19.
- m) Six month recommendations for BSc/MSc Physiotherapy (pre-registration) courses
- n) Quality Assurance Services briefing



ACADEMIC QUALITY & STANDARDS COMMITTEE

19 MARCH 2018

School of Computing, Creative Technologies & Engineering

Summary Report of School Academic Committee

Summary Report

This is the summary report of the Computing, Creative Technologies and Engineering Academic Committee meeting of *06 February 2018*.

Action Requested

This report is **for information**. The Committee is invited to receive and note this report.

Appendices

Nil

Author

Name: Anne C Stephenson
Job title: Quality Assurance & Governance Officer
Date: February 2018

Approval Route

February 2018 Professor Colin Pattinson, Chair CCTE Academic Committee

Summary report of the Computing, Creative Technologies and Engineering Academic Committee

Introduction

The sixth meeting of the School Academic Committee took place on 6th February 2018. The Committee's proceedings are summarised below.

Major discussions

Sustainable Development

School Strategic Plan

The members were informed there had been no significant change in respect of the Key Performance Indicators located within the School's Strategic Plan. It was noted that the results from the 2018 National Students Survey (NSS) would be the next important milestone the School would need to analyse and reflect on following their publication in August. The Dean reminded colleagues of the need to note progression data.

Risk Report

The Chair said the Risk Register had been added to the revised University template. It was noted that each Risk Descriptor and Control Measure had been reviewed and or revised. The Dean took the members through the 18 risks the School needed to monitor and he drew their attention to the comment that although ownership of the School's Risk Register came within the remit of each Dean, the Dean's ability to effect improvement was limited

Academic Enhancement

Monitoring, Academic Review and Enhancement:

A) Postgraduate Executive Summaries and Course Logs/Action Plans were received for:

- MSc Advanced Engineering Management: MSAEM
- MSc Computer Security (P/T, D/L): MCSEC
- MSc Information and Technology: MSCIT
- MSc Network Systems Engineering: MSNSE
- MSc Software Engineering: MSSFE
- MSc Business Intelligence: MSCBI
- MSc Information Management: INMAM
- MSc Creative Technology: MCRCT

B) Updated Course Logs/Actions Plans received for the following undergraduate awards:

- BEng Electronic and Electrical Engineering
- BEng Engineering Management
- BEng Food Engineering
- MEng Robotics and Automation/BEng Robotics and Automation
- BSCH Computer Forensics & Security
- BSCH Computer Forensics
- BSCH Broadcast Media Technology
- BSCH Creative Media Technologies
- BSCH Photographic Journalism
- BSCH Business Information Technology
- BSCH Computing
- BSc Games Design
- BSc H Computer Animation & Visual Effects
- BSC H Information & Technology

➤ MEng Computer Science

Dean to produce a PGT Annual Summary and Action Plan for submission to Quality Assurance Services by Wednesday 14th February 2018.

Quality & Standards

Quality Assurance

The Committee received a composite Quality Report that noted: new Course Proposals; External Examiner Reports/Responses; modifications to awards; the Validation/Re-validation and Recommendations from events held in 2016.

Student Administration

The Committee received a composite Student Administration report that noted: induction; exam boards and committees; Tier 4; attendance monitoring; module evaluation; mitigation; RPL; exam timetabling and graduation 2018.

Collaborative Provision

Update on activities at Hong Kong College of Technology, FTMS, KTG, Rushmore Business School and The British College; eight courses being delivered.

Report from University Committees:

The Academic Committee received Executive Summaries from the following University Committees:
Academic Quality & Standards
Research & Enterprise
Equality & Diversity

The Committee also received a briefing paper from Quality Assurance Services, an update from Student Services and from LLI.

Conclusions and Recommendations

This report is for information.

References and Further Information

N/A

Author

Anne C Stephenson
Quality Assurance & Governance Officer
February 2018



19 MARCH 2018

School of Cultural Studies & Humanities

Summary Report of School Academic Committee

Executive Summary

A summary of the proceedings of the sixth Cultural Studies & Humanities School Academic Committee meeting, held on 5 February 2018.

Action Requested

This report is for information. The Committee is invite to note the report.

Appendices

Appendix 1: School of Cultural Studies and Humanities Action Plan following Monitoring, Annual Review & Enhancement (UG and PG) in Academic Year 2017/18.

Author

Name: Miss Charlie Garfoot

Job title: Academic Quality Support Officer

Date: February 2018

Approval Route

March 2017

Professor Andrew Cooper – Chair/Dean of School, Cultural Studies & Humanities

Summary Report of the School of Cultural Studies & Humanities School Academic Committee

Introduction

The sixth meeting of the School Academic Committee took place on 5 February 2018. The Committee's proceedings are summarised below.

Main Items

1. Student Representation

The Committee received an oral update from the School UG Student Representative, and report from the School Research Student Representative highlighting key issues raised.

A Taught Postgraduate Student Representative was required to complete the Membership.

2. School Strategic Plan

The Chair provided an oral report.

The Committee noted the agreed School strategic priority: to increase student recruitment and improve student continuation and achievement by investing in research-informed, innovative courses and an inclusive, inspirational, learning environment.

The following were highlighted:

- A lot of work had already been done and was on-going in relation to improving student progression.
- Re-validation of existing undergraduate courses to make them more attractive to applicants had been undertaken, along with a number of other initiatives such as re-designed and improved Open and Applicant Days, with a view to improving student recruitment.
- Latest recruitment figures indicated that for 2018/19 entry, applications were approximately 100 down at the same point the previous year, at just under 1000. Offers were 70 down on the previous year. Firm Acceptances however were more than double the previous year at 55 (26 last year). The trend was downward with regard to the number of applications due to demographics, but figures were encouraging, and even if the conversion rate dropped 3/4%, the School would still be in a much better position at the point of Clearing than last year.
- The next Applicant Open Day was scheduled to take place on 10 February 2018. A decision had not yet been reached as to whether to cancel the last Open Day in April 2018.

3. Research and Enterprise Update

The Committee received a report providing an account of current research and activities in the School. An update on the REF audit was provided:

- The results so far were quite pleasing for the School; it was relatively few outputs short given that no outputs had currently been double-weighted, and there were a number of strong outputs in the pipeline.
- All three Units were scoring a GPA of 2.7, which was good, though there was definitely still work to do in managing the impact case studies.

- The next stage of the process was for the three Units to draft a complete version of their proposed submission, including draft impact case studies, and draft environment and impact templates to go alongside the publication record already submitted. The deadline for that process was March 2018. The Director of Research, Professors Raisborough and Shore would be preparing drafts and contacting colleagues for their input, discussing outputs so far in a supportive way.

Colleagues were congratulated on a number of successful events and publications e.g. the #LeBeMe Annual Media Conference, and the Caribbean Carnival Cultures research strand at the Centre for Culture and the Arts book launch of, “Celebrate: 50 Years of Leeds West Indian Carnival”.

4. Athena SWAN

The Committee received an oral update from the Director of Research relating to the School’s application for its own award. The draft application was presented for comment at the School Meeting on 24 January 2018, and discussed with the Student Reps. The University Steering Group had also reviewed the draft. The next stage was to incorporate the feedback prior to seeking approval and submitting to the application in April 2018.

5. Reports from Subject Heads

The Committee received oral reports from the Subject Heads in relation to successful student trips, the National Student Survey launch, the roll-out of the non-credit bearing ‘Careers Award’ online module, the Validation of the new MA English Literature with Pathways, anecdotal evidence relating to strategies introduced to monitor and improve attendance and engagement, First Degree Statistics, and Open and Applicant Days.

6. Monitoring, Annual Review and Enhancement

The Committee received the Postgraduate Course Director Executive Summaries 2016/17 for MA English: Contemporary Literatures (MAECL) and MA Social History (MASHI), and the Postgraduate Course Log and Action Plan 2017/18 for MASHI.

The Committee confirmed that the process had been followed in respect of taught postgraduate provision.

There was concern regarding the:

- Limited module evaluation data available for 2016/17, the absence of percentages for satisfaction, and future loss of qualitative data for 2017/18.
- Lack of provision of facilities/services after 5.00pm for postgraduate students.

The Committee received the School Action Plan arising from undergraduate and Monitoring, Annual Review and Enhancement 2016/17, which had been submitted to AQSC in October 2018. A number of updates were noted against actions, and a couple of additions were to be made to the Plan following receipt of the Postgraduate Executive Summaries – see Appendix 1.

7. Quality and Standards Update

The Committee received a Quality and Standards Update Report from the Academic Quality Support Officer for information. The Committee noted the new templates for New Course Proposals and revised deadlines for submission to the Academic Planning and

Collaborations Group.

External Examiner appointments, tenure dates and reports were discussed; there were no outstanding External Examiner appointments or responses to reports. Colleagues were advised to start actively looking for a nomination to replace the External Examiner whose tenure was due to expire in October 2018, and for the new MA Media and Culture.

The Committee received the Validation/Re-validation schedule. Planning had begun for the new MA English Literature with Pathways, which was to be validated on 3 October 2018.

Documentation to change the title of BA (Hons) English and Media (BAEAM) to BA (Hons) Media and English for 2019/20 entry would be submitted to the University Validation Panel on 19 March 2018.

8. Module Evaluation

The Academic Services Manager provided an oral update for information. Data for the second set of questions (Semester 1 2017/18) would soon be available. No issues had occurred with the release of the second set of questions. The same questions would be asked during Semester 2, and the two stage approach was to be repeated. As agreed at Senior Leadership Team (SLT), the first set of questions was to be released the week commencing 12 March 2018, with the second set the week commencing 16 April 2018.

9. Careers Update

A report was received from Student & Graduate Futures for information.

10. Library Update

A report was received from Libraries & Learning Innovation for information.

11. Updated School Risk Register

The Committee received the updated School Risk Register, which had been reviewed at SLT in January 2018. No changes had been made; student progression, student recruitment, and financial planning and management remained 'red'. The Register presented had been transferred to the new template, and would next be reviewed by SLT on 11 April 2018.

12. Safety, Health & Wellbeing

The Committee received the Summary report of the School Safety, Health & Wellbeing Advisory Group held on 31 January 2018 for information, and which was provided to the University Safety, Health & Wellbeing Committee meeting on 27 February 2018. The School had been identified as low risk.

13. Reports and other Committees

The Committee received the History and Media Course Committee minutes, and January 2018 QAS Briefing for information. The Committee received Executive Summaries from the following University Committees; Academic Quality & Standards Committee; Research & Enterprise Committee; and the University Safety, Health & Wellbeing Committee. Updates from Equality & Diversity, and Wellbeing & Equality were also received for information.

Conclusions and Recommendations

The School looked forward to consideration of actions identified within the School Action Plan as part of the Monitoring, Annual Review and Enhancement process, as requiring University level support.

References and Further Information

N/A

Author

Miss Charlie Garfoot
Academic Quality Support Officer
February 2018

School of Cultural Studies and Humanities

Action Plan following Monitoring, Annual Review & Enhancement (UG and PG) in Academic Year 2017/18

October 2017/January 2018

- 1) The School has noted the process guidance and confirms that the process has been followed in respect of undergraduate provision.
- 2) The Dean has submitted the Annual Review Summary Report to this effect.
- 3) The report and this School action plan will be reported to School Academic Committee.

Areas of Excellent Practice

Item	Evidence	Action required to build on this	Owner	Due	Progress
1	Applicant days re-designed to give clearer emphasis to interactive engagement with courses	Build this approach into Open Day experience; greater emphasis upon student voice & representation of student achievement.	Subject Heads Course Directors	October 2017	Changes made re first Open Day, 7 Oct 2017
2	Curriculum representative of research strengths and designed to develop students as creative thinkers and researchers	Sharing approaches to development of students as researchers/practitioners; development of multi/inter-disciplinary approach.	Dean Subject Heads Course Directors	October 2017 Ongoing	Written into Re-validation for 5 out of 6 ug courses, and Validation for MA in Media.
3	On-line employability module and Digital History modules as examples of embedding academic, creative & professional skills	Enhanced recruitment of students to on-line module; reward achievement; preparation for introduction of Live Brief module across School; collaborations with digital sector in Leeds	Dean Subject Heads Course Directors	October 2017 Semester 2 2017/18 Ongoing	Employability focus at Induction & Welcome Back Live Brief module in Re-validation docs, with intention to deliver inter-disciplinary modules.

Item	Evidence	Action required to build on this	Owner	Due	Progress
4	Student Reps in History using Facebook to receive and curate comments from cohort for discussion at student/staff meetings	Work with School Rep and Course Reps to expand this approach; work with Student Union and CLT re 'student voice'	Dean Course Directors Course Reps Student Societies	December 2017	Dean working with President of Student Union in Semester 1 of 2017/18
5	Pop-up Library	Continue and also explore similar initiatives with LLI and Student Services	Subject Heads Course Directors	Ongoing	
6	Scores of 100% in NSS re: 'Staff have made the subject interesting' and 'My course is intellectually stimulating'.	Share approach across courses – and across all levels	Subject Heads Course Directors	February 2018	
7	Visual representation of achievements by students and by staff	Use of social learning space; integration of student achievement re School-based events	All staff Student Reps Student Societies	Ongoing	Display of student work in social learning space.

School-level Actions

Item	To address	Action required	Owner	Due	Progress
1	Concerted and coherent emphasis upon Progression across all courses, with process and systems support.	Integrated, cross-School approach to attendance monitoring and engagement of students, particularly at Level 4; sustained programme of student-centric activities throughout Academic Year; calendar of events to connect with student experience.	Dean Subject Heads Course Directors Director of Centre for Culture & the Arts	October 2017 for initial launch; ongoing.	Extended Leadership Team re agreed processes, including communications.
2	Development of Academic Portfolio	Re-validation of 5 ug courses; Validation of MA in Media; cross-School planning of new courses.	Dean Subject Heads Course Directors Academic Quality Support Officer	November 2017 Ongoing	Documentation submitted for key events; fortnightly School meetings.
3	Recruitment	Extension of approach taken re Applicant Days to enrich Open Day experience, with focus on courses and student environment, along with student achievement and inspiration from partners and collaborations.	Dean Subject Heads Course Directors School Academic Services Manager Student Ambassadors	October 2017 Ongoing	Discussion at extended Leadership Team meeting.
4	Further implementation of strategy to improve employment prospects of students across courses.	Events to connect students with local employers/businesses; strategic growth of industry collaborations; clear message re School offering to employers and potential for student involvement in co-designed projects.	Dean Subject Heads Course Directors	Feb 2018	'Get Hired, Get Involved' Employment Fair September 2017.
5	Introduction of cross-School, interdisciplinary modules	Co-design of up to 3 modules, open to all students on all courses, to be delivered in collaboration with partners where appropriate.	Dean Subject Heads	December 2017	Intention written into all Re-validation documentation
6	Improvements to Timetabling and Student Experience	Identify co-located learning spaces as most appropriate to courses within this School and secure for 2018/19	Dean Subject Heads School Academic Services Manager	January 2018	Identification of key areas on 2 nd floor of Broadcasting Place.

Item	To address	Action required	Owner	Due	Progress
7	Staff Recruitment to ensure effective delivery of courses	Securing post in Creative Writing.	Dean English Subject Head	October 2017	Creative Writing post to advert; drafting spec re replacement staff.
8	Enhanced NSS launch	Full utilisation of social learning spaces for course cohorts to meet together in context of School-wide meeting of all Level 6 students; event with alumni to talk about current employment in relation to educational experience on our courses.	Dean Subject Heads Course Directors School Academic Services Manager	February 2018	
9	Clear articulation of Research Strategy for REF and associated funding priorities within School.	Director of Research to work with Dean and Professoriate to produce strategy; dissemination to colleagues across School; integration with mentoring initiatives and existing plans to prepare for REF.	Dean Director of Research Professoriate SLT	October 2017	
10	Full utilisation of digital resources associated with social learning spaces	Programming of screens; display of student and staff achievements; developing the interactive experience.	Dean Subject Heads School Secretary	December 2017	Initial training and successful display on x3 screens.
11	Improvements to PG achievement	Review Admissions criteria for MASHI, and consider introducing interviews.	Dean Subject Heads Course Directors		

University Support needed beyond School

Item	Focus for Support	Action required	School Contact	Progress
1	Improvements to marketing of courses	Closer liaison with Marketing re promotional materials and organisation of Open Days.	Dean School Academic Services Manager	
2	Athena Swan submission	Provision of data re minority groupings for Departmental Submission to Athena Swan.	Dean Director of Research School Academic Services Manager	
3	Professional Development/HEA	Closer work with the Centre for Learning and Teaching re knowledge exchange and innovative course design.	Dean Subject Heads Course Directors	
4	Improvements to Timetabling of learning activities	In context of University Estate Plan, to work with Timetabling to meet Equality and Diversity requirements of staff and students, and to look at utilisation of co-located spaces to maximise student experience of learning as part of a course community with a School 'home' on campus.	Dean School Academic Services Manager	
5	Improvements to physical learning environment	Provision of chair-desks in Woodhouse and Rose Bowl for left-handed students.	School Academic Services Manager	
6	Provision of facilities/services after 5.00pm for PG students	Discuss with Campus and Residential Services.	Dean School Academic Services Manager	



Signed:
Professor Andrew Cooper

Date: 14/02/2018

**Dean of School
Cultural Studies & Humanities**



SCHOOL ACADEMIC COMMITTEE

Carnegie School of Education

MINUTES of the 10 January 2018 meeting.

Present:

Prof Damien Page (Chair)

Dr Tom Dobson

Dr Alison Iredale

Mr James Archer

Mrs Vicki Hassett

Mr Peter Mellor

Ms Sharon Colilles

Ms Molly Henshaw

Ms Louise Nelson

Dr Graham Parton

Prof John Sharp

Mr Marc Porcel Turu

In attendance:

Mrs Lianne Sweeting Richardson

(Secretary)

Mrs Claire Eatough

Mr Tim Hurst

Apologies:

Dr Chris Ford

Dr Doug Martin

Dr Sharon Pinkney

Mr James Starnes

Part A: Preliminary Items		

Terms of reference and membership		

064.2017.SACDU	The Committee received a report from the Secretary presenting the current terms of reference and membership (paper reference SACDU-2017-034).

Declaration of interest		

065.2017.SACDU	No declarations of interest were made.

Minutes		

066.2017.SACDU	The Committee AGREED that the minutes of its meeting held on 08 November 2017 were an accurate record (paper reference SACDU-2017-036).

Matters arising	
067.2017.SACDU	The Secretary presented a report on the matters arising from the minutes of the previous meeting of the Committee held on 08 November 2017 (paper reference SACDU-2017-037). It was reported that all the actions had been complete.
Part B: Reports from Parent Committees/Boards and other Committees and Groups	
Report from Academic Board	
068.2017.SACDU	The Committee received a summary report from Academic Board (paper reference SACDU-2017-038).
069.2017.SACDU	It was noted that this report was received for information.
Report from Research Ethics Sub Committee	
070.2017.SACDU	The Committee received a summary report from Research Ethics Sub Committee (paper reference SACDU-2017-039).
071.2017.SACDU	It was noted that this report was received for information.
Part C: Quality Assurance Activities	
C1 Validation and Re-Validation Schedule for 2017-18	
072.2017.SACDU	The Committee received a report from Validation and Re-validation Schedule providing oversight of the current validation and re-validation activity (paper reference SACDU-2017-040).
073.2017.SACDU	It was reported that all of the events had been successfully approved. The conditions for the BA (Hons) Innovation and Skills for Social Change; PG Cert/MA Leadership of School Mental Health and Wellbeing had been fulfilled and definitive documentation had been shared with the relevant stakeholders.
C2 External Examiner End of Tenures and Current Schedule and Confirmation of External Examiners	
074.2017.SACDU	The Committee received the External Examiner End of Tenure and Current Schedule of External Examiners (paper reference SACDU-2017-041). The report provides details of the current external examiners and confirmation of when their tenure expires.

075.2017.SACDU	<p>It was noted :-</p> <ul style="list-style-type: none"> a) BA (Hons) Primary Education QTS – Victoria Brown proposal has been approved and will replace Dr Jon Wild from October 2017. b) PG Cert/MA Leadership of School Mental Health and Wellbeing – Dr Hannah Jobling has been proposed as the External Examiner for the new award. This is to be considered under agenda item C5. c) School Academic Quality Officer reminded all Course Directors that the deadline for all External Examiner's, whose tenure expires in October 2018, will need to find suitable replacements by spring 2018.
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C3 New Course Proposals/Course Withdrawals

076.2017.SACDU	<p>The Committee received the outcome of the APCG Outcomes on Stage 1 Business Case.</p>
077.2017.SACDU	<p>It was reported that the stage one business case for the PG Cert/Dip/MA Race, Education and Decoloniality award, which is to commence in September 2019 had been approved.</p>
078.2017.SACDU	<p>It was further reported that unfortunately the following awards had not been approved:</p> <p>BA (Hons) Race and Education with Foundation Year BA (Hons) Innovation, Skills and Social Change with Foundation Year BA (Hons) Childhood Studies with Foundation Year BA (Hons) Early Years with Enterprise with Foundation Year BA (Hons) Professional Practice with Foundation Year BA (Hons) Teaching and Learning with Foundation Year FdA Supporting Teaching and Learning BA (Hons) Creative Arts, Education (Accelerated degree)</p> <p>The outcomes that had been received from the APCG in relation to the above courses was not clear to the School. For instance the outcome of the BAH Creative Arts, Education the APCG group felt that a wider strategic discussion was required by UET in relation to entering into accelerate degree market. However, the School currently successfully runs and recruits to the BA (Hons) Primary Education (accelerated degree) which is delivered over two years. The Chair reported that a separate meeting will be arranged to further discuss these outcomes.</p> <p>It was further reported that members felt that the layout of the new stage one business case was not very user friendly and that key sections contained in the previous templates had been omitted.</p>

C4 School Level Modifications

079.2017.SACDU	<p>The Committee received a summary report of School Level Modifications received (paper reference SACDU-2017-043/044). It was reported that the mode of assessment for the Childhood: The Politics of Policy module was to change from the current written exam to written assignment. The rationale for the change was that the current written exam is a seen paper which students prepare for in advance, then write in an exam condition. This does little to add to the assessment of deep knowledge and adds a layer of unnecessary anxiety and stress. This was approved on 15th December 2017 by the Head of Subject – Childhood, Education and Early Years.</p> <p>It was also reported that the Child Wellbeing and Family Support modules was to be included as an elective choice at level 5 on the BA (Hons) Childhood Studies course. The new elective module, will replace the current social work module and will sit well within the School's current research themes. This was approved on 15th December 2017 by the Head of Subject – Childhood, Education and Early Years.</p>
080.2017.SACDU	The Committee AGREED and APPROVED the two School Level Modifications.

C5 External Examiner Proposal – Dr Hannah Jobling PG Cert/MA Leadership of School Mental Health and Wellbeing.

081.2017.SACDU	The Committee received an External Examiner Proposal for Dr Hannah Jobling – PG Cert/MA Leadership of School Mental Health and Wellbeing (paper reference SACDU-2017-045).
082.2017.SACDU	It was noted that Dr Hannah Jobling had the appropriate qualifications and experience to undertake these duties.
083.2017.SACDU	The Committee AGREED to approve the proposal for Dr Hannah Jobling.

C6 Chair's Action

084.2017.SACDU	<p>The Committee received a report on a number of proposals which have been approved by Chair's Action: -</p> <ul style="list-style-type: none"> a) External Examiner Proposal - Victoria Brown - BAH Primary Education (paper reference SACDU-2017-046); b) School Level Modification – BAH Childhood Studies – Children Young People Rights and Entitlements. (paper reference SACDU-2017-047); c) School Level Modification – To include three new elective modules onto the MA Drama and Creative Writing course (paper reference SACDU-2017-048); d) School Level Modification – BAH Childhood Studies – Language and Communication
085.2017.SACDU	The Committee NOTED and ENDORSED the Chair's Actions.

C7 Confirmed Validation and Revalidation event reports:	
086.2017.SACDU	The Committee received a report from the Validation of the FdA/BA (Hons) and BA (Hons) Top Up Professional Practice (paper reference SACDU-2017-048). It was noted this report was received for information.
087.2017.SACDU	The Committee received a report from the Validation of the BA (Hons) Innovation and Skills for Social Change (paper reference SACDU-2016-049). It was noted this report was received for information.
088.2017.SACDU	The Committee received a report from the Revalidation of the MA Childhood Studies and Early Years (paper reference SACDU-2016-050). It was noted this report was received for information.
Part D: Major Topics	
D1 Chair and School update	
089.2017.SACDU	<p>The Committee received a verbal update from the Chair. The following points were reported:</p> <p>The UG numbers are currently down, but this is both at an institutional level and across the sector. PG Primary numbers are also lower than previous years, but this is probably due to the government withdrawing the bursary payments. However, numbers for the PGCE secondary are looking positive. In addition, the BAH Primary Education (accelerated route) has doubled in applications and the BAH Early Years with Enterprise is looking at recruiting between 10-15 students.</p>
D2 Student Representative Business	
090.2017.SACDU	No Student Representative Business was discussed.
Part E: Other Business	
E1 Schedule of Business	
091.2017.SACDU	The next meeting will take place on Wednesday 07 March 2018.
E2 Other business	
092.2017.SACDU	No further business was discussed.

Confirmed by the Committee as a correct record and signed by the Chair:

Signed:

Date:

Report from the School of Events, Tourism and Hospitality Management School Academic Committee

Executive Summary

The School of Events, Tourism and Hospitality Management School Academic Committee met on 24th January 2018. Key points arising from the meeting are summarised as follows:-

Review of Semester One RPL Applications.

A summary of Admissions through RPL and the School log of RPL were received. It was noted that unsuccessful applications were not listed. The School are looking into whether there are any issues or whether anything further can be done to support applicants when applying for RPL.

Validation/Revalidation Schedule.

An updated schedule of this year's revalidations was received from Quality Assurance Services (QAS). The Academic Services Manager explained that secretarial support for validation and revalidation events was now provided by QAS and that dates for the events would shortly be provided to the School to allocate to individual courses.

Performance of School against KPIs.

A discussion was instigated that considered internal and external factors that influenced the achievement of KPIs.

Zero Tolerance: Sexual Harassment and Assault.

The Dean of School provided a verbal report explaining that Course Teams had been receiving student feedback regarding occurrences of sexual assault outside the University.

It was agreed that the School's role was to set a culture of tackling inappropriate behaviour inside the University and that the role of Course Teams and Academic Advisors was to continue to support, advise and signpost students to sources of further support.

The subject would be included in course "Welcome to Leeds" inductions and talks from the Campus Police Officer would be planned in earlier.

It was recognised that the Student Union website included detailed guidance and sources of support, as well as implications for inappropriate behaviour.

Action Requested

The report is for information.

Appendices

None.

Author

Name: Faye Thompson

Job title: Academic Services Manager.

Date: 2 March 2018.

Approval Route

2nd March 2018

Rhodri Thomas, Dean of School and Chair of the Events, Tourism, and Hospitality Management School Academic Committee.

19 MARCH 2018

School of Film, Music and Performing Arts School Academic Committee

Executive Summary

A summary of the proceedings of the third Film, Music and Performing Arts School Academic Committee meeting, held on 8th February 2018.

Action Requested

This report is for information. The Committee is invite to note the report.

Appendices

None

Author

Name: Pam Carter

Job title: Academic Quality Support Officer

Date: 12th February 2018

Approval Route

15 February 2018

Andrew Fryer, Dean of School of Film, Music and Performing Arts

Summary Report of the School of Film, Music and Performing Arts School Academic Committee

Introduction

The third meeting of the School Academic Committee took place on 8 February 2018. The Committee's proceedings are summarised below.

SUSTAINABLE DEVELOPMENT

1. Report from the Dean of School

- a) A ground-breaking ceremony for the new Creative Arts building had taken place with two photo calls, one of which included Richard Demarco. Richard was impressed with the performances and invited two groups to appear at the Edinburgh Festival. The School was looking at ways to fund the visit.
- b) A small number of staff had visited Birmingham Conservatoire to view their new performance facilities. The Chair had met with Estates to discuss the facilities required for predicted student numbers in the University's new Creative Arts building. A number of working groups have been set up to discuss the resource requirements and review specialist spaces.
- c) The School is currently placed fourth in the University regarding NSS responses received. A 100% response for BAH Dance and 87% response for BAH Performance was recorded. The Northern Film School confirmed the NSS would be launched for the film students during the forthcoming week.
- d) Applications for the School had achieved the highest conversion rate in the University (60%). The School would monitor the situation to ensure the Northern Film School did not over recruit. Unconditional offers to be given as soon as possible in the Performing Arts and Music & Sound subject groups.
- e) Although the School's budget was currently in deficit, this was due to the business model used, as the School was a high contributor to the University. It was noted that a review of the business model was underway.
- f) The Learning Support review was in the final draft stage and would be completed by the end of February 2018. If the proposal is acceptable, the School will be able to recruit three new posts in March 2018. A further review is required before the new building has been completed.

2. Course Portfolio

- a) Quality Assurance Services had approved the withdrawal of three Advanced Professional Diplomas and MA Music Technology.
- b) The newly approved MA Sonic Arts, MA Digital Music Practice and MA Songwriting & Production are to commence in September 2018.
- c) A small number of new course titles were discussed for delivery in either 2020 or 2021.

3. Risk Register

The Committee members discussed the risk register resulting in two areas, finance and staffing giving the School cause for concern.

SCHOOL PERFORMANCE

4. Course Performance Indicators
 - a) All three subject areas reported concerns regarding staffing and thought this may have a negative impact on the student experience.
 - b) The focus had been on progression and retention with some pleasing results from the NSS.
 - c) There had been a problem with re-engagement after the Christmas break but despite this, there had been some good feedback from those students attending the Futures Fest.
5. Research and Enterprise
 - a) Registered research student numbers exceed the KPI with a further intake in February 2018.
 - b) The REF audit was now complete; reports have been submitted to the School Leadership Team and the Research & Enterprise Committee.
 - c) A number of AHRC projects/bids were in development with a doctoral awards application being submitted in conjunction with AAD and CSH.
 - d) The Leeds Arts Research Centre website now has a system for regular updates and corrections.
 - e) MA Documentary Filmmaking graduates will lead students in developing a promotional film for Leeds City Council generating income of £3,000.
 - f) MA Documentary Filmmaking students and graduates continue to work with the Harrison Bundy Carnival Troupe celebrating 50 years of carnival in Leeds generating £3,000.
 - g) CINAGE live had been performed at the Lebeme conference resulting in an invitation from Richard Demarco to take the performance to the Edinburgh Festival 2018.

6. Attendance Monitoring

A pilot scheme in Music & Sound to monitor engagement and attendance at Level 4 had been launched and if successful, would be rolled out to Levels 5 and 6, with the potential to adapt this for use across the School.

QUALITY AND STANDARDS

7. External Examiners
 - a) The External Examiner for the Postgraduate music awards to be approached to undertake the new awards as additional duties from September 2018.
 - b) An additional External Examiner was still required for BA (Hons) Filmmaking; the Course Director was taking action on this.
8. Validation and Review
 - a) The 6 year validation/re-validation schedule indicated three awards undergoing re-validation in 2018.
 - b) Response to recommendations for BA (Hons) Performing Arts and MA Choreography were presented for discussion.
 - c) Confirmed event reports were presented for BA (Hons) Entertainment Management and BA (Hons) Music Industries Management for information.

9. **Professional, Statutory and Regulatory Bodies**

An event for JAMES accreditation of new awards in Music & Sound would organised for 2019. The Course Director for BA (Hons) Filmmaking confirmed they were still awaiting an outcome from Skillset regarding accreditation.

10. **Monitoring Annual Review & Enhancement**

The Committee received Executive Summaries for all Postgraduate courses within the School. A number of issues were raised, mainly regarding high student numbers in the Music & Sound group and staffing in the Northern Film School due to retirement of staff.

11. **Quality Assurance Services Report**

- a) The Regulations Review was ongoing with a planned focus to undertake a wider review of assessment and feedback during the current academic year.
- b) The first draft of Teaching Excellence Framework briefings were under development. The School was holding discussions with a number of other Schools due to the overlap of subject areas.

ACADEMIC ENHANCEMENT

12. **Module Evaluations**

Staff agreed the results from phase 1 had not produced any meaningful data. Phase 2 was launched to run for two weeks but had no qualitative questions. It was thought there might be scope to change the questions for the next academic year.

13. **Student Representations**

No student representatives were able to attend the meeting.

REPORTS FROM OTHER COMMITTEES

14. **Academic Quality and Standards Committee**

A summary of the meeting held on 15th January 2018 was presented for information. No issues were raised by the Committee members.

15. **Research and Enterprise Committee**

A summary of the meeting held on 18th January 2018 was presented to the Committee. The Committee had no issues they wished to raise.

16. **Libraries and Learning Innovation Report**

- a) The Academic Librarian reported that the English Oxford Dictionary was now back on line.
- b) The Committee were informed that there was still some funding left for the ordering of new books but this would have to be used before April 2018.
- c) It was suggested that good dissertations should be made available online for students to use as a guide.

ANY OTHER BUSINESS

The Course Director asked if there were any updates, on which members of staff would be entered into the REF. The Chair replied that the Code of Practice would cover this when available.

Pam Carter
Academic Quality Support Officer
12 February 2018

19 MARCH 2018

Report from the School of Health & Community Studies School Academic Committee

Executive Summary

The meeting of the School Academic Committee was held on 6 February 2018. The proceedings of the meeting are summarised below.

Action Requested

The report is for information.

Appendices

None.

Author

Name: Sheila Casey
Job title: Academic Quality Support Officer
Date: 12 February 2018

Approval Route

12 February 2018 Sue Sherwin, Dean of the School of Health & Community Studies and Chair of the School Academic Committee

SUMMARY OF PROCEEDINGS

The meeting of the School Academic Committee took place on 6 February 2018. The Committee's proceedings are summarised below.

Annual review: Postgraduate and Collaborative Course Director/ Leader Executive Summaries 2016-17

- 1 The Committee received the postgraduate (16 reports for 28 courses) and collaborative (six reports for 11 courses) Executive Summaries for 2016-17. Each summary was reported by the Course Director or Head of Subject with the discussions concentrating on concerns, actions that required assistance, and areas of good practice or enhancement. This process informed the Dean's summary assurance report, which would confirm the satisfactory conclusion of the monitoring and annual review process for assurance purposes in the School.

Annual review: School action plan

- 2 The revised action plan and Dean's report would go to the School Management Team meeting on 14 February 2018 to be agreed and signed, so that they would meet the University deadline of 16 February. The action plan and report would be brought to the next School Academic Committee meeting. Any last minute timetable changes should be reported to the Academic Services Manager immediately as these were being monitored. Regarding the good practice of using the QuickScan screening test during induction, students were experiencing lengthy delays for the next stage when an issue had been identified. The School would look into this.

First degree classifications

- 3 There were six honours degree courses and one ordinary degree course running in 2016-17, and the 2016-17 data showed a 20% increase in the number of good honours on the prior year. The trend was showing an increase overall in the number of first class honours degrees. Regarding entry qualifications, the results were heavily skewed due to the entry qualifications of over 50% of our graduates being in the 'not in the standard tariff population' group.

Course data summary for operational processes, semester one

- 4 Course data was provided for Recognition of Prior Learning applications, Academic Integrity cases, Mitigation requests, and Fitness to Practise cases.

Validation, revalidation, collaboration and Professional, Regulatory and Statutory Bodies (PSRBs) events/activities 2017-18 and 2018-19

- 5 The events schedule ran from December 2017 to November 2018 for course delivery in September 2019. The set dates for the School for revalidation events had recently been received from Quality Assurance Services and our revalidation events were currently being matched to dates.

School level modification for approval

- 6 FdSc Nursing Associate pilot course: following information released on 5 January 2018 from Health Education England, all Nursing Associate courses in England needed to reduce their programme hours to 3,000 hours, equating to a 40 week per year programme. The course team have reduced the placement hours across L5 (the final level running in 2017-18) and merged the L5 Preparation

for Nursing Associate Clinical Practice and the L5 Communication modules, into one 40 credit L5 Preparation for Nursing Associate Clinical Practice module. The modification was approved.

School External Examiners update

- 7 All courses had examiners in place except the two new Wakefield College courses, and the College and Link Tutors were actively seeking new examiners. Of the current 25 examiners in the School, 11 would come to the end of their tenure in October 2018. All relevant Course Directors and Link Tutors had been contacted regarding new appointments, and the School Lead for External Examiners would be arranging meetings shortly with relevant staff to discuss how the new proposals were progressing, bearing in mind the upcoming deadlines for the External Examiners Scrutiny Group.

Education Strategy Developments

- 8 *Academic Skills sessions:* Attendance at the drop-in sessions were being reviewed to see whether embedded, subject-focused skills may be beneficial for particular courses.
- 9 *Spring DEAP forum:* The forum, 'Developing Students and Challenging Students', was taking place on 22 March 2018 at City Campus.
- 10 *Learning pathway:* There was an increased focus on the learning pathway in relation to the learning and teaching service offered by the Centre for Learning and Teaching in relation to support and resources, academic innovation, and for research. The Centre continued to provide focused support to course teams for validation and revalidation activities.
- 11 *Student Experience Team:* This new team for 2017-18 provided frontline support for student enquires and also was supporting students in accessing the professional services.

Quality Assurance Briefing paper November 2017

- 12 The School Academic Committee was asked to provide feedback to Quality Assurance Services on the regulatory review assessment and feedback priorities for 2017-18. Staff were asked to forward any comments to the secretary and Alan Smith, and a school response would be submitted. The priorities included a review of existing assessment strategies, philosophies and principles, including marking conventions; the process and mechanics associated with assessment and feedback; and the Regulations to ensure they were aligned with the emerging proposals from the Regulations Review Group.

School research activities update

- 13 *School research afternoon event:* This event on 18 January 2018 was well received and some very positive feedback on the usefulness of the event has been received. As a learning point, the School may need to consider how to gain a broader reach across the academic staff, as many attendees were already research active.
- 14 *New doctoral students:* The School welcomed five new PhD students this semester who were inducted on 2 February 2018.
- 15 *Research student entitlements and conference attendance:* A flowchart of entitlements to support students and supervisory teams was being produced in the School. This flowchart would be circulated in due course. It was hoped that students could access available desks in the subject groups rooms of their Director of Studies or supervisors when coming into the University.

- 16 *ORCID (Open Researcher and Contributor ID):* This was an international digital identifier for researchers/academic staff. The identifier was unique to the staff member and changing institutions or names would not affect it. Around 50% of the School already have this identifier. It was becoming more common now for funders and journal publishers to insist academic staff have an identifier. Staff have been asked to consider registering if they have not already done so. The REF was strongly encouraging an ORCID to be provided for all category A submitted staff.
- 17 *Research Excellence Framework-related funding:* There were funds available for UoA 3 in relation to Open Access publishing and conference attendance. This information has been circulated across the School to eligible colleagues in the Unit.

REF 2021: UoA 3, Allied Health Professions, Dentistry, Nursing and Pharmacy update

- 18 *Research Excellence Framework 2021:* More information was being revealed about the rules for REF submissions. The ‘town hall’ meetings had taken place in January and University attendees would be feeding back on these shortly. The sub-Panel chairs were announced in December. Panels were being formed, meetings were taking place and information on each unit would be disseminated in due course. The definition of ‘significant responsibility for research’ was being discussed in the University, and further guidance on identifying such staff would be provided by the REF in the guidance on submissions and panel criteria. This was a key definition for influencing our planning for the REF submission. Further detailed guidance to institutions on preparing their submissions for the REF would be published in mid-2018.
- 19 *Output portability:* There was a transitional approach to the non-portability of outputs in REF 2021, whereby outputs may be submitted by both the institution employing the staff member on the census date and the originating institution where the staff member was previously employed when the output was demonstrably generated. Staff whose outputs were submitted who were no longer employed at the University would not be included in the ‘n’ value.
- 20 *Draft environment statement and impact case studies:* Directors of Research have been asked to produce a draft environment statement and draft impact case studies for the next Research & Enterprise Committee. The Professors and Readers would be contacted shortly regarding this and then other appropriate staff. There may be two or three impact studies from the School, on dementia and health promotion.
- 21 *Pedagogical research:* Staff who felt their outputs would come under education research rather than Social Policy, should contact the Director of Research for UoA 23 to discuss this.

Sheila Casey, Academic Quality Support Officer
School of Health & Community Studies
February 2018

19 MARCH 2018

Report from the School of Social Sciences School Academic Committee

Executive Summary

The meeting of the School Academic Committee was held on 08 February 2018. The proceedings of the meeting in relation to Quality and Standards are summarised below.

Action Requested

The report is for information.

Appendices

None.

Author

Name: Liz Phizackerley-Sugden
Job title: Academic Quality Support Officer
Date: March 2018

Approval Route

March 2018 Professor John Craig, Dean of School of Social Sciences

MAIN DISCUSSIONS

Post Graduate Executive Summaries

- 1 The Committee received the Postgraduate Course Leaders' Executive Summaries for 7 courses. Each Executive Summary was introduced by the Course Director or Head of Subject with a summary on their key performance indicators (KPIs) NSS results, and then discussions focused on actions which required assistance at School level, actions which required assistance at University or central services level and areas of good practice and/or enhancements.
- 2 The Course Directors and Heads of Subjects' overview of the courses and the Committee's discussions on all the executive summaries provided confirmation for the Academic Quality & Standards Committee of its consideration of the summaries. It also provided confirmation that there were plans in place to support both continuous improvement and the key performance indicators; the actions for consideration by the Academic Quality & Standards Committee relating to institutional level matters; and other support requested by the course teams.

Libraries and Learning Innovation 2016-17 Annual Report for School of Social Sciences

- 3 The Chair summarised the report and noted there had been an increase in the NSS Scores across the majority of subjects with an overall increase from 85% to 90% for Library resources. The report also showed good engagement across the School with Library services, in particular the use of VLE and resource lists. In addition, students had engaged positively with services such as Beckett Books Extra and Patron Driven Acquisition.
- 4 The Speech and Language Therapy and Criminology subjects had shown the highest NSS survey scores with good increases on the previous year. This had been achieved through the Heads of Subject, Course Directors and Course Teams working with students to:
 - (i) Positively encouraging students to read and engage with the library.
 - (ii) The attendance of the Academic Librarian at Induction.
 - (iii) Working more closely with the Academic Librarian
 - (iv) Strongly promoting skills for learning in marking and feedback to students and encouraging them to see academic librarian.
 - (v) The inclusion of online resource in reading lists and embedding the reading lists into course books.
 - (vi) Taking time in induction to advise students they need to undertake independent reading and why this was important to them and their studies
 - (vii) Better management of resources
- 5 The report detailed an action plan and the Chair sought agreement from the Committee. The members were happy to agree the action plan and noted the input of colleagues would be required in checking the value and relevance of current School specific subscriptions. They also noted that Course Directors who required further embedding of subject specific information skills tuition in courses should contact Library Services.

School Risk Register

- 6 The Chair led a discussion on the completed Risk Register for Social Sciences. The individual risk areas were addressed in the report in a broader format than would be used when the subject was discussed with the University.

School Level Modifications

- 7 There was a late modifications request received for the MA International and Political Economy, MA Peace and Development and MA International Relations courses with the removal of a shared module, and the proposal of an alternative module to replace it. The Head of Subject or Course Director spoke to the changes requested and provided detailed explanations to the Committee of the rationale.
- 8 The Modification was discussed and clarification sought where required. The committee were satisfied that the modifications were necessary and would enhance the student experience and were in response to a pressing need or student feedback.
- 9 The Committee agreed that the proposals be approved.

REPORTS

The Committee received the following reports:

- 1 Post Graduate Executive Summaries
- 2 Libraries and Learning Innovation 2016-17 Annual Report for School of Social Sciences
- 3 School Risk Register
- 4 Student Forum Meeting Report
- 5 School Level Modification

Reports from Academic Board, Academic Quality and Standards Committee, Research and Enterprise Committee, Equality and Diversity Committee

19 March 2018

Report from the Carnegie School of Sport School Academic Committee

Executive Summary

The meetings of the School Academic Committee held on 15 February 2018. The proceedings of the meetings are summarised below.

Action Requested

The report is for information.

Appendices

None.

Author

Name: Clare Prentice

Job title: Academic Quality Support Officer

Date: 07/03/2018

Approval Route

12/03/2018

Athanassios Bissas, Acting Chair of School Academic Committee
(15/02/2018)

REPORT FROM THE CARNEGIE SCHOOL OF SPORT SCHOOL ACADEMIC COMMITTEE

Introduction

1. The meeting of the School Academic Committee was held on 15 February 2018. The proceedings of the meeting are summarised below.

Chair and School Update

2. Curriculum Developments: Dean of School and Heads of Subject had met with Course Directors looking at diversifying the portfolio and curriculum. Subject areas were asked to discuss further and produce Business Cases for proposed provision, for September 2019 delivery. Other courses would be explored for validation at a later date.
3. TEF Subject Level Pilot: A paper and agenda item was included for discussion, which provided an update to the School Academic Committee (paper reference SACDW-2017-078).
4. Learning Support Services Review: The first meeting had taken place on the 31st January 2018, which included HR, the Dean of School, and line managers. There will be a consultation period with proposals of a new structure to follow.
5. CTAR New Build: Financing for the new build had been agreed and given the green light, and was currently awaiting planning permission to be granted. Whilst there was an initial delay in the commencement of the construction, the schedule remains for the building to be delivered for November 2019.
6. School Academic Advisory Programme: Course Directors to review for 2018/19.

Quality Assurance Activities

7. Validation and Re-validation Schedule: The validation of any proposed new provision would take place during the cycle of validation from December 2017 – November 2018, for new provision to commence from September 2019.
8. The School Academic Committee was asked to note the School's formal request to postpone all Postgraduate revalidation activity until 2019/20 was now confirmed by Quality Assurance Services and activity was deferred as requested.
9. External Examiners Reports & Responses 2016/17: All responses to external examiner reports had been received with the exception of MSc Physical Activity and Health. The Course Director, MSc Physical Activity and Health confirmed the response was being completed in conjunction with the Course Leader and would be submitted following the Committee.
10. Course Level Modifications: The School Academic Committee received a summary of Course Level Modifications, which had been approved by Heads of Subject, for information.

11. **New Course Proposals:** The Committee received Business Case Pro-forma's for the following proposed new provision:-
 - (a) MA Sport Development and Administration
 - (b) BSc (Hons) Sport Performance
 - (c) BSc (Hons) Nutrition, Health, Sport & Exercise
12. The School Academic Committee agreed to approve the proposals, subject to some minor amendments.

Major items of discussion

Student Representatives' Business

13. The School Academic Committee put it to the student representative whether the proposed new provision would be appealing. The student representative noted that the BSc (Hons) Nutrition, Health, Sport & Exercise sounded broad and felt the combination of subjects may not seem appealing to some students who wanted a clear focus on particular subjects or strands.
14. The student representative reported the issues, reported at the last School Academic Committee, had been addressed and feedback from students noted this was received positively.
15. The student representative reported an issue with a specific L6 Nutrition module on the BSc (Hons) Sport and Exercise Science course whereby students felt misled in the content they should revise to prepare them for the exam and subsequently a large number of students failed the exam. The Head of Subject, Sport and Exercise Nutrition with Physical Activity, reported a detailed response was received from the module leader, which would be reviewed by the subject group and the External Examiner could consider whether any disadvantage is identified further appropriate action could be taken.
16. NSS: The student representative confirmed to the Committee approximately 5 communication emails had been received in relation to completing the NSS. The Committee noted the number of emails may discourage students in completing the NSS.

PG Executive Summary Report

17. The School Academic Committee received a report, which summarised Course Level Postgraduate Executive Summaries, External Examiner reports, and Course Leader responses. The report summarised issues identified from the Course Level Executive Summaries and areas of good practice. The School Academic Committee received and acknowledged the contents of the report.
18. The Committee received the Postgraduate Executive Summaries for 5 postgraduate courses. It was noted the Dean of School was required to provide an assurance that standards were being met in relation to the School KPI's, DLHE and Student Voice. This assurance would be provided to the Academic Quality and Standards Committee following the School Academic Committee. Each Course Director was invited to present their Course Level Postgraduate Executive Summary to the Committee.

Module Evaluations

19. The paper reported part 1 of the semester 1 module evaluation ran from 27 November to 15 December and achieved a response rate of 28%. Qualitative comments were not captured in this year's survey. Part 2 was scheduled to take place w/c 19th February and will survey Level 4, 5 and 7 students only allowing for level 6 students to focus on the NSS. Part 2 will run for one week and module leaders were not expected to facilitate in class.
20. The semester 2 survey will take place w/c 16 April for 3 weeks. The survey will take place as one survey with all 8 questions being asked. Module Leaders will be asked to facilitate the survey in classes.

TEF Subject-level Pilot

21. The paper provided an update on the TEF Subject-level Pilot, and included the most recent draft of the supporting narrative for the subject area Sport & Exercise Science. This was the third formal draft of the subject area narrative, which has been refined over a period of three months with substantial input from a number of Heads of Subject internal and external to the School. The narrative forms part of a Subject-level statement to represent Medical and Health Sciences, which is comprised of the following subject areas in addition to our own:
 - a) Bioscience
 - b) Nursing
 - c) Psychology
 - d) Subjects Allied to Medicine

The final draft of the overall Subject-level statement will be submitted for internal approval and sign-off on Friday 16 February 2018.

22. Participating in the pilot would provide valuable experience in submitting for the TEF, how it may affect the current status, and provide a strategy to tackle weaker areas. The School Academic Committee wished to extend their thanks to Head of Subject, Sport and Exercise Psychology and colleagues who have contributed and assisted with putting the statement and submission together.

Employability Report

23. The Employability Report provided an update on employability developments and priorities of the Employability Steering Group and the establishment of Enhanced Employability Action Plans for target courses.
24. The key strategic aims in respect of Graduate Employability were: -

- a) Development of internal partnerships with Business Engagement and Student & Graduate Futures
 - b) Raising the profile and outcomes of DLHE for Sport and Exercise Science, Physical Education and Sport Coaching courses through the establishment of an Enhanced Employability Action Plan for the School of Sport.
25. The report provided detail of the steering group activity to date. The Employability Steering Group proposed the establishment of Employability Liaison Service Role to work with Course Directors, Course Leaders and Academic Advisors to ensure the employability strand was embedded in the curriculum to maximum effect. This role holder was also expected to work with level 6 Academic Advisors to develop an exit interview process to ensure we support students with employability matters as they approach the end of their studies.
26. Five key areas of responsibility:-
- a) Ensuring coherence of Employability Stand through the curriculum.
 - b) Working with Business Engagement Service and Student & Graduate Futures to ensure the School benefits optimally from the services offered at a university level.
 - c) Growing the School Employer links and partnerships and provide discipline representation in engagement activities with these stakeholders.
 - d) Ensuring successful roll out and sustainability of Carnegie SoS Internship programme
 - e) Building better connections with our alumni.
27. The report also noted the Key Steering Group activities for 17/18, which have been agreed as:-
- a) Work with CDs to measure uptake and interest in employability related opportunities and curriculum activities.
 - b) Development of Student Employability Journey/Calendar of Events/Student Employability Enrichment Programme
 - c) Development of Carnegie School of Sport Internship Programme to be launched at an April Employability Event
 - d) Better alignment of Academic Advisor Role with employability related activity across all levels (intro to volunteering @ L4, employability module @ L5, career/employment exit interview @ L6)
28. The Chair of the Employability Steering Group was working with representatives from Business Engagement and Graduate and Student Futures on the development and implementation of an Enhanced Employability Action Plan for the School of Sport.

Masters Outcome Awards

29. The School Academic Committee discussed Masters Outcomes Awards. Following exam boards in November it has become apparent very good students, with more than 50% of marks in Distinction category, were graduating with Merits, as only the awards based on percentage was worked out. As Chair of the Exam Board, Course Director Sport Studies, was asked to seek further guidance on whether this could be addressed. It was raised at the Regulatory Review Group and advised changes could be made through a series of modifications.

30. It was agreed a paper with supporting examples or case studies, should be presented to the School Academic Committee for discussion and further consideration.

Author

Clare Prentice, Academic Quality Support Officer, 7 March 2018

Schedule of meetings and business 2017/18

Executive Summary

The report presents the Committee's schedule of meetings and business for 2017/18.

Action Requested

The report is for information. The Committee is invited to note its schedule of meetings and business for 2017/18.

Appendices

None.

Author

Name: Stuart Morris
Job title: Senior Governance Coordinator
Date: 08 March 2018

Approval Route

n/a

Academic Quality & Standards Committee schedule of business 2017/18

16 October 2017	15 January 2018	19 March 2018	11 June 2018
Validation / Re-validation Report	Annual Report on Key Indicators: <ul style="list-style-type: none"> • First Degree Classifications • Academic Appeals & Student Complaints 	Validation / Re-validation: Report on outcomes	Academic Assurance Report (including annual report on non-completion/progression)
Audit Activity Report	Student Representation Report	Collaborations Strategy	Student Voice
Academic Assurance Report (Including: Report from Schools - Ug / Collaborations & partnerships – Ug) APR	External Examiner Pg Awards Annual Report	Academic Assurance Report (Including: Report from Schools - pg / Collaborations & partnerships – pg)	PSRB Register
PSRB Activity Report	Validation and Review Update	Annual Report on Collaborative Provision	Development of Academic Regulations
Annual Report on Academic Misconduct	Teaching Excellence Framework (TEF) Subject Level Pilot	Teaching Excellence Framework (TEF) Subject Level Pilot Submission	Module Evaluation Report Semester I
External Examiner Ug Awards Annual Report	Consultations: <ul style="list-style-type: none"> • Office for Students (OfS) consultation • Quality Code consultation 	Fitness to Study Policy and Procedure (first draft overview)	Fitness to Study Policy and Procedure (final version)
Student Surveys Report (NSS & DLHE)			
Module Evaluation Update			
Quality Policy & Assurance Framework			
Pearson Institutional Review Report			
TEF Subject Pilot Process			
Standing items			
Membership & terms of reference (first meeting only)	Report from the Chair	AQSC Action Plan	
Declarations of interest	External Examiner Appointments	Education Strategy Developments	
Minutes of the last meeting	Student Union Update	Admissions Exceptions: <ul style="list-style-type: none"> • Exceptions to admissions criteria • English language proficiency for collaborative provision 	
Matters arising	Reports & Minutes from School Academic Committees (AQSC summary & RES Summary)		
Schedule of business	Academic Planning & Collaborations Group Minutes / Report		

