



AGENDA for the Monday 10 June 2019 meeting.

The Academic Quality & Standards Committee will meet on Monday 10 June 2019 at 2pm in Room G07, Old Broadcasting House, City Campus.

A1	Apologies		Chair
A2	Declarations of interest		Chair
A3	Minutes of the last meeting held on 18 March 2019	AQS-2018-070 CONFIDENTIAL	Chair
A4	Matters arising	AQS-2018-071 OPEN	Secretary
A4 (b)	Terms of Reference and Membership	AQS-2018-071 (b) OPEN	
A5	Report from the Students' Union	AQS-2018-072 OPEN	C Hind
A6	Chair's Report	Verbal report	Chair

Part B: Quality and Student Matters	Paper	Led by
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B1	Academic Assurance Report	AQS-2018-073 CONFIDENTIAL	B Colledge
B2	AQSC Action Plan	AQS-2018-074 CONFIDENTIAL	B Colledge
B3	Assessment and Classification Report	AQS-2018-075 CONFIDENTIAL	K Curwen

Part C: Strategy, Policy & Process	Paper	Led by
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C1	Education Strategy Developments	Verbal report	Chair
C2	External Examiner Appointments	AQS-2018-076 CONFIDENTIAL	L Jones

C3	Development of Academic Regulations	AQS-2018-077 CONFIDENTIAL	B Colledge
C3(b)	Changes to the Attendance Monitoring Policy and Procedure	AQS-2018-077 (b) CONFIDENTIAL	
C4	Mapping to QAA Quality Code	AQS-2018-078 CONFIDENTIAL	K Curwen
C5	PSRB Register	AQS-2018-079 CONFIDENTIAL	K Curwen
C6	Module Evaluation Report 18/19	AQS-2018-080 CONFIDENTIAL	L Jones
C7*	Admissions Exemptions	AQS-2018-081 OPEN	L Jones
C8*	Regulatory Exemptions	AQS-2018-082 OPEN	L Jones

Part D: Annual Reports	Paper	Led by
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D1	HESA Non-continuation 2017-18	AQS-2018-083 CONFIDENTIAL	B Colledge
D2	Non-credit Bearing Provision Register	AQS-2018-084 CONFIDENTIAL	B Colledge

Part E: Reports from Committees / Groups	Paper	Led by
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E1*	Academic Planning & Collaborations Group Report	AQS-2018-085 CONFIDENTIAL	B Colledge
E2*	School Academic Committee Reports (a) Art, Architecture & Design (to follow) (b) Built Environment & Engineering (c) Carnegie School of Education (d) Carnegie School of Sport	AQS-2018-086 OPEN	School Representatives

(e) Computing, Creative
Technology &
Engineering

(f) Clinical & Applied Sciences

(g) Cultural Studies & Humanities

(h) Department of Languages

(i) Events, Tourism, & Hospitality
Management

(j) Film, Music & Performing Arts

(k) Health & Community Studies

(l) Leeds Business School

(m) Leeds Law School

(n) Leeds School of Social
Sciences

Part F: Other Business		Paper	Led by
F1*	Academic Quality & Standards Committee schedule of meetings & schedule of business 2019/20	AQS-2018-087 OPEN	Secretary
F2*	Date of next meeting: 2pm on Monday 14 October 2019	No paper	

**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 paper provides an update on matters arising and on matters from previous meetings of the Committee that are not otherwise covered by items on the agenda for this meeting.

Action Requested

The report is **for information**. The Committee is asked to note the report.

Appendices

Schedule of Actions

Author

Name: Kay Hartley
Job title Quality Officer
Date: 23/05/2019

Introduction

1 This report summarises matters arising from the meeting of Academic Quality and Standards Committee held on 18 March 2019

Minute	Action required	Progress
039.2018.AQS	<p><i>Arising from minute 071.2018.AQS</i></p> <p>That the Carnegie School of Education were still to provide a qualitative response to the attainment of good honours degrees in their schools.</p>	This will be tabled on the day
040.2018.AQS	<p><i>Arising from minute 071.2018.AQS</i></p> <p>That the University Registrar's Office complete further impact analysis of the University's recent regulatory change to classification methodology and undertake further quantitative analysis of the changes in degree outcomes over time, in light of the Office for Students report, December 2018.</p>	Report has been included in the papers – Assessment and Classification Report
041.2018.AQS	<p><i>Arising from minute 091.2018.AQS</i></p> <p>One report was outstanding for a taught postgraduate examiner</p>	<p>The report has now been received. 100% of reports confirm</p> <ul style="list-style-type: none"> • the academic standards we set for our awards are appropriate (100%); • the standards of student performance are comparable with similar courses in other UK institutions (100%); and • the processes for assessment, examination and the determination of awards are sound and fairly conducted (100%).

042.2018.AQS	<p><i>Arising from minute 093.2018.AQS</i></p> <p>(b) Two Deans Annual Summary reports were due from School of Computing and Department of Languages</p>	<p>The PGT Annual Review report from CCTE and from Dept. of Languages have now been received.</p> <p>From the reports we have received there are no new actions which need escalating to the AQSC action plan and nothing to suggest that the key assurances have not been met</p>																
043.2018.AQS	<p><i>Arising from minute 126.2018.AQS</i></p> <p>It was noted that Collaborative students' outcomes indicate a similar proportion of good honours degrees attained in 2017/18 when compared to the % of good honours degrees achieved by UK students which for both full time and part time students. Where there were exceptions to this it was recommended that further information is obtained from the School and collaborative partner in these cases to explain the contextual factors that may have contributed to this.</p>	<p>The data on Good Honours at the British College is being discussed with the School and The Registrar's Office. The British College have not achieved 85% Good Honours Degrees for the third year running as suggested in the report.</p> <p>The Collaborative Report incorrectly suggested that a high level of Good Degrees had been achieved at The British College for three years running.</p> <p>The following Outturns have been achieved:</p> <table border="1" data-bbox="1227 1054 1995 1337"> <thead> <tr> <th></th> <th>15/16</th> <th>16/17</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>Awards</td> <td>102</td> <td>122</td> <td>107</td> </tr> <tr> <td>Target Award Achieved</td> <td>97.1%</td> <td>97.5%</td> <td>100%</td> </tr> <tr> <td>Good Honours</td> <td>63.4%</td> <td>66.4%</td> <td>79.4%</td> </tr> </tbody> </table>		15/16	16/17	17/18	Awards	102	122	107	Target Award Achieved	97.1%	97.5%	100%	Good Honours	63.4%	66.4%	79.4%
	15/16	16/17	17/18															
Awards	102	122	107															
Target Award Achieved	97.1%	97.5%	100%															
Good Honours	63.4%	66.4%	79.4%															

		The report will be amended to reflect this, however, further information will still be obtained from the School and collaborative partner to explain the contextual factors that may have contributed to the significant increase in Good Honours from 2016/17 to 2017/18.

Conclusions and recommendations

Not Applicable at this stage



Terms of Reference and Membership

Executive Summary

The paper presents the Committee's Terms of Reference and proposed membership profile for 2019/20

Action Requested

The Committee is invited to receive this report and approve the terms of reference and nominees for 2019/20

Appendices

Appendix A – Terms of Reference 2019

Appendix B – Proposed Membership 2019/20

Author

Name: Kay Hartley

Job title: Quality Officer

Date: 29/05/2019

Approval Route

30 May 2019 *Barbara Colledge, University Registrar*

<Date><Month><Year> <Approving Person / Body>

<Date><Month><Year> <Approving Person / Body>

Terms of Reference and Membership

Introduction

1. This Paper presents the terms of reference and membership profile for Academic Quality and standards Committee from the 2019/20 academic year, noting changes to membership, as applicable.

Terms of Reference

2. The Academic Quality & Standards Committee is responsible to the Academic Board for overseeing the academic quality, standards and enhancement of the University's taught courses.
3. The Terms of Reference set out the main responsibilities, delegated authority and membership profile of the committee.
4. No changes for 2019/20 are proposed to the 2018/19 Terms of Reference.

Membership Profile

5. The expiry of the term of office for a number of nominated members of the committee is approaching. Deans of Schools and key service stakeholders have been contacted for their nomination for the next term. These can be found in appendix B of the report.
6. Non-ex-officio members, usually hold their term of office for three years and can hold up to three terms of office consecutively. Students' terms of office should normally be one year.
7. In the case of the nominated member for Carnegie School of Sport a term of office for one extra year has been requested in the first instance.
8. Further changes may be required to the membership profile once the following changes are in place and proposals for any revisions will be presented to AQSC during 2019/20.
 - (a) The Leeds School of the Arts will be formed through the merger of the current Schools of Art, Architecture and Design and Film, Music and Performing Arts, and the subject group Creative Technology, which is part of the School of Computing, Creative Technology and Engineering.
 - (b) The School of Built Environment, Engineering and Computing will be formed through the merger of the School of Built Environment and Engineering and the Computing and Engineering Subject Group which are part of the School of Computing, Creative Technology and Engineering.
 - (c) As a result of the creation of these two new Schools, the School of Computing, Creative Technology and Engineering will not continue in its current form from 31 July 2019.

Conclusions and recommendations

9. The Committee is invited to receive this report and approve the terms of reference and membership, provided at appendix A and B for 2019/20.

Kay Hartley
Quality officer
29 May 2019

Terms of reference

Appendix A

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

The Committee's main responsibilities are to:

- (a) advise the Academic Board on the development, review, and implementation of the Academic Principles & Regulations, quality assurance framework and associated policies and procedures for taught provision in light of developing national and international expectations regarding quality assurance including the UK Quality Code for HE;
- (b) maintain oversight of academic quality and standards and the implementation of the University's academic quality assurance framework including partnerships and collaborative provision;
- (c) maintain oversight of the School Academic Committees in relation to the implementation of the University's academic quality assurance framework in Schools, and to receive regular reports from the Schools concerning academic quality, standards and the enhancement of taught provision;
- (d) promote good practice in the management of quality and standards for taught provision.

Delegated Authority

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

- (a) approve exceptions to the Academic Principles & Regulations;
- (b) oversee the implementation and development of the course approval, monitoring, and review processes for taught provision;
- (c) approve an annual quality report from each School ensuring that actions are effectively implemented and consideration given to common issues;
- (d) approve an annual report to the Academic Board on the management of academic quality and standards for taught provision, identifying any institutional matters for consideration and resolution;
- (e) oversee preparations for all external audits and inspections of taught provision, consider the outcomes, and monitor the implementation of any recommendations;
- (f) maintain oversight of the external examiner appointments for taught provision;

- (g) maintain oversight of the academic integrity process and its outcomes;
- (h) maintain oversight of the academic appeals & complaint processes for students and their outcomes.

Delegation

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

Membership Profile

Members [20]

Quorum [10]

- Deputy Vice Chancellor Academic (Chair) [1] – Ex-Officio
- A nominee of the Students' Union [1] – Nominated*
- School representatives [13] – Nominated**
- Director of Libraries & Learning Innovation [1] – Nominated***
- Director of the Centre for Learning & Teaching [1] – Ex-Officio
- University Registrar [1] – Ex-Officio
- Director of Student Services [1] – Ex-Officio
- A nominee of the University Secretary [1] – Nominated****

* Nominated by the Students' Union

** Nominated by Deans of School

*** Nominated by the Director of Libraries & Learning Innovation

**** Nominated by the University Secretary

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

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

The Constitution of the Committee is made by resolution of the Academic Board on 04 July 2018.

Membership [20]

Quorum [10]

<u>Position</u>	<u>Current Member</u>	<u>Nomination 2019 onwards</u>	<u>Start of term of office</u>	<u>Expiry of term of office</u>
<u>Deputy Vice Chancellor Academic (Chair) [1]</u>	Professor Phil Cardew	N/A	n/a	
<u>A nominee of the Students' Union [1]</u>	Charlie Hind	Sherry Iqbal	30/06/2019	30/06/2020
<u>School Representatives [13]</u>				
1 School of Art, Architecture and Design	Ian Truelove	Ian Truelove	31/08/2019	30/06/2022
2 School of Cultural Studies and Humanities	Professor Andrew Cooper	Jessica Van Horssen	31/08/2019	01/07/2022
3 School of Built Environment and Engineering	Jim Durrant	Jim Durrant	31/08/2019	02/07/2022
4 School of Computing, Creative Technology and Engineering	Lesley Earle	Lesley Earle	31/08/2019	03/07/2022
5 School of Film, Music and Performing Arts	Sarah Roe	Still in Tenure	19/03/2018	31/08/2021
6 Leeds Business School	Joanna Smith	Gareth Robertshaw	31/08/2019	03/07/2022
7 Leeds Law School	Melissa Askew	TBC	31/08/2019	03/07/2022
8 Carnegie School of Education	Dr Caroline Bligh	Dr Caroline Bligh	31/08/2019	03/07/2022
9 Carnegie School of Sport	Jeff Abrams	Jeff Abrams	31/08/2019	30/06/2020
10 School of Events, Tourism and Hospitality Management	Dr Peter Robinson	Still in Tenure	01/09/2018	31/08/2021
11 School of Clinical and Applied Sciences	Dr James Milligan	Dr James Milligan	31/08/2019	
12 School of Health and Community Studies	Alan Smith	Still in Tenure	16/10/2017	31/08/2020
13 School of Social Sciences	Professor John Craig	Professor John Craig	31/08/2019	03/07/2022
<u>A nominee of the Director of Libraries & Learning Innovation [1]</u>	Wendy Luker	Jo Norry	31/08/2019	03/07/2022
<u>Director of the Centre for Learning & Teaching [1]</u>	Professor Ruth Pickford	Professor Ruth Pickford	n/a	
<u>University Registrar [1]</u>	Barbara Colledge	Barbara Colledge	n/a	
<u>Director of Student Services [1]</u>	Priscilla Preston	Priscilla Preston	n/a	
<u>A nominee of the University Secretary [1]</u>	Caroline Thomas	Caroline Thomas	31/08/2019	30/06/2022



Report from the Students' Union

Executive Summary

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

Action Requested

This report is for information. AQSC is invited to note the report.

Appendices

None.

Author

Name: Charlie Hind

Job title: VP Education

Date: 24 May 2019

Approval Route

24 May 2019

Charlie Hind

Report from the Students' Union

Introduction

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

Officer Objectives

Academic

2. Charlie presented his paper on Hidden Fees to Academic Board, who passed his proposal and have agreed to set up a working group to address the issue. Sherry Iqbal, Education Officer Elect will sit on the working group. Charlie also presented a proposal to reintroduce free language learning options, which was also passed by the Board.
3. Charlie also worked collaboratively with Ro Sewell, Vice President Equality & Diversity, to host the first My Racist Campus campaign which aimed to highlight BAME student experiences on campus and educate other around the BAME attainment gap. There was a lot of engagement with the campaign and huge support from BAME students. There have been constructive conversations with university staff going forward as to how to tackle the issue of institutional racism. Discussions have also been held with University senior management around embedding a centralised reporting system for instances of racism on campus as well as working to embed the BAME Ambassador scheme further to advise on inclusive practice.

Other

4. Jack Harrison, Students' Union President, has continued to host Give It A Go events. This year Give It A Go has engaged with over 500 students through a range of activities. Jack is now in the stages of planning next year's events as he will not be at Leeds Beckett Students' Union to carry on this work.
5. Regarding his Lights in Beckett Park objective Jack is reaching out to local businesses for assistance in the creation of his proposal for approval from local residents' groups. He is also working on a campaign video to incorporate both residents and students to forge a sense of community that currently feels lost between the groups.
6. Jack continues to support Jess's Safer Drugs objective, Aidan's cheaper sport objective and Ro's autism inclusion objective.
7. Charlie will be continuing his fairness for student workers objective next year in his position as Union Affairs Officer. He plans to create an accreditation scheme for businesses to sign up to.
8. Jess Carrier, Vice President Welfare & Community, has organised monthly sexual health testing to be available in the SU spaces through external partners. Jess undertook two days of campaigning in February, which went well, baskets of contraception and Leeds Sexual

Health Practice timetables had good uptake and raised awareness of SU website content and available services. Jess is also working on an end of year event with Equals Society and our LGBT+ Students rep and Trans' Students rep.

9. Jess's Tenants Union objective has progressed well with the Union taking on some student cases. Jess is working with Unipol on many new projects for the end of term and the new academic year, including work around deposits and student homelessness.
10. Jess is continuing work on her paper on Safer Drugs Use and has organised a monthly drop in by Forward Leeds. There may also be a weekly clinic running to help students with drug related mental health problems.
11. Ro Sewell, Vice President Equality & Diversity, focused on Autism Awareness Week (1th-5th April) organising a number of activities, including working the Student and Graduate Futures team to run an interview skills workshop and employability drop-in for autistic students which was well received. They also hosted a series of interactive stalls using an oculus rift VR headset to educate students and staff about sensory overload and how to support those experiencing this. Ro also wrote an article with the University's autistic students' group, Spectrum, which can be found on our website.
12. An ongoing objective for Ro this year was to host an Equality and Diversity calendar of events to celebrate the diverse student body and share student's stories. Recently they shared student stories around LGBT+ History Month, personal experiences with autism for Autism Awareness Week, trans students' experiences with gender-neutral toilets for Trans Day of Visibility and experiences with racism for the My Racist Campus campaign. Ro is looking to embed this work as part of the union's Equality, Diversity & Inclusion Strategy.
13. Aidan Thatcher, Vice President Activities, hosted his last inter-society night of the year on 18th May. The event was hosted by International Society to celebrate Eurovision. This was held in the Hive with the students decorating the venue with different flags and providing pizza. The event went well with around 20 students attending and celebrating being international together.
14. Aidan has met with the Vice Chancellor, Peter Slee, to discuss his 'Bigger and Better Sports Offer' objective. He is looking to work together with the Vice Chancellor and the Athletic Union to examine the possibilities of making sports participation and engagement cheaper for students.
15. In April Aidan worked on the big fundraising challenge combined with the Raise and Give Society and the LBU swimming team. Over 50 people took part and cycled the equivalent of the length of the country on exercise bikes. In total they raised over £300 for Cancer Research UK.

Academic Representation Update

16. 232 students attended School Forums throughout the year, an increase on last academic year where 158 attended.

17. Academic representation at Leeds Beckett has seen improvements this year. This year we trained 470 course reps through 20 in-person sessions, an online session, and a bespoke distance learning session resulting in a trained course rep community of 511 reps in total this year.

18. The training was well received with:

- 92% of reps saying that training fully or partially prepared them for the role
- 96% of reps saying that the training was completely or partially engaging
- 90% of reps agreeing that they would recommend the role of course rep upon completing the training session

19. School Forums were more successful, both in terms of attendance and in the amount of feedback received, with over 850 pieces of feedback being submitted throughout the year. This was supported through:

- The introduction of an online feedback form for reps and students to use if they were unable to attend the Forum. 123 complete feedback surveys were submitted this year.
- Forums dates being added to student timetables, resulting in an increase in the number of students attending through general interest or not having/knowing a course rep on their course, and widening the opinions voiced in the Forums

20. The main area of improvement this year has been in the way that feedback has been acted upon, with a number of administrative improvements being made to the action plans for each School, to assist in the receipt of prompt responses. Some Schools are more effective at responding to feedback than others, and the absence of a Dean in some Schools has had a noticeable impact. However, completing the feedback circle is an area that universally needs improvement and we are keen to work with all Schools to improve how their actions as a result of student feedback are publicised.

21. Plans for the next academic year will be determined throughout the summer months but will include:

- Further improvement of course rep training, based on the helpful feedback was received.
- A review of how the programme works for areas of the University, such as the Department of Languages.
- Development of communication around what happens with the feedback once it is submitted and completing the feedback circle.

School Forum Feedback

22. The themes below summarise the student feedback raised in the final round of School Forums held throughout April. The feedback corresponds to the different areas on the School Forum agenda. The actions being taken to address student feedback are included in individual School Action Plans. The School Teams and the Student Voice Team work collaboratively to keep all progress up to date.

23. Over the summer months a report will be written for each School detailing student feedback received throughout the year and the impact this has had, therefore it is imperative that the School Action Plans are up to date by the 16 June, so successes can be communicated to students.
24. Positive feedback received for individual staff members and for practices within Schools and Services can be found in the individual School Action Plans available on the Students' Union website.
25. **Teaching & Learning.** The feedback received from students in relation to their teaching and learning was focused on course issues, contact time, support and resources. Examples of the issues raised include:
- Course issues
 - i. Criminology students noted that the content on the 'Punishment' module was dense and was delivered very fast by the lecturer.
 - ii. Tutorial groups for Level 5 Computer Forensics and Security students have been merged in Semester 2 and although this has been effective, students would have appreciated having this information earlier.
 - iii. Accounting & Finance students fed back that some staff members were not as good at explaining content.
 - iv. Physiotherapy students commented that some of their lectures can be very repetitive and this is resulting in poor attendance and less motivation to engage.
 - Contact time
 - i. Students within the Leeds School of Social Sciences had concerns over contact time with academics, this was noted for the Mental Health module and Criminology course. They commented that there was limited contact outside seminars and office hours were only being provided during assignment submission periods.
 - ii. Film Production students commented that they did not have enough lecture time and this meant they were not having enough time to practice and use the equipment.
 - Support
 - i. Students studying Criminology and Psychology raised issues with their dissertation supervisors commenting that they felt intimidated. They also fed back that some supervisors were altering student's dissertation questions, so students did not feel in control of their project.
 - ii. Students studying Entertainment Management commented that it was difficult to find an industry placement and it would be useful if the School had collaborative partnerships to address this.
 - Resources
 - i. Built Environment and Engineering students requested that all software required for modules be offered on the University computers, this was reference to the Highways module.

- ii. It was fed back that Computing, Creative Technologies and Engineering students were having problems accessing the 'Hackitivity' platform for their weekly assignments with access being shut off without warning.

26. **Assessment & Feedback.** Feedback on assessments was concerned with feedback quality, information and organisation and deadlines. Examples of the issues raised include:

- Feedback quality
 - i. Students studying International Relations & Peace Studies noted a lack of written feedback for their 'Global Inequalities' module.
 - ii. MA Architecture students commented that feedback can be vague and they do not have enough contact time to discuss their feedback in depth.
 - iii. International Business students raised an issue with the quality of feedback, they commented that their last set of grades were released without feedback leaving students unclear on why they achieved their grade.
 - iv. Primary Education students commented that they wanted more substantial feedback to be able to fix major problems with their work.
 - v. Events Management students noted that feedback from the 'Professional Event Practice' module was not constructive.
- Information and organisation
 - i. LLB Law students noted that student groups had varying amounts of time, from 1 to 3 weeks to prepare for the 'Equity' module assessment.
 - ii. MSc Occupational Therapy students commented that a recent assessment was poorly structured with false information included.
 - iii. Sport & Exercise students commented that tutors from different groups have been giving contradicting information regarding assessments.
- Deadlines
 - i. Biomedical Sciences students commented that assessments are not spread out and this increases the pressure at the end of term.
 - ii. Psychology students fed back that they had had multiple deadlines on the same day.

27. **Academic Support.** Students' feedback concerning academic support focused on the visibility of staff, communication and how support varies.

- Filmmaking students commented that they hadn't met their academic advisor and were finding scheduling this meeting themselves intimidating.
- Students studying Dietetics and Pharmacology commented that support varied between lecturers.
- Adult Nursing students commented that they sometimes feel unsupported as the systems in place do not suit January starters

28. **Organisation & Management.** Students provided feedback on the organisation and management of their course and this focused on timetabling, consistency and placements. Examples of the issues raised include:

- Timetabling
 - i. Criminology and Psychology students highlighted issues with timetables which can be difficult for commuting students.
 - ii. Students studying Adult Nursing commented that there had been a lot of last minute changes to their timetable and they were only being notified of these a few days in advance.
 - iii. Students studying Landscape Architecture fed back that there had been problems with their timetables not being issued until the first day of a new module and this caused problems for students with jobs or children.
 - iv. Students on the Primary Education course commented that the timetable is not efficient as they are only in for one session a day.
- Consistency
 - i. Students studying Film Production commented on the consistency of staff as many were freelancers and therefore not always up to date on School based issues. This also meant students had concerns about who to contact and how easy it was to communicate with these lecturers outside of teaching hours.
 - ii. Across the School of Clinical and Applied Sciences students commented that their lectures were being cancelled but they were not being notified which is particularly problematic for commuter students.
- Placements
 - i. Students in the School of Health and Community Studies commented that having block placements can be stressful for students. Others commented that students are having placements abroad when they cannot afford it and the cost is becoming a barrier.
 - ii. Students in the Carnegie School of Education fed back concerns about their placements as many were struggling. It was raised that some placements had refused students last minute and this has not filled students with confidence.

29. **Learning Resources.** Feedback was received from students about learning resources available, including feedback for the Libraries and Learning Innovation team and IT Services.

- Social Sciences students commented that it can be difficult for students to find articles via the Library search engine.
- Hidden Fees was raised as an issue across schools. Sociology and Events Management students highlighted the expense of printing dissertations, for example printing three copies resulted in a £60-70 fee.
- Students who were new to Leeds Beckett, both on the Counselling & Psychotherapy course and on Nursing, fed back that they required more guidance on the IT systems.
- Level 5 Computer Forensics and Security students noted being unable to find their grades online since the revamp of MyBeckett.

- Issues with the Wi-Fi were raised repeatedly across the Schools.

30. **Learning Community.** Students fed back on their experience of a learning community at Leeds Beckett and among their School/course. Examples of the issues raised include:

- Youth Work & Community Development students commented that they can feel isolated whilst on their placements.
- Students on the Responsible Tourism Management MA commented that there needs to be more opportunities for full-time and distance learners to meet as it is easy for distance learners to become isolated.

31. **Student Voice.** Student feedback for this part of the action plan focused on how they felt their suggestions had been addressed.

- Nutrition in Practice students fed back that module evaluations were too brief and they would like to be able to add their own thoughts to the feedback.
- LLB Law students noted the improvements they had seen for their 'EU Law' lectures since the last School Forum but that feedback had not been acted upon in other modules.

32. **Student Services.**

- A student fed back that getting support for dyslexia had been difficult and that this is not detailed in the Disability Services brochures.
- It was raised that students were having difficulty engaging with support from Disability Services whilst on placement.
- Business students fed back about the need for additional support for international students struggling with finding accommodation.
- Clinical and Applied Sciences students commented that they were having difficulties accessing Wellbeing Services especially due to the long waiting times. This was echoed by students in the School of Events, Tourism and Hospitality Management.

Course-based societies

33. The Students' Union are pleased to report that since the last meeting of the committee in March three new student-led course-based societies have been ratified. Two additional societies, LB News and Baby Step Magazine, have also been ratified. These are not entirely course based but are related to journalism, creative writing and media.

34. There are now 27 course-based societies at Leeds Beckett Students' Union and 5 societies are in the process of being set up.

Conclusions and recommendations

35. AQSC is invited to note this report.

10 June 2019

Exceptions to Admissions Criteria

Executive Summary

This report provides a summary of proposals for Exceptions to our standard University Admissions Criteria that have been received during the 2018/19 Academic year.

Action Requested

The Committee is invited to receive and note the agreed Exceptions to our University's standard admissions criteria presented in the report.

Appendices

Appendix A – Exceptions to Admissions Criteria received between 01 September 2018 and 29 April 2019 agreed by the DVC-Academic

Author

Name: Kay Hartley
Job title: Quality Officer
Date: 29/04/19

Approval Route

29/04/19 Professor Phil Cardew - Deputy Vice Chancellor (Academic)

<Date><Month><Year> <Approving Person / Body>

<Date><Month><Year> <Approving Person / Body>

Exceptions to Admissions Criteria

Introduction

1. This report provides a summary of the proposals for Exceptions to our standard University Admissions Criteria that have been received and approved during the 2018/19 Academic year.

Process

2. During development for course validation or re-validation, the Course Development Team may, if necessary, seek an exemption from our University Academic Principles and Regulations or student calendar. These are progressed and completed prior to the validation/re-validation event.
3. Although local arrangements should be discussed between the Dean of School and Pro Vice Chancellor - Business Engagement any Exceptions to Admissions relating to changes to IELTS or GCSE must be circulated to Key Stakeholders prior to an outcome being proposed.
4. A Summary of all exceptions received will be brought to each Academic Quality and Standards Committee for consideration and approval on behalf of Academic Board.

Exception Requests received and approved

5. A total of two exceptions to the Admissions Criteria had been submitted after the dates of 01 September 2018 which can be found at Appendix A for information. One was received from the School of Built Environment and Engineering, and one was received from the Leeds Business School relating to franchise delivery in Malaysia .
6. Due to the urgency of these exceptions to Admission Criteria it was agreed by Committee members that Chair's Action could be taken. As per the normal procedure all exceptions were circulated to Admissions, Marketing and International Office colleagues for their comments.

Conclusions and recommendations

7. The Committee is invited to **receive** and **note** the proposed exceptions to our University's standard admissions criteria noted in Appendix A

APPENDIX A

School	Subject Group	Prog Code(s)	Award Type	Course Title(s)	Exemption/Exception Category: Admissions, Regulations or UG/PGT Framework	Details of Request	Module Titles (if applicable)	Rationale	Academic Year Request Submitted	Date Effective From	Date Approved in School	Date Sent to QAS	Date to Stakeholders for Comments	Outcome	Date Approved	Date School/ Stakeholders Informed
Leeds Business School	Accounting & Finance	BACFA BBMGA	BAH	BA(Hons) Accounting and Finance BA (Hons) Business Management	Admissions	<p>The School proposes that the Malaysian University English Test (MUET) be accepted as evidence of English language ability. The School confirms that the proposed English language qualification will be suitable for admission to study the course and will provide students with the English language skills and competencies required to undertake the course, subject to the provisions below:</p> <p>The Malaysian University English Test (MUET) is a test of English language proficiency, largely for university admissions. The test is set and run by the Malaysian Examinations Council (which also runs the Sijil Tinggi Persekolahan Malaysia examination). MUET is largely recognised only in Malaysia and Singapore. However, there are still a small number of universities outside of Malaysia and Singapore which recognise MUET.</p> <p>Most candidates who sit for MUET do so to apply for admissions in public and private universities and colleges. MUET is a prerequisite in applying for admissions into all public universities and colleges in Malaysia. MUET is also accepted for admissions into most universities in Singapore including National University of Singapore, Nanyang Technological University and Singapore Management University, as well as a few universities outside Malaysia and Singapore such as University of East London, Manchester Metropolitan University, Hong Kong University of Science and Technology, Hong Kong Baptist University, Hong Kong Polytechnic University.</p> <p>The universities set different target band scores for different courses. For instance, most courses in the Malaysian universities set the minimal requirement of a Band 3 in MUET, while students who want to study Medicine, Law, TESL, English Linguistics, and English Literature are required to obtain at least a Band 4. MUET is also compulsory for graduating from a local university. Thus, candidates are advised to take the MUET as soon as possible to avoid delays in their graduation. - See proposal for further details</p>	N/A	The School confirm that they would wish to offer MUET band 4 in place of IELTS as an equivalent English Language qualification for students entering LBU courses studied entirely overseas at AMC College. AMC College are aware that should students wish to progress to study in the UK will be required to meet the standard of specific authorised English Language tests to comply with UK Visa requirements. By allowing the MUET to be used as an entry criteria it is hoped that a wider pool of students will be eligible to apply to LBU courses offered by AMC.	2018/19	2018/19	04/03/19	04/03/19	04/03/19	Approved by Phil Cardew - Chairs action	05/03/19	05/03/19
Built Environment & Engineering		CLAWD LCDLR APLCD	PG	MSc Construction Law and Dispute Resolution, LLM Construction Law and Dispute Resolution, APD: Pleadings for Construction Disputes	Admissions	<p>This request is for an exemption to section 2.3 of the current University Regulations in relation to the admissions policy for Overseas students whose first language is not English. Overseas students need IELTS 7.0 (with no element below 7.0) or equivalent for entry onto the MSc and LLM Construction Law and Dispute resolution and IELTS 8.0 (with no element below 7.5), or an equivalent qualification for the APD: Pleadings for Construction Disputes</p>	All Modules	The rationale for departing from the University's regulations is as follows: a) It is the expectation of the PSRB that a high standard of English is demonstrated by all students on their accredited courses; b) It is the expectation of the PSRB that a high standard of English is demonstrated by all students on their accredited courses; c) It is the expectation of the PSRB that a high standard of English is demonstrated by all students on their accredited courses; d) It is the expectation of the PSRB that a high standard of English is demonstrated by all students on their accredited courses; e) Students of this course will frequently have to produce legal documents from a variety of written complex and legal documentation. It is essential therefore that they have a high standard of understanding in reading English. f) Students of this course will frequently have to give spoken testimony before a court or a tribunal. It is essential therefore that they have a high level of listening and speaking skills.	18/19	2020/21	11/04/19	11/04/19	11/04/19	Approved by Phil Cardew - Chairs action	15/04/19	15/04/19



Exemptions from Academic Principles and Regulations

Executive Summary

This report provides a summary of the exemptions from the Academic Principles and Regulations received to date during the 2018/19 Academic year.

Action Requested

The Committee is invited to receive and note the agreed Exemptions to our University's Academic Principles and Regulations presented in the report.

Appendices

Appendix 1 - Exemptions to the Academic Principles and Regulations received to date during the 2018/19 Academic Year

Author

Name: Kay Hartley
Job title: Quality Officer
Date: 10/05/2019

Approval Route

<i>13 May 2019</i>	<i>Kirsty Curwen, Associate Director, Quality Assurance Services</i>
<i>22 May 2019</i>	<i>Barbara Colledge, University Registrar</i>
<i><Date><Month><Year></i>	<i><Approving Person / Body></i>

Exemptions from Academic Principles and Regulations

Introduction

- 1) This report provides a summary of the exemptions from the Academic Principles and Regulations that have been approved to date during the 2018/19 academic year.

Process

- 2) During development for course validation or re-validation, the Course Development Team may, if necessary, seek an exemption from our University Academic Principles and Regulations or student calendar. These are progressed and completed prior to the validation/re-validation event. Exemptions may also be requested between validation cycles for example to reflect a change to PSRB requirements.
- 3) All proposals are submitted by School colleagues to Quality Assurance Services for consideration and advice is taken from the Chair of AQSC as required. Schools are advised of the outcome of that consideration for cascade to appropriate colleagues.
- 4) A Summary of all exemptions received during 2018/19 is included at appendix A for oversight by Academic Quality and Standards Committee.

Totals

- 5) A total of 46 exemptions have been received between 1st September 2018 and 10 May 2019;

• School of Art, Architecture and Design	2
• School of Built Environment and Engineering	8
• Carnegie School of Sport	1
• School of Clinical and Applied Sciences	21
• School of Computing, Creative Technologies and Engineering	1
• School of Health and Community Studies	10
• Leeds Business School	1
• Leeds School of Social Sciences	2
TOTAL	46

Of these, 20 requests were for UG provision and 26 for PGT provision.

Exceptional Requests

- 6) All exemptions have been approved with the exception of one request, from Carnegie School of Sport, which was taken to the May meeting of the Regulatory Review Group. The request was considered alongside other PGT assessment measures.
- 7) The proposal related to PGT provision whereby students who have demonstrated excellent performance will be awarded a distinction or merit where they have attained a defined profile of achievement.

- 8) The Regulations Review Group Members endorsed the proposal for introduction to all PGT courses and for this to be introduced from 2020-21 academic year to permit a further period of consultation and communication. The proposals will go forward to the next meetings of Academic Quality and Standards Committee and Academic Board. The group did not recommend introduction of this change for the Carnegie School of Sport alone and therefore the exemption request has now been rejected.

2018-19 Exemption Requests at 10 May 2019

- 9) The most frequent requests for exemption related to PSRB requirements particularly the Pass Mark threshold for modules. Other PSRB requirements included duration of the course and attendance requirements. A full breakdown of exemption requests is provided at appendix 1.

Table 1 – Exemption requests received in 2018/19 by Category

Category	Total Exemptions
Professional Statutory or Regulatory Body	39
Curriculum	5
Degree Apprenticeship	1
External Examiner feedback	1
TOTAL	46

Conclusion and Recommendations

- 10) Members of the Committee are asked to **receive** and **note** this report.

School	Prog Code(s)	Award Type	Course Title(s)	Details of Request	Module Titles (if applicable)	Rationale	Category	PSRB Feedback	Outcome	Date Approved
Carnegie School of Sport	MASPB, MSCSC, MPHYE, MSCPE, MSCSB, MSCSN, MSPAH, MSSAC, SEMSC	Various	Sport Business MA Sports Coaching MSc Physical Education MA Sport and Exercise Physiology MSc Psychology of Sport and Exercise MSc Sport and Exercise Biomechanics MSc Sport and Exercise Nutrition MSc Physical Activity and Health MSc Strength and Conditioning MSc Sport and Exercise Science MSc	We would like to add the following to the regulations for the awards named in section 2 and any further awards at Masters level that are validated within the school. Non-honours degree students who have demonstrated excellent performance will be awarded a distinction or merit where they have attained a defined profile of achievement confirmed through the course validation process or, where there is no defined profile, have attained a specific average mark in assessments contributing to the final award as follows: <ul style="list-style-type: none"> 60% or more for a merit 70% or more for a distinction. OR <ul style="list-style-type: none"> An overall grade of 58% or 59% and over half of the total credit points are graded at 60% or more for a merit An overall grade of 68% or 69% and over half of the credit points are graded at 70% or more for a distinction 	N/A	Feedback from External Examiners and Academic colleagues examining in other institutions highlights inconsistencies in the way UG and PG students are classified on completion of their awards. Research within the sector seems to suggest there are various ways in which to grade student profiles, however the proposed method is preferred and aligns with the UG method.	EXEx		Referred to Regulations review group - 20/05/19	



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

Executive Summary

The meeting of the School Academic Committee was held on 14th May 2019. 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: 20th May 2019

Approval Route

21st May 2019 *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 May 2019. The proceedings of the meeting in relation to Quality & Standards are summarised below.

2. Quality & Standards

- a) The Committee received a report from the Schools Academic Quality Support Officer on External Examiner tenures coming to an end in 2018/19. It was reported that currently there are seven External Examiner tenures covering nineteen courses ending in the current academic year.
- b) It was noted that new External Examiners had been identified for:
- MA Housing Regeneration and Urban Management
 - BA (Hons) Housing Studies
 - BSc (Hons) Quantity Surveying
 - MSc Facilities Management

These candidates are currently going through the appointment process.

- c) The Committee noted that an External Examiner had been found to replace Peter Dawber who has resigned from the BSc (Hons) in Construction Management. It is hoped that this candidate will also be able to cover the recently validated MSc in Construction Management. The candidate is currently going through the appointment process with approval being sought as a matter of urgency.
- d) The Committee were updated on modifications that had been through the consent for change process and were due to be rolled out from September 2019 and September 2020. The modifications related to modules on Surveying, Construction and Project Management, Civil Engineering and Building Services Engineering and Planning, Housing and Human Geography. These were approved by the Committee with no objections received.
- e) An update on current re-validation activity was presented to the Committee. It was noted that the revalidation for both the Project Management and Facilities Management suite of courses had taken place on the 2nd and 3rd April respectively. All the courses had been revalidated subject to a number of conditions being met.
- f) It was noted that the MSc in Construction Law and Dispute Resolution had gone to revalidation on the 11th April with an APD in Pleadings looking to be validated at the same event. The MSc had successfully been revalidated subject to one condition, this has subsequently been met. The APD in Pleadings would be validated once further research on the name of the course was undertaken and any amendments approved by the Chair of the event.
- g) The Committee were updated on the progress of the new MEng's in Civil Engineering and Building Services Engineering. These had gone to validation on the 3rd May with the MEng Civil Engineering being approved subject to one condition being met and the MEng Building Services Engineering being approved subject to two conditions being met, the Course Team are currently working through these.

- h) It was noted that a full review of the Planning, Housing and Human Geography subject groups provision was currently underway, the outcome from this will be presented to the Dean of School prior to the courses going to re-validation during the 2019/20 academic year.
- i) The Committee were advised that the MA Town & Regional Planning (Chartered Town Planner) Degree Apprenticeship had now been validated by the University Validation Panel. The course which had gone to validation last year had not been approved at the event as the End Point Assessment and Funding Bands had not been set by the RTPI, these have now been confirmed. Since approval the Course Team have received increased interest from employers with potential recruitment looking positive.
- j) Discussions are ongoing for Leeds Planning School to take over the running of the Joint Distance Learning Consortium (JDLC) course from the University of the West of England. A JDLC Partnership Board is to take place in June and after this the Subject Group will decide whether to progress with the proposal. If the Group decide to proceed then the Course is likely to first recruit in September 2020.
- k) The Committee were updated on the Chartered Institution of Water and Environmental Management (CIWEM) accreditation. The accreditation has now officially been approved for the Schools Building Services Engineering provision, these courses now have triple accreditation which is the most of any course in the School.
- l) It was noted that the Chartered Institute of Building (CIOB) will be coming into the School to look at the reapproval of accreditation of courses in September 2019. The paperwork has been drafted and is currently being finalised.
- m) The Royal Institution of Chartered Surveyors (RICS) are to visit the School in either June or July 2020 to reapprove accreditation of courses.
- n) It was noted that the Course Director for International Collaborations was to meet with Course Teams on Thursday 16th May to map articulation agreements with, Wakefield College, Gateshead College and the Bahrain Training Institute. It is hoped that if these documents can be completed and presented to Junes APCG then the agreements could be in place by September 2019.
- o) The Committee were informed that the global engagement team have sent a draft copy of the international hub centre plan to the Dean of School for consultation.
- p) It was noted that the Dean of School had recently attended our franchise partner AIBE's Graduation in Hong Kong. The event had been a success with the School awarding 57 graduates at our partner institution.
- q) A briefing paper from Quality Assurance Services (QAS) was presented to the Committee for review. The Chair asked the Committee to note the Inclusive Learning, Assessment and Feedback Framework. The draft framework has been updated and is out for consultation, the Committee were asked to review the document.

- r) It was noted that the new Online Course Handbook Project was on track to be rolled out from September 2019. The project will present all Course Handbook information in a more accessible web-based format.
- s) The Committee were advised that they would be receiving a pre-populated spread sheet based on 2018/19's exam schedule for 2019/20. The Committee were asked to review this information and feedback any changes to 2019/20's schedule as required.

Author

Chris Fletcher

Academic Quality Support Officer

20th May 2019

Report from the Carnegie School of Education School Academic Committee

Executive Summary

This report presents the Committee with a summary of proceedings from the meeting of the Carnegie School of Education School Academic Committee, held on 30th April 2019.

Action Requested

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

Appendices

N/A

Author

Name: Lianne Sweeting Richardson

Job title: Pastoral and Quality Officer

Date: May 2019

Approval Route

May 2019

Dr Graham Parton
Head of Subject
Carnegie School of Education

Summary of Proceedings

Quality Assurance Activities

- 1 A report detailing the Validation and Re-validation Schedule provided the Committee with oversight of the current validation and re-validation activity. It was **reported** that the Online PGCE revalidation even has been postponed until 2019/20. The PGCE Stockon and QTS routes event will take place on 19th and 20th June 2019.
- 2 The Committee received three New Course Stage One Business Case and Course Information Form for BA (Hons) Educational Psychology and PGCE Primary Education (3-11), these proposals had already been approved via Chairs Action and was submitted for ratification purposes.
- 3 The Committee received the External Examiner End of Tenure and Current Schedule of External Examiners. One External Examiner tenure is to expiry in October 2019 and one new courses, which will start in September 2019 require a new External Examiner.
- 4 Also noted were details of School-level modifications.

Major Topics

1. A report detailing the developments from Student Services, including Student Wellbeing support available for students, and the consultancy and advice offered to staff was provided.
2. The Finance Staffing and Resources committee has now approved the student and staff mental health action plans. The next steps are to work with the Students' Union on completing the delivery detail on the student action plan and discussing with HR and Comms a brand/look and feel for a University-wide campaign.
3. The task group is finalising the suicide response plan, and has now moved on to consider key messages for an awareness-raising campaign, assisted by students currently working on an SU 'Let's talk' campaign. We are also looking at the set of resources and training opportunities, which will need to be available to students and staff.



School Academic Committee

Executive Summary

The meetings of the School Academic Committee held on the 11 April 2019. 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: 29 May 2019

Approval Route

29 May 2019

Peter Mackreth, Chair of School Academic Committee/ Dean of School

REPORT FROM THE CARNEGIE SCHOOL OF SPORT SCHOOL ACADEMIC COMMITTEE

Introduction

1. The meeting of the School Academic Committee was held on 11 April 2019. The proceedings of the meeting are summarised below.

Quality Assurance Activities

2. Academic Planning & Collaborations Group: The Committee received the outcomes of the recent Academic Planning and Collaborations Group, which took place on the 14 March 2019.
3. The following courses received approval at the Academic Planning & Collaborations Group: -
 - (a) MA Physical Education & Youth Sport
 - (b) PG Dip Physical Education & Youth Sport
 - (c) PG Cert Physical Education & Youth Sport
4. These approvals were a change in title from MA/PG Dip/PG Cert Physical Education. The change was to be implemented from September 2020.
5. Update on Revalidation Activity, and Validation and Re-validation Schedule: Revalidation for postgraduate courses would be undertaken in the academic year, 2018/19, and revalidated courses would commence from September 2020.
6. It was reported validation and revalidation activity was continuing across the School. The first event BSc (Hons) Sports Studies (top-up), which took place on the 28 March 2019, had been a positive event and was approved subject to 1 condition.
7. External Examiner Schedule & End of Tenure Report: Course teams were reported as continuing to consider replacement external examiners, for those external examiners whose tenure was due to end on the 31 October 2019. Both course teams were in discussions with potential candidates and were in the process of completing the relevant paperwork.
8. External Examiner Reports and Responses 2017/18: It was reported all external examiner reports and Course Director responses had been received and this process was now complete for 2017/18.
9. Responses to Recommendations following Revalidation: The Committee received the Responses to Recommendations following revalidation in 2017/18 cycle for the following courses: -
 - a) BA (Hons) Physical Education
 - b) BA (Hons) Physical Education with Outdoor Education
 - c) BA (Hons) Sport Development
 - d) BSc (Hons) Sport and Exercise Science
 - e) Sport Foundation Year
10. The School Academic Committee was assured that all recommendations had been considered by the course teams and responded to appropriately.

11. Postgraduate Executive Summary Report and Summaries: The Committee received the Postgraduate Annual Review Executive Summaries Dean's Report, School Summary and Executive Summaries for each postgraduate course, as follows: -
- a) MSc Sport Coaching
 - b) MA Physical Education
 - c) MA Sport Business
 - d) MSc Sport and Exercise Biomechanics
 - e) MSc Sport and Exercise Nutrition
 - f) MSc Sport and Exercise Physiology
 - g) MSc Psychology of Sport and Exercise
 - h) MSc Strength and Conditioning
 - i) MSc Sport and Exercise Science
 - j) MSc Physical Activity and Health
12. Each summary had been considered at School Management Group and a School Action Plan had been created to follow up on any issues that had arisen from the summaries. The School Academic Committee was assured each course executive summary had been carefully considered and thanked Course Directions for their efforts in producing these.

Major items of discussion

Student Representatives' Business

13. The Committee received the Student Forum minutes and actions from the 3 April 2019, which were noted as Confidential. The actions were sent to Course Directors, for review, where appropriate and the School Academic Committee was responsible for overseeing this process of feedback. Some feedback was to be actioned quickly with Course Directors responding to the Academic Services Manager and Dean.
14. The Student Representative (Postgraduate Research) provided the following feedback and key points for consideration: -
15. Master of Research: this was becoming more apparent to undergraduate students and staff, and the new guidance and documentation provided more information;
16. Communication with Graduate School: Communication could be improved between the Graduate School and students, for example, when a student submits their thesis updates from the Graduate School would be useful;
17. Research and development work: Support sessions provided by Professor Andrew Sparkes was well received but not well attended;
18. Research Society: the society was coming to the end of their projects, however there were more impromptu reading groups and meet ups. It was suggested funding for a coffee morning or social gathering would be helpful and appreciated;

19. University infrastructure and resources: Research students felt the University was not able to support their research that was advertised i.e. expectations of having particular equipment being available was not met;
20. Graduate Teaching Assistants (GTA): The teaching responsibilities sometimes included covering staff absences at the last minute; the GTA has a contract and should not be working outside of this and should be viewed as an "Academic in Training". GTA's have the benefit of talking to Heads of Subject or Postgraduate tutor, if it is felt there is disparity, then GTA's should raise any issues with their line manager.

TEF Narrative

21. the Teaching Excellence Framework was an assessment of teaching excellence carried out at subject level. Within the School of Sport there was 2 subject areas: Sport and Exercise Science; and Business Management. Business Management was being submitted with the Business School separately. Preparations were being undertaken for a February 2020 submission.
22. The narrative for each subject area was presented to a panel to improve each TEF score of Gold, Silver or Bronze. Business Management was noted as a Bronze/Silver and Sport and Exercise Science noted as a strong Bronze.
23. The Head of Subject (Sport Business) was involved and assisted with the preparation of work with the Business School for the Business Management subject. As a starting point, the data was considered which assisted in telling a good narrative. Where issues were negative it was noted how the areas had intervened and that level of detail had been provided. It was also noted there were opportunities to write to a Gold narrative.
24. Head of Subject (Sport and Exercise Psychology) noted it was useful to have an opportunity to present a narrative. The metrics were not focussed on however feedback from the panel was to focus on the data, show how the data is being taken stock of, and where improvements are being made to increase the metrics.

Portfolio Review

25. The paper, Strategic Portfolio Planning and Review (SPPR), reported that this was an annual, strategic discussion on the academic and market strategy for each School portfolio. It considers the market health, market potential and academic quality of the courses and the portfolio as a whole. The intended outcome is a school portfolio that:
 - a) Is of a high academic quality
 - b) Offers clear progression routes and is efficient
 - c) Is highly competitive in the market
 - d) Delivers knowledge and skills to achieve high employment rates for our students
26. As a School, this has been an ongoing process, which has led to new developments therefore not many gaps had been identified, however it was noted that the School may need to diversify more in its portfolio planning.

Author

Clare Prentice, Academic Quality Support Officer, 29 May 2019.

School of Computing, Creative Technologies & Engineering Summary Report of School Academic Committee: 1 May 2019

Summary Report

This is the summary report of the Computing, Creative Technologies and Engineering Academic Committee meeting of 1 May 2019.

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: May 2019

Approval Route

May 2019 Acting Chair Approved: Alison Munn, Group Head: Creative Technology

May 2019 Academic Quality and Standards Committee.

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

Introduction

The eleventh meeting of the School Academic Committee took place on 1 May 2019. The Committee's proceedings are summarised below.

Major discussions:

Sustainable Development

School Strategic Plan

The Acting Chair said she had nothing further to add to the information shared with colleagues across the School at the meeting on the 30th January 2019 with the Vice Chancellor and the Deputy Vice Chancellor/ Acting Dean. It was noted that several key issues both internal and external to the University and the School remained ongoing concerns i.e. student numbers/fees.

Risk Report

The Acting Chair said the School's Risk Register (SAC-2018-072) had not changed since the last meeting. She said it remained on the Agenda for the School's SLT meetings and the members would be informed of any changes when they met again in September.

Academic Enhancement

Monitoring, Academic Review and Enhancement:

Updated Course Logs /Action Plans were received for the following awards:

BEng Electronic and Electrical Engineering	BEng Engineering Management
BEng Food Engineering	MSc Advanced Engineering Management
MEng Robotics and Automation	BEng Robotics and Automation
BScH Computer Forensics & Security	BScH Computer Forensics
MSc Computer Forensics & Security	BScH Broadcast Media Technology
BScH Creative Media Technologies	BScH Photographic Journalism
BScH Business Information Technology	BScH Computing
BScH Games Design	MSc Data Science
BScH Computer Animation & Visual Effects	BScH Information & Technology
MEng Computer Science	MEng Mathematics and Computer Science
MSc Information & Technology	MSc Advanced Engineering Management
MSc Computer Security	MSc Data Science
MSc Creative Technology	MSc Information and Technology
MSc Information Management	

Papers were received from both the Undergraduate and the PdD student representatives. The "Shut Up and Do" sessions were commended by the Undergraduate student representative and after further discussions around the structure and content of the session, colleagues wondered if this innovative teaching method should be rolled out across the School.

The Acting Chair said the points raised by the PhD student representative were ongoing and the Group Head: Computing and Engineering would progress them outside the meeting. An update would be provided quickly in respect of the implementation of the new research software systems.

Quality & Standards

Quality Assurance

The Committee received a composite Quality Report that noted: new Course Proposals; Withdrawals; External Examiner appointments; modifications to awards; forthcoming Validation/ Re-validation events.

The six new External Examiner appointments were noted and the members were updated on the outcomes relating to the eleven awards seeking Validation /Re-validation. One Admissions Exception and one regulatory exemption were noted. Six Modifications to awards across the School were received.

Student Administration

The Committee received a composite Student Administration report that noted: induction 2019 ; Tier 4; Attendance monitoring; module evaluation; mitigation; RPL; exams/invigilation; exam /module boards; graduation 2018. It was reported that colleagues were entering a busy time and it remained very much "business as usual".

Collaborative Provision

Update on activities at Hong Kong College of Technology, KTG Legenda, Malaysia, Rushmore Business School, Mauritius and The British College, Nepal.

There was only one student left at KTG, Legenda, Malaysia and they were in their last semester. There would be no further recruitment as the University was exiting the Partnership.

Rushmore Business School would enrol one final cohort (Sept 2019) and all students would be supported whilst they completed their studies. The University is looking to exit this Partnership.

The British College, Nepal had recruited a new cohort onto the MSc Information and Technology award.

The Partnership with Winsys, Sri Lanka was now "on hold" until further notice given the political issues the country were experiencing at the moment.

Report from University Committees:

Executive Summaries were received from the following University Committees:

Academic Board/Academic Quality & Standards/Research & Enterprise/Equality & Diversity/Health Safety and Wellbeing

The Committee also received a briefing paper from Quality Assurance Services together with an update from Learning and Libraries Innovation and Student Services.

Conclusions and Recommendations

This report is for information.

References and Further Information

The School's Business Engagement Consultant (Business Engagement Team) provided a comprehensive paper updating the School on the current activities around placements/student and graduate futures provision/employer engagement.

A full set of papers can be located at: [..\Papers](#)

Author: Anne C Stephenson

Quality Assurance & Governance Officer

May 2019



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

Executive Summary

The meeting of the School Academic Committee was held on 2 May 2019. This report summarises the proceedings of the meeting.

Action Requested

The report is for information.

Appendices

None.

Author

Name Jess Greenwood-Owens

Job title: Academic Quality Support Officer

Date: May 2019

Approval Route

February 2019

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



SUMMARY OF PROCEEDINGS

The meeting of the School Academic Committee took place on 2 May 2019. The proceedings are summarised below.

MAIN REPORTS

Terms of reference and membership

The Committee received the report from the secretary presenting the current terms of reference and membership details

Chair's Report

The Chair provided an update on items not covered elsewhere in the meeting:

- The School Positives/Challenges
- Attainment Analysis
- University working Groups

Modifications

The Committee received the report on Course Modifications (Consent for Change) approved since the last Committee

Postgraduate Course Director Executive Summaries 2017-18 actions outcomes summary review

The Committee received the Postgraduate Course Director Executive Summaries course action plans that were submitted as part of the Monitoring, Annual Review and Enhancement (MARE) process earlier in the year

School Strategic Plan 2016-2021 Update

The Committee received a verbal report on the strategic plan.

Research Excellence Framework (REF) and School Research Activities Update

The Director of Research (DoR), presented the item and reported on the following areas:

- Research Excellence Framework (REF)
- School Research and & Enterprise group

School Research Ethics Group update

The School Research Ethics Co-ordinator (SREC) presented the item and reported on the following areas:

- School Research Ethics Group
- Research Ethics Audit

School Teaching and Learning Group Update

The Chair of the School Teaching and Learning Group presented the item.

School Health, Safety and Wellbeing Report

Dr A Caswell, the School's Health, Safety and Wellbeing Co-ordinator presented the item and reported on the following areas:

- Action Plan
- 2019 Audit
- Stress Risk Assessment
- Sources of Information

School International Activity and Delivery of Collaborations and Franchises

The Committee received the School International Activity and Delivery of Collaborations and Franchises. The following areas were reported on:

- Global Engagement Strategy Group
- In-Country Agents
- MDIS
- HKCT

Six Month Recommendations updates

The Committee received the Six Month Recommendations updates, the following were areas reported on

- Undergraduate and Postgraduate Biomedical Sciences;
- BSc (Hons) Environmental Health;
- BSc (Hons) Safety Health and Environmental Management.

Quality Assurance Services Briefing

The Committee received the Quality Assurance Services briefing (Registrar Office Briefing for Schools) April 2019 the members discussed the following areas:

- Structured assessment calendar/reassessment
- Academic Regulations Review Group
- Course Handbooks

Services for Students Update

The Committee received the Services for Students Update April 2019 (SCA-2018-077)

REPORTS

The Committee received the following reports:

1. Terms of reference and membership
2. Minutes of the last meeting
3. Matters arising
4. Chair's report
5. Academic Planning and Collaborations Group's School Outcomes
6. Modifications (Consent for Change)
7. External Examiner Appointments
8. PG Course Director Executive Summaries 2017-18 Action Plan Summaries
9. School Strategic Plan 2016-2021 update
10. REF and School Research Activities including School Research & Enterprise Group update

11. School Research Ethics update
12. School Teaching and Learning Group update
13. School Safety, Health & Wellbeing update
14. School International Activity and Delivery of Collaborations and Franchises update
15. Course Committees update
16. PSRB Reports
17. Validation, Revalidation, Collaborations & PSRB events/activities 2017-18
18. Six month recommendations reports
19. Registrar's Office (QAS) Briefing
20. Services for Students update
21. Academic Board
22. Academic Quality & Standards Committee
23. Research & Enterprise Committee
24. Equality & Diversity Committee

*Jessica Greenwood-Owens
Academic Quality Support Officer
13 May 2019*

Academic Quality & Standards Committee (parent committee):

<https://www.leedsbeckett.ac.uk/partners/Academic-Quality-Standards-Committee%20.htm>

Research & Enterprise Committee (parent committee):

<https://www.leedsbeckett.ac.uk/partners/res.htm>

10 June 2019

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

Executive Summary

A summary of the proceedings of the 11th Cultural Studies & Humanities School Academic Committee meeting, held on 7 May 2019.

Action Requested

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

Appendices

N/A

Author

Name: Miss Charlie Garfoot
Job title: Academic Quality Support Officer
Date: 22 May 2019

Approval Route

23 May 2019 *Professor Andrew Cooper – Chair/Dean of School, Cultural Studies & Humanities*

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

Introduction

The 11th meeting of the School Academic Committee took place on 7 May 2019. The Committee's proceedings are summarised below.

Main Items

1. Student Representation

The Committee received an oral report from the School Undergraduate Student Representative, and a report from the School Research Student Representative. The Chair thanked the three Student Representatives for their work and support throughout the academic year.

2. Chair's Report

The Committee received the latest response rates (as at 29 April 2019) for the National Student Survey (NSS), at institutional, School and Course Level. At 82.6% overall participation rate, the School had improved on the previous year, with all eligible courses having met or exceeded the threshold participation rate. The Chair thanked colleagues for all their efforts.

The Chair provided an update on the student number planning exercise undertaken, and recruitment for 2019/20. It was a difficult recruitment cycle due to a number of factors including, changes to approaches in making offers and courses offered by other institutions, particularly in the immediate locality in relation to creative writing. In response, the commencement of the new BA (Hons) Creative Writing in Contemporary Culture (BCWCC) course was to be brought forward to September 2019/20, with recruitment via Clearing.

3. School Strategy

The Chair referred to the School's 5-Year Plan, the KPIs connected with that, the School's Strategy to Success Statement (below), and 'Making the Grade'.

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.

In relation to increasing student recruitment, the Committee noted the forthcoming validations of two new courses within the School, BCWCC (due to commence September 2019/20), and BA (Hons) History and Media (BHISM) (due to commence 2020/21). The Committee discussed possible future portfolio developments potentially collaborating with other Schools within the University, and introducing more innovative modes of delivery.

4. Research and Enterprise Update

The Committee received a report providing an update on Research and Enterprise activity in the School and updates on related University-wide issues. The following key points were highlighted by the Director of Research:

- The draft Code of Practice (CoP) for REF for the University was out to staff

consultation.

- Under the current rules for the REF2021 exercise, all HEIs had to draft a CoP which related to (a) staff inclusion; and (b) choices of outputs for inclusion in the exercise. The CoP also contained a process for registering where colleagues had special circumstances, which might lead to a reduced output requirement for a unit.
- The Director of Research had held unit of assessment introduction and Q and A sessions for each of the three units housed in the School, questions that arose from which were added to the 'Frequently Asked Questions' section of the website.
- Preliminary results from the Staff Survey and the various UoA meetings had been largely positive.
- When the consultation closed, there would be a further iteration of the Code, which would have to be endorsed by the Research and Enterprise Committee and Academic Board, prior to submission to HEFCE in early June 2019.
- The Director of Research, Unit Co-ordinators for History and Media and other senior colleagues, were working through their drafts of the key elements of the submission.
- HEFCE had provided the templates for completion, there was now a clearer idea than before about the structure of the narratives to be written.
- The Environment Statements, Impact Strategies and Impact Case Studies were now at an advanced stage of development. It was expected that an iteration of the documents would be shared with colleagues early in the new academic year.
- Following a recent meeting of the Research & Enterprise Committee in March 2019, a new decision about the Quality Research (QR) funding had been reached; 2/3 of the QR monies that were earned by individual units would be devolved to the units which earned them via School finances, which was positive for the School.
- In the absence of central funding however, the School would have to find the money from its QR allocation to pay for its PhD student commitments via NECAH and the AHRC Heritage Consortium. This would probably account for more than 2/3 of the School's allocation. Also the current rules for how the money could be spent precluded staffing costs. The Director of Research would seek to have an exception made on this ruling in the case of the School, since staff buyout might be the most effective use of the funds in the final year of the REF cycle.
- Working with the PGR Student Rep, the School's Postgraduate Tutor, Dr Andrew Lawson had been developing a programme of local training and events for the School's research student body. For this academic year, the activity would culminate in the CSH Research Student Conference, *Making Connections*, to be held on the 19 June 2019, and the AHRC Heritage and NECAH Conference for the two consortia of doctoral students with whom the School works with.
- The annual #Lebeme (Leedsbeckett Media) conference was scheduled for 16 May 2019.
- Colleagues were congratulated on many successful promotions, events and publications.

5. TEF Update

The Committee received the TEF Subject Level narratives for English Studies, History & Archaeology and Media, Journalism and Communication, which had been reviewed at the TEF Panel meetings, chaired by Professor Peter Slee, Vice Chancellor, on 8/9 April 2019. The Subject Heads, Media, History and English provided an update on the lessons learnt from presenting to the Panel and actions planned subsequently to improve the narratives. Media, which incorporated Subject Groups located in other Schools within the University,

would potentially put forward a Gold submission, and found the Panel very helpful in terms of how to correctly interpret the metrics, and placing greater emphasis on the positives. For History, the metrics indicated a Silver submission, with strong potential for achievement of Gold, including employability statistics showing an upward trajectory. English, would be submitting for Silver/Gold, and all Course Directors for English related courses would be meeting to work further on the narrative. Further work would be undertaken to enhance the presence of the student voice in all narratives based upon excellent partnerships with students on all courses.

6. Athena Swan incl. Action Plan

The Committee received the Actions identified within the School Athena Swan submission Action Plan, as being applicable to the Committee. Updates were noted against each action. The Action Plan was to be updated accordingly.

7. Reports from Subject Heads/Course Directors

The Committee received oral reports from the Subject Heads and Course Directors in relation to: excellent feedback received from students and External Examiners in relation to MA Media and Culture (MMEDC); TEF; work on Impact Case Studies; on-going discussions in relation to scheduling employability sessions, including specific events for joint honours courses; gathering of valuable qualitative module feedback from Media students at all levels and Module Leader reports; planning Induction 2019/20, bringing in the skills agenda and rolling out it out in a more systematic way to help with transition; planning the next 'Get Involved Get Hired' event; the name change to BA (Hons) Media and English (BMDEN) not having had a negative impact on admissions; positive feedback received on Applicant and Open Days; excellent attendance of Media Course Representatives at Course Committee meetings; welcome to Dr Aaron Andrews, Postdoctoral Research Fellow joining the History Team; Dr Jessica Van Horsen short-listed for a Golden Robe; plans for Subject Group Away Days; the successful creation of digital Podcasts by students as part of the Level 5 module, 'Slavery and Unfree Labour in the British Empire: Comparative Case Studies', involving a digital expert teaching the students; arrangements for review of the introduction of the engagement mark at Level 4 for BA (Hons) History (HSTBH); working more closely with other Schools; planning for first delivery of the re-validated Level 5 of courses in September 2019/20; BA (Hons) English and History (ENGHI) students having benefitted from undertaking the Level 4 module, 'Early Modern Comedy' as a cohort rather than with students on other courses as in previous years, and trying to ensure a dedicated seminar for them in future; for English, signs of a 10% increase in submissions at Level 4 in testament to 'Making the Grade' and the Academic Advisor System; in preparing the documentation for the new BCWCC course, the addition of two new modules, and subsequent reshaping of some existing modules for implementation in 2020/21, including changes to the Level 5 module, 'Theory into Practice' in order to enable a focus on research skills in preparation for the Dissertation; preparation for delivery of the new MA English Literature with Pathways (ENGLI) commencing in September 2019/20; and fantastic events delivered by Jacob Ross, Writer in Residence.

8. Quality and Standards Update including Responses to Recommendations

The Committee received a Quality and Standards Update Report from the Academic Quality Support Officer for information:

- At the last Academic Planning and Collaborations Group (APCG) meeting on 11 April

2019, it was agreed that from now on, APCG would not consider requests to withdraw a course while there were active registrations on the course. Permanent course withdrawals would only be considered once all students had completed or withdrawn. The Recruitment Portfolio exercise managed by Admissions would be used to remove courses from active recruitment. This applied to the Course Withdrawal for BA (Hons) English and Media (BAEAM), which was submitted for consideration by APCG at the April meeting.

Note:

APCG had since agreed that it would continue to consider course withdrawals while there were still students on a course, in line with agreed timescales, in order that it had oversight of the portfolio, and so that courses could be recorded as 'running out' on Banner when they were no longer recruiting. Continued oversight of the run-out of courses would be maintained via the Monitoring, Annual Review and Enhancement process.

- The Validation of BHISM was taking place on 09-May-19; documentation had been submitted.
- The Validation of BCWCC was taking place on 03-Jun-19; documentation due 07-May-19.
- The Committee noted that reports regarding Recommendations would need to be received in September 2019 for the following courses:
 - BA (Hons) English Literature (ENLIT)
 - BA (Hons) English with Creative Writing (BAECW)
 - BA (Hons) English and Media (BAEAM)
 - BA (Hons) English and History (ENGHI)
- External Examiner appointments, tenure dates and reports were discussed; there were no outstanding External Examiner reports or responses to reports.
- External Examiner tenures due to expire in October 2019 were noted, along with progress with new appointments.
- For English, Dr Rory Waterman was to be approached with regard to ENGLI.
- For Media, Dr Jacqui Miller would not be replaced – the modules she covered were assigned to Dr Steve Jones from 2019/20, as part of the reallocation of duties to a modular level approach approved during 2017/18, for 2018/19 onwards.
- Dr Nedim Hassan had agreed to examine the new Level 6 option module, 'Career Cartographies', and Dr Steve Jones had agreed to examine the new Level 6 option module, 'Challenging Gaming Culture'. Paperwork was to be prepared.
- For History, External Examiners needed to be assigned for the following modules, 'Career Cartographies', 'Under-represented Heritage', and 'People's War'.
- The Committee received a number of Consent for Change Proformas with QAS outcomes confirmed, and updates on progress with associated Modifications:
 - BA (Hons) Media, Communication, Cultures (BAMCT) – changes to the 'Dissertation' – MODIFICATION COMPLETED.
 - BAEAM – changes to the 'Dissertation', 'Intertextuality and Adaptation', and addition of 'Digital Media and Culture' – MODIFICATION COMPLETED.
 - BMDEN – changes to the 'Dissertation', and 'Intertextuality and Adaptation' - MODIFICATION COMPLETED.

- 'Modern American Drama' and 'Cultural Crossings: Race, Writing and Resistance' – switch in Semesters affecting, ENLIT, BAECW, BAEAM and ENGHI – MODIFICATION COMPLETED.
 - 'Challenging Gaming Culture' – new Level 6 module, applicable to BAMCT, BAEAM and BMDEN – MODIFICATION COMPLETED.
 - 'Under-represented Heritage' – new Level 6 module, applicable to HSTBH and BA ENGHI – MODIFICATION COMPLETED.
 - 'The People's War': Understanding the British Home Front, c.1939-45' – new Level 6 option module, applicable to HSTBH and ENGHI - MODIFICATION COMPLETED.
 - 'Community History Workshop' – addition of Level 6 option module, applicable to ENGHI – MODIFICATION TO BE COMPLETED.
 - 'Victorians in Italy' – new option module, affecting MA Social History (MASHI) - MODIFICATION TO BE COMPLETED
 - ENLIT – various – MODIFICATION TO BE COMPLETED.
 - BAECW – various – MODIFICATION TO BE COMPLETED.
 - MA English Literature: Contemporary (pathway from ENGLI) – 'Contemporary Caribbean Writing' to be made available to the pathway – MODIFICATION TO BE COMPLETED.
- The Committee received an overview of Modifications for 2018/19, and discussed the need to monitor the cumulative effect of Modifications on individual courses.
 - The May 2019 deadline for modifications seeking delivery from September 2020 was noted.
 - The Committee received the School Action Plan, which had been updated following the receipt of the Post Graduate Course Director Executive Summaries 2017/18, and Course Log and Action Plans 2018/19. The Action Plan had been submitted to Academic, Quality & Standards Committee (AQSC) along with the Dean's Annual Review Summary Report, to provide assurance that the School was engaged with the University's process of continuous review and improvement. Further updates against each of the Actions were noted, and the Plan was to be amended accordingly.
 - The Committee received updated Course Log and Actions Plans 2018//19 for the following courses: BAECW, BAMCT and BAEAM. Updated documents were to be provided following the meeting for the following courses; ENLIT, MAECL, HSTBH, ENGHI, and MASHI.

9. **Module Evaluation/Student Focus Groups/Making the Grade**

Course Directors provided an update with regard to Module Evaluation processes undertaken and Student Focus Groups held, to gather qualitative student feedback. The majority of electronic Module Evaluation Surveys were due to close on 3 May 2019. The Academic Quality Support Officer would provide colleagues with aggregated reports where data was available.

10. **Student and Graduate Futures (Careers) Update**

A report was received from Student & Graduate Futures (Careers) for information. Key points highlighted were as follows:

- Congratulations were noted to Mr Ben Robertson, Careers Consultant – School

Partner, on winning the Golden Robe Award 2019 for 'Outstanding Contribution to Enterprise and Innovation', as nominated by the School.

- The focus over the next few weeks was to support final year students via the 'Graduate Futures Programme', with the 'Careers Roadshow' taking place from 29 April 2019 to 10 May 2019, and the 'Graduate Careers Springboard' taking place from 13 to 31 May 2019.
- The School Partner had supported the new Level 5 module, 'Applied Humanities: Live Brief Learning', by delivering several careers and employability teaching/workshop sessions including, CVs and LinkedIn, Presentation and Interview Skills, as well as taking part in the assessments.
- 'Employability Fortnight' was introduced for the Level 5 History module, 'Theory and Practice', which was very successful.

11. Library Update

A report was received which summarised the recent activities of Libraries and Learning Innovation to support and enhance the student experience and the learning, teaching, and assessment and research of the University and the wider community. The Academic Librarian highlighted the following key points:

- During 2018/19 the Library Academic Support Team had delivered the most in-curriculum sessions recorded to date for the School, and similar plans were underway for 2019/20.
- A lot of work had been undertaken to support colleagues preparing for Validation events, populating online reading lists for existing modules, where online reading lists didn't exist. Reading lists now created would be rolled over for 2019/20, but needed to be checked/edited by colleagues within the School. For modules where online reading lists were not yet created, this needed to be resolved in order to ensure that students could see the lists, and the Library could keep informed of which books etc. were required. The Academic Librarian would provide the relevant links to colleagues.
- The report from the Library was very positive, and the partnership between the School and Library and the School Library Committee continued to work well.

12. School Risk Register

The Committee received the School Risk Register, which had been reviewed at SLT on 10 April 2019. Changes included; Student Recruitment had increased to 'Red', Estate had increased to 'Amber', and Employability had decreased to 'Green'. The Register would next be reviewed by SLT on 10 July 2019.

13. Safety, Health & Wellbeing

The Committee received the minutes from the fifth School Safety, Health & Wellbeing Advisory Group meeting held on 24 April 2019, and the School Stress Risk Assessment updated following the Advisory Group meeting on 24 April 2019.

14. Reports and other Committees

The Committee received the May 2019 QAS Briefing for information. The Committee received Executive Summaries from the following University Committees; Academic Board; AQSC; and Research & Enterprise Committee. Minutes from the University Safety, Health & Wellbeing Committee and Equality & Diversity, and an update from Student Services were also received for information.

Conclusions and Recommendations

The Committee is asked to receive and note the report for information.

References and Further Information

N/A

Author

Miss Charlie Garfoot

Academic Quality Support Officer

22 May 2019

Report from the Department of Languages – Department Academic Committee held on April 2019

Executive Summary

The report presents the draft agenda for the meeting of the Committee on 10 April 2019.

Action Requested

The report is for information.

Appendices

N/A

Author

Name: Gill Wood
Job title: Departmental Secretary
Date: April 2019

Approval Route

May 2019 Stuart Morris – Administration Manager

SUMMARY OF PROCEEDINGS

The meeting of the Department Academic Committee took place on 10 April 2019. The proceedings are summarised below.

Update from Head of Department

1. The Committee received a verbal report from the Head of Department providing an update on recent work and developments in the Department. It was reported that the Head of Department was continuing to develop the long-term departmental strategy, which had been presented at the Away Day on 9th April 2019. It was confirmed that the Department's mission and vision statement had been finalised and approved in December 2018.
2. The Head of Department confirmed that following agreement at the last Departmental Away Day, three short-life working groups (SLWG) had been established to developing departmental administration processes, a departmental calendar and a departmental marketing strategy. Actions arising from the work of the SLWGs had been presented at the Departmental Away Day held on 09 April 2019 and had received positive feedback. The actions would now be taken forward and implemented by the relevant teams.
3. It was reported that overall the financial performance of the Department of Languages had been satisfactory for the 2018/19 academic year and the overall budget deficit had been significantly reduced. It was confirmed that budget spend and financial performance would continue to be scrutinised in an attempt to secure further cost savings or generate potential income before the end of the financial year.
4. It was reported that the Head of Department and the Course Leader for the Department's Pre-Sessional courses had delivered a successful presentation to International representatives promoting the Department's programmes for international students.

Update on Applications

5. The Committee received a verbal report from the Head of Department providing and update on the latest enrolment figures for courses that were currently recruiting. It was reported that overall application figures had increased compared to the same point in the 2017/18 cycle.

Outcomes of the Re-validation of BA (Hons), Dip He and Cert HE Language and Related Studies programmes

6. The Committee received a report from the Academic Lead for Modern Languages providing, for information, the report of the recent successful re-validation of the BA (Hons), Dip He and Cert HE Language and Related Studies programmes. The BA (Hons), Dip He and Cert HE Language and Related Studies programmes had been recommended for approval for the maximum period of 6 years. There were four re-validation conditions that had required addressing by a deadline of 18th April 2019 and the Course Team had now successfully completed these conditions and the courses had been signed off.

Module & Course Evaluation

7. The Committee received a verbal report from the Administration Manager providing an update on the preparation for the next round of module and course evaluation surveys. It was reported that there had been difficulties with the previous module evaluations due to the Eversys module evaluation systems inability to extract the data for the International Foundation Year programme from the Banner student records system. It was confirmed that work had been undertaken to address this issue and it was hoped that this had now been resolved.
8. It was reported that the Administration Manager now had a bank of questions for the course / class evaluations for the Modern Language Programme. These would be sent out to students per class instead of per module. It was confirmed that course / class evaluations would be circulated to students after the completion of the module survey.

Update on Subject Teaching Excellence Framework (TEF) submission

9. The Committee received a verbal report from the Head of Department providing an update on the development of the Department's Subject TEF submission. A five-page narrative had been presented to the University's internal TEF panel that had received an encouraging response. The Head of Department would continue to work with the Deputy Vice Chancellor (Academic) to develop this area.
10. The Department was contributing positively to the University's widening participation agenda. It was hoped that because of the TEF exercise, other Schools and Services at the University would begin to develop a better understanding of the Department's provision and they types of bespoke courses it offered.

English Language Teaching Update

11. The Committee received a report from the Academic Lead for English Language Teaching providing an update on the latest developments in the area.

International Foundation Year

12. It was reported that a higher than forecast number of students (11) had enrolled for the January start Programme. The Course Leadership team was in discussion about new pathways with a number of schools including the School of Built Environment and Engineering, the School of Events Tourism and Hospitality Management and the School of Clinical and Applied Sciences. It was noted that schools would need to develop modules to incorporate in the pathway.

Pre-sessional

13. The 20-week Pre-sessional course had been approved in December 2018. It was reported that there had been a number of issues with marketing all three pathways on the online prospectus due to the website continually changing the information displayed for fee levels and course dates. Despite support from IT Services and the Communications Team, this remained problematic and therefore the Department checked the online prospectus on a weekly basis to ensure the programme information was accurate.

14. It was observed that the issue with the information on the online prospectus might have affected recruitment for the 20-week pre-sessional course. The Course Leader continued to work with the International Office to promote the programme and it was confirmed that postcards and flyers had also been created to promote the course.

MA ELT

15. Work continued on promoting the course to increase student numbers for next year for both modes. The Delta route was currently showing an increase in recruitment when compared with a similar point in 2017/18 and a forthcoming Facebook campaign which was due to start shortly would hopefully attract more students. Additional promotional activity also included a quarter page advert in EL Gazette along with the production of flyers and postcards.

Panama

16. The Committee was informed that the Panama courses continued to be a successful enterprise for the Department. Following the delivery of two 16-week courses from June to December 2018, a further 8-week teacher development course was successfully run from January to early March 2019. A further 16-week course had also begun which would run until early July 2019.

Potential Collaborations

17. It was noted that the Department had submitted a bid to deliver a British Council Teacher development course in Columbia however, this had been unsuccessful. The Department continued to work on other potential collaborations with institutions in China and Oman.

British Council Inspection

18. Work on preparation for the British Council Inspection in late 2019 was progressing well. The Administration Manager had contacted the British Council to confirm the date of the inspection, which would be in November or December 2019. The Stage 1 documentation would need to be sent in July 2019, although the Department was working towards a deadline of the end of June 2019 to ensure it was prepared in plenty of time.
19. A small group of staff from the Department had been working had been working on the documentation for the inspection. These were: The Academic Lead for ELT; the Course Leader for the Pre-Sessional courses; the Department Secretary; and the Administration Manager. Meetings had taken place to discuss what was required at this stage and a plan of work had been developed where the work was divided up for academic and administration areas.

Update on achievement of overall priorities for ELT for Semester 1

20. It was reported that the priorities for Semester 1 highlighted in the last Department Academic Committee report had largely been met, although the online prospectus remained an area of concern. It was confirmed that as the academic year neared an end, the ELT Team had achieved its objectives set at the beginning of the Academic year which were:

- (a) validate a new Pre-sessional course;
- (b) increase revenue with more Panama courses;

- (c) increase printed publicity to focus on our courses;
- (d) increase contact with the International office to promote courses.

Modern Languages Update

21. The Committee received a verbal report from the Academic Lead for Modern Languages providing an update on the latest developments in the area. It was reported that:

- (a) Weekly meetings were taking place to monitor the progress of activities and prioritise actions.
- (b) The teaching plan for 2019-2020 was with the Marketing Services for publication.
- (c) The information on the website relating to Modern Languages Programme provision and plans had been updated.
- (d) Modern Languages Programme was taking part in the university-wide Applicant Days to increase the visibility and inform full-time undergraduate students of the benefits of language skills development.
- (e) During 2018/19, the Modern Languages Programme team had coped well with a higher than average level of staff sicknesses, and all classes had been covered successfully.
- (f) The Committee was informed that the Modern Languages leadership had been in discussion with colleagues from other schools on the potential to incorporate language modules in their provision. To date, colleagues from Politics and International Business had actively engaged in the discussions

Research & Postgraduate Update

22. The Committee received a verbal report from the Academic Lead for Part-Time Languages providing an update on research matters across the Department. It was reported that Application for funding the ERASMUS+ KA107 project involving the University of RWANDA had been submitted through the International Office. The outcome was expected to be published in June 2019. The Research Calendar had been updated on a regular basis, with additional seminars and workshops planned in on ad hoc basis. To date, all planned research activities had taken place, including external speakers, visiting scholar and ERASMUS mobility talks. A draft of the research audit form had been published and would be used to capture the research activities that were taking place across the Department. The Away Day on 25 June 2019 would provide a platform for research mentorship and there would be a session delivered by the Graduate School focusing on research training opportunities.

Safety, Health & Wellbeing Update

23. The Committee received a verbal report from the Administration Manager providing an update on Safety, Health & Wellbeing matters. It was reported that the Department of Languages had received a low rating at the last Health at Safety audit. Regular meetings had now been scheduled and Elizabeth Poynter (Senior Lecturer) has been appointed the Health and Safety representative.



School of Events, Tourism and Hospitality Management School Academic Committee Summary

Executive Summary

This report provides an overview of the discussion from the School of Events, Tourism and Hospitality Management School Academic Committee meeting held on 27 March 2019.

Action Requested

This report is **for information**.

Author

Name: Rebecca Lefever

Job title: Academic Quality Support Officer

Date: 4 April 2019

Approval Route

15 April 2019

Professor Rhodri Thomas, Dean and Chair

Summary of the School of Events, Tourism and Hospitality Management School Academic Committee held on 27 March 2019

Key points arising from the meetings are summarised as follows:

Chair's Update

1. Hidden Fees: The Committee welcomed and discussed the report from the Student Union on Hidden Fees. It was noted that the two biggest areas of cost identified for students in the School were events and travel. The Committee resolved to subscribe to the recommendations in the Hidden Fees report and continue to cover any costs deemed mandatory to getting a good degree.
2. Libraries and Learning Innovation: The Committee noted the report summarising the recent activities of Libraries and Learning Innovation. Laurence Morris (Academic Librarian) introduced the University-wide report and gave an overview of the local position.
3. Recruitment: The Chair noted that recruitment remains challenging with application numbers and conversion rates down. It was noted that there were still a disappointingly high number of pending applications. Postgraduate applications are down although international applications are up. Actions to address the shortfall include participating in applicant days, communications with applicants and offer holders, social media campaigns, new courses to start in 19/20 and 20/21 and turning attention to the international market, for example connections with Vietnam and South Korea. Planning is already under way for the next round of recruitment and a promotional programme is being developed to put in to action from August.
4. School Initiatives to enhance the student experience: The Chair noted the importance of ongoing activities for students in the School such as field trips and celebrating student achievement through the End of Year Ball and awards prior to graduation.
5. REF: Significant progress had been made in terms of quality publications. The move towards providing Schools with QR funding based on staff contributions to the last exercise was warmly welcomed and would enable further progress in research performance.
6. Academic Reputation: The Chair reported that the School will now publish an annual newsletter/ brochure to promote its academic reputation. The Chair noted the very impressive range of items on research, student life and School networks. The School has developed its own communications strategy to enhance its academic reputation. The Committee discussed potential initiatives to develop the School's strategic position and make reputational and financial gains.

Quality Assurance Activities

7. Course proposal: The Committee received an approved proposal for a foundation year for Events, Tourism and Hospitality Management.
8. It was noted that the proposal responds to increasing competition from local further education providers and other higher education providers offering foundation years. The foundation year provides a way of entry to those not meeting the requirements for the

undergraduate degree courses. The course has been designed in consultation with others in the University who have developed similar foundation courses.

9. It was reported that this course has already been approved by the Academic Planning and Collaborations Group and consideration has been made for resources and staff expertise.

Research and Enterprise Activities

10. University Research Update: Committee members were encouraged to engage with the consultation on the Code of Practice if they have not done so already.
11. School Research Update: The Head of ICRETH reported on the successful visit of Jennie Germann Molz. Jennie engaged with staff and students across the School. Another scholar visit is planned for May 2020. Planning and preparation is under way for the School research conference. It was noted that the Research Strategy outlines clear principles for the School. It was reported that a meeting will be held in April to look at next steps for the Athena SWAN application.
12. Research Student Representative Report: The Committee noted the report on the Schools PhD Programme from the Research Student Representative

Current Topics

13. Assessment Feedback Report: The Committee noted and discussed the report on assessment feedback outlining where feedback deadlines are not being met. The report was prepared in response to comments raised by students at the School Forum. The Chair noted that it was important to know if there are any issues with feedback deadlines and make all course teams aware of this information.

Reports from Other Committees

14. The Committee noted the outcomes of the March 2019 Academic Planning and Collaborations Group and a report from the Research Ethics Sub Committee of 6 March 2019.



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

Executive Summary

A summary of the proceedings of the fourth Film, Music and Performing Arts School Academic Committee meeting, held on 9th May 2019

Action Requested

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

Appendices

N/A

Author

Name: Pam Carter
Job title: Academic Quality Support Officer
Date: 14th May 2019

Approval Route

May 2019 *Dr Oliver Bray (Head of Subject/Acting Dean)*

Introduction

This is the fourth meeting of the School Academic Committee which took place on 9th May 2019. The Committee's proceedings are summarised below.

Major Topics

1. Chair's Report

- a) The Chair reported that applications were 8% lower in comparison to the previous year, however, applicants had been contacted to encourage them to confirm their place. Current Level 3 students had also been sent letters advertising the School's Postgraduate provision.
- b) The University was currently undergoing a pilot scheme for TEF; staff were thanked for their contributions and informed that the majority of subject areas appeared to be in the silver category.
- c) It was noted that the Development of the Arts strategy was ongoing and that FMPA was playing a pivotal role in its design.
- d) The Chair reported that the School had recently met with the Vice Chancellor to discuss the merger of the School of Art, Architecture and Design with the School of Film, Music & Performing Arts. The merger would commence on 1st August 2019 and would include some Creative Technology courses from the School of Computing, Creative Technologies and Engineering.

2. Course Portfolio

The Committee discussed the BA (H) Business & Creative Industries proposed new course title. The Chair asked that the Course Directors (new provision) meet to discuss this and provide information which could be presented to the new Dean.

3. Risk Register

The Committee agreed that the item regarding research funding be increased from green to amber. It was also noted that the item on research intensity could be removed from the risk register as the target of 35% had been surpassed; the School had attained 85%

School Performance

4. Course Performance Indicators

- a) Northern Film School – The BA (H) Filmmaking revalidation had been introduced; changes to Level 4 had made a real impact on the students. However, it was thought that the NSS results may not reflect the good work undertaken due to the cuts made at the beginning of the academic year. Staff had been under tremendous pressure and it was expected this would not be reduced due to the number of staff who had left the University and had not been replaced.
- b) Music & Sound – The Undergraduate provision was currently being reviewed in light of the financial constraints, removing a number of Level 5 option modules which were not viable. There would be no January intake on the Postgraduate courses; the courses were also being realigned to streamline the provision offered. The Undergraduate course teams had also made some changes to the curriculum introducing long thin modules at Level 4 to increase the progression rate; results would be investigated following the exam boards.
- c) Performing Arts – Although there had been no difference in the offers made in comparison to the previous year, there had been a dip in the number of acceptances. Progression

remained an issue, but steps had been introduced to mitigate this and the Subject Areas agreed to meet and share good practice. The Undergraduate courses would all be undergoing revalidation in 2020; Course Directors were looking at the distribution of applications and resources to enable sharing of space. It was thought the new building would help all staff work closer together as they were currently split across a number of locations.

5. Research & Enterprise/Research Ethics

- a) KPI for PhD numbers – Intake for February 2019 was projected as seven (four in Film, two in Music and one in Performing Arts). The number of registered students was currently 40 which was in line with the School KPI.
- b) KPI for REF activity – The Committee was informed that the research ‘Code of Practice’ had been agreed by senior management for review; consultations with staff and the unions was now complete. The Annual Review of REF Impact Case Studies had also been completed.
- c) KPI for Income generation –the AHRC project with Yorkshire Dance and the AHRC British animation project in partnership with Liverpool Hope University were both still in development.
- d) Research Environment – The University Research & Enterprise symposium was scheduled to take place on 26th June 2019 as was the ‘Knowing the Score’ event on music and sport. An FMPA Postgraduate Research symposium was scheduled for 22nd May 2019.
- e) Enterprise – various items were presented to the committee for information indicating the income generated.

Quality and Standards

6. External Examiners

- a) Course Directors were reminded that three courses still required replacement External Examiners where the current External’s tenure was due to expire in October 2019.
- b) It was noted that the External Examiner for BSc (H) Audio Engineering had resigned due to ill health; a new External Examiner had been appointed and would be attending this year’s exam boards.

7. Validation & Review

Documentation had been submitted to QAS for the revalidation of MA Sound & Music for Interactive Games on 15th May 2019. The Validation event for the MA Screenwriting: Feature Film & Continuing Series was scheduled for 24th June 2019; documentation was due to be submitted by 13th May 2019.

8. Professional, Statutory and Regulatory Bodies

The Head of Subject for Music & Sound reported that JAMES (Joint Audio Media Education Support) would be contacted in the near future as courses were due for reaccreditation in November 2019.

9. Quality Assurance Services Report

- a) The Committee received a briefing paper from Quality Assurance Services providing updates on development in Academic Regulations, TEF preparations, the Course Handbook project, Collaborations & Partnerships the 2019/20 exam schedule and the Academic Quality and Standards Committee Executive Summary.

- b) The Committee voiced their concerns regarding item 4 of the assessment calendar. The Chair confirmed they would discuss this further with the Course Directors outside of the meeting.
- c) The Chair reported they would arrange a meeting with Postgraduate Course Directors to discuss actions arising from the Executive Summaries.

Academic Enhancement

10. Student Representations

The Research Student Representative confirmed there were no particular issues the students wished to raise but asked if there would be space in the new building for research students. It was agreed this would be raised with the new Dean.

11. Modifications

Consent for Change proposals were presented for the following:

- a) Update assessment weightings on Level 5 Professional Practice 1: Placement on BA (H) Theatre and Performance.
- b) Update the minimum contact hours on Level 7 Documentary Practice 1, Documentary Practice 2, Documentary Research 1 and Documentary Research 2 on MA Documentary Filmmaking.
- c) Both proposals were approved by the Committee.

Reports and other Committees

12. Libraries and Learning Innovation Annual Report 2017-18

The Academic Librarian was unable to attend the meeting and had not submitted a written report, therefore no update was available.

13. Research & Enterprise Report

- a) The summary of the proceedings from the meetings held on 17th January 2019 and 21st March were presented for information.
- b) It was noted that there was an underrepresentation of female colleagues for the roles of independent chair and external examiner. Awareness had been raised under Athena Swann and it was hoped this would improve when the Schools of AAD and FMPA merged.

14. Academic Quality and Standards Report

The Committee received summaries of the proceedings for the meetings held on 21st January 2019 and the 18th March 2019. No issues were raised from either meeting.

15. Academic Board Report

- a) The Committee received a summary of the proceedings for the meeting held on 6th February 2019.
- b) Committee members were encouraged to inform their staff to look at the report from the Vice Chancellor in which the University aimed to improve its positive impact in the region.
- c) As a result of the Auger Review, it was expected it would be unlikely that there would be any future increase to University fees or funding. Deans and Directors of Service had been asked to identify where cost savings could be made.

16. Equality and Diversity Report

The Committee received the minutes from the meeting held on 7th March 2019. It was noted that the Committee had no concerns of issues they wished to raise.

17. Health, Safety and Wellbeing Report

The Committee received the minutes from the meeting held on 26th February 2019. No comments or issues were raised by the Committee members.

18. Student Services Update

The Committee received a summary of the 2018/19 developments from Student Services. Details of Student Wellbeing support and the advice offered to staff were included as were developments linked to the Student Support Framework, Student Surveys, the work of the Student Experience team and the Mental Health & Wellbeing Framework.

19. Any other business

- a) It was suggested that a consolidation week be included in the plan for the next academic year. The Chair confirmed the new Dean would be consulted.
- b) The Course Director for BSc (H) Music Technology stated they would like to explore the possibility of introducing an interview/portfolio to the admissions process.

Author

Pam Carter, Academic Quality Support Officer, 15th May 2019

10 June 2019

School of Health & Community Studies School Academic Committee summary report

Executive Summary

The meeting of the School Academic Committee was held on 30 April 2019. The proceedings of the meeting are summarised below.

Action Requested

The report is **for information**. The Committee is invited to note the report.

Appendices

None.

Author

Name: Sheila Casey
Job title: Academic Quality Support Officer
Date: May 2019

Approval Route

May 2019 Sue Sherwin, Chair and Dean

SUMMARY OF PROCEEDINGS

The meeting of the School Academic Committee took place on 30 April 2019. Key matters considered at the meeting are summarised below.

Chair's report

1. The Chair provided an update on the following items:
 - (a) *Additional costs for courses*: The Course Directors were asked to ensure all possible additional costs for study were included on the Online Prospectus. If there were any more courses (or levels of courses) to be added to the list of courses where travel costs for placements could be claimed, this could be progressed with the Head of Subject and the Dean.
 - (b) *School financial position*: At this present time, the student numbers for next year on the full-time undergraduate courses were expected to be the same as this year, with part-time student numbers decreasing. The School budget would be a challenge next year, as rising staffing costs would result in savings being required to be made. The Dean was meeting with the School management accountant on Friday to discuss the 2019-20 budget.
 - (c) *Regulations developments for the structured assessment calendar*: The proposals for the introduction of a more structured assessment calendar, including the recommendation that the submission date for reassessment should be no sooner than two weeks after the release of marks from the original assessment, were discussed. Subject groups were reminded that assessment and reassessment dates must be included in module handbooks and in the course calendar.
 - (d) *Tutorials for students who were not engaging with University activities*: The members discussed offering tutorials as a 'reconnecting opportunity'. This would be discussed at the Course Director group.

Monitoring, annual review and enhancement update

2. The Committee received the monitoring, annual review and enhancement update from the Academic Services Manager, which included the updated School action plan and the Dean's summary report for the postgraduate provision. It was reported that the actions to be undertaken by School staff were now all completed. We awaited to hear on the central services' outstanding actions (deadline July 2019). For the action related to the appropriate resourcing of the increasing number of Reasonable Adjustment Plans and Exam Adjustment Plans in place, the Dean had discussed requirements of the plans with the Director of Student Services, who had advised that the requirements of EAPs were being looked at. The Dean would contact the Director to check on the progress of this.

Module evaluations update

3. The Committee received a verbal update on the semester two module evaluations and it was noted that the response rate was currently 20%. The perceived value of the quantitative data being collected was discussed and how module leaders continued to collect qualitative data to capture the student voice.

Courses - quality assurance and PSRB updates

4. The Committee received the report for courses for 2018-19 and it was reported that:
 - (a) *Academic Planning & Collaborations Group update for the portfolio*: The Committee received the list of new courses or new titles (3); changes to current courses' delivery approved by APCG (4); courses or deliveries withdrawn from the School's portfolio (4); and that one new collaborative partner had been approved and two existing partners had been re-approved.
 - (b) *Validation/revalidation schedule 2018-19*: Seven validation/revalidation events had taken place to date for 12 courses, and four more events were currently planned for the campus and the collaborative provision (nine courses). Currently the schedule for 2019-20 had five events planned, three for the collaborative provision, and two professional body events for programmes approved by the Nursing & Midwifery Council. For recent events, in February the Play Therapy courses had been revalidated and re-approved for delivery by the Academic of Play and Child Psychotherapy; the BSc (Hons) and MSc Health and Community Care courses were revalidated in March with no conditions; and the MSc Public Health Promotion course was revalidated for distributed delivery in Ghana in April with no conditions.
 - (c) *Six-month reports for responses to event conditions*: The Committee received the reports for BSc (Hons) Social Care, Justice and Recovery; BSc (Hons) Adult Nursing and Mental Health Nursing degree apprenticeships; BA (Hons) Youth Work and Community Development (JNC); BA (Hons) Working with Children, Young People and Families; and MSc Advanced Clinical Practice.
 - (d) *Outcomes for annual PSRB reporting*: The Committee received the notification from the Nursing & Midwifery Council dated 25 March 2019 confirming a satisfactory outcome for all our NMC provision for the annual monitoring process.

Student processes summary statistics to date

5. The Committee received the report of statistics for student processes to date:
 - (a) *Academic integrity cases*: The data was provided for courses and separate levels in the School's portfolio. There had been 38 category one cases and 23 category two cases recorded to date. Subject groups with courses with either limited engagement or without any cases were reminded about assessments lacking in-text references ('poor academic practice') and the process for recording these 'category one' cases. Academic staff were asked to ensure that relevant students received the School's standard feedback and that cases were logged on the academic integrity register.
 - (b) *Mitigation requests*: There had been 177 mitigation requests agreed for 93 students, with 19 requests rejected for 12 students, in the year to date. Trends remained in line with prior years, with the professional courses having proportionately higher numbers of requests.
 - (c) *Fitness to Practise cases*: There had been 14 local resolution cases for students on three professional courses that had been found or were admitted. There had been no full Fitness to Practise panel hearings in the year to date. Trends again remained in line with prior years, with the majority of cases from the pre-registration nursing courses and the pre-qualifying social work courses.

Teaching Excellence Framework 2020 preparations – School update

6. The Chair provided an update on the TEF for the School and noted that the Deans had attended two days of TEF Panel meetings in April with subject leads providing an overview of the subject submissions. The meetings had helped in considering the possible outcomes for the subjects in the School for the TEF 2020, and the areas for relevant courses where improvements could make a difference to a rating.

External Examiner School update

7. The Committee received the External Examiner update. It was reported that for the three examiners whose tenure was ending in October 2019, we had one new examiner in place and two proposals being considered by the External Examiner Scrutiny Group in May.

Registrar's Office Quality Assurance Briefing paper January 2019

8. The Committee received the Quality Assurance Briefing paper from the Registrar (paper HCS-2018-55). The briefing covered the developments in Academic Regulations and Policy; TEF 2020 preparations; the course handbook project; collaborations and partnerships; and the 2019-20 exam schedule. It was reported that:
 - (a) *Structured assessment calendar and principles*: Academic Board had provided positive support for the proposal for the introduction of a more structured assessment calendar.
 - (b) *Inclusive learning, assessment and feedback framework*: The updated draft framework was out for consultation. The proposed amendments to the Regulations would be considered by the Academic Quality & Standards Committee in June and by Academic Board in July.

Students Services update

9. The Committee received the Student Services report, which provided a summary of 2018-19 developments from Student Services, including the student wellbeing support available for students and the consultancy and advice offered to staff; developments linked to the Student Support Framework; student surveys, the work of the Student Experience team; and the Mental Health & Wellbeing Framework. It was reported that:
 - (a) *Student surveys*: The School's response rate for the NSS was currently 82% and today was the final day for students to complete the survey. For the PTES, the response rate for the School without the Play Therapy collaborative provision was currently 17%.
 - (b) *Student Wellbeing Service*: Registrations with Student Wellbeing continued to increase and have risen by 23% compared to the same period last year. We await the first quarter data for engagement with the online Kooth Student.

School research activities report

10. The Committee received an update on research activities from James Woodall and it was noted that:
 - (a) The School research awayday would be taking place in the morning of 8 July 2019 on campus and confirmation would be sent to all staff shortly. The focus would be on how

academic staff could develop their research careers whatever their role. It was anticipated that the three research KPIs would be covered on the day.

- (b) The Dean, James Woodall and Karl Spracklen had met with Research & Enterprise services on 23 April 2019 to review the support provided centrally to the School. There were no major issues at this point in time.
- (c) There were initial discussions being held, which would be shared more widely once confirmed, as to how the QR money derived from the REF 2014 exercise would be spent in the School from September 2019.

Research Excellence Framework 2021: Unit of Assessment 3, Allied Health Professions, Dentistry, Nursing and Pharmacy update

- 11. The Committee received an update on the REF from the Director of Research for UoA 3 in his absence. It was noted that impact case studies from the School had been requested.

Research Excellence Framework 2021: Unit of Assessment 20, Social Work and Social Policy update

- 12. The Committee received a verbal update from Director of Research for UoA 20. It was noted that:
 - (a) *The University's code of practice*: An email would be sent out to staff shortly regarding being invited to submit evidence to identify research independence in order to be considered for submission in the REF 2021.
 - (b) *Impact case studies*: Following the retirement announcement from Professor Nick Frost, the proposed case studies from the School would be changing, and there were discussions taking place regarding possible submissions.

Membership of the Committee

- 13. In line with the advice from Governance at the start of the academic year, changes to the standard profile could be requested and approved by Academic Board. An email setting out some proposed changes regarding a change to the length of tenure from three years to one year for senior lecturers would be sent shortly for consideration. The Committee thanked retiring members, Erika Laredo and Fiona Needham, for their contribution to the Committee for the past three years.

Sheila Casey, Academic Quality Support Officer
School of Health & Community Studies
April 2019



Leeds Business School – School Academic Committee Report

Executive Summary

The report provides an overview of the discussion regarding academic quality and standards which took place at the LBS School Academic Committee on Tuesday 14th May 2019.

Action Requested

For information

Appendices

N/A

Author

Name: Laura Templeman
Job title: Academic Quality Support Officer
Date: 24th May 2019

Approval Route

25th May 2019 *Prof. George Lodorfos*

Leeds Business School – School Academic Committee Report

Introduction

The points below were discussed at the LBS School Academic Committee on the 14th May 2019.

Main Discussions

1) Admissions Monitoring Report

- a) The committee received the Admissions Monitoring report from the 22nd April 2019. It was reported that the projected full-time undergraduate home intake for 2019/20 is 858 students. This relies on getting over 100 students through Clearing. The 2018/19 intake was around 886 students. Postgraduate student numbers continue to decline year on year, with the 2019/20 intake forecast at 50% of 2018/19. Along with Degree Apprenticeships, PG provision is a potential growth area in the coming years.
- b) The School is approximately 4% behind where it was this time last year in terms of recruitment. It was noted that this may be due to students knowing they still have options beyond the standard UCAS applications period, for example via UCAS Extra. The 1st May was the decline by default date and any applicants who had not responded to an offer by that date would be declined. This did significantly change the School's position.

2) Teaching and Learning Group

The committee received a verbal report from the Head of Subject leading on the Teaching and Learning Group. It was reported that the remit of the teaching and learning group includes the TEF and Subject TEF in terms of progression, questions relating to teaching and learning on the NSS, and the DHLE and LEO outcomes. A report will be produced at the end of the year to capture good news stories and to look at some of the challenges going forwards.

3) Employability

The Head of Subject leading on Employability and the School's Employer Engagement Consultant reported that there were 33% more confirmed placements than this time last year, and an increase in the number of students seeking 1:1 careers guidance. Embedding employability/information about placements in the curriculum has had a positive impact in terms of take up, and it is clear where there is a push from Course Directors, Module Tutors, Academic Advisors etc., there is much more impact. It was noted that employability is part of the Subject TEF and should be integrated into the curriculum.

4) Leeds Business School Attendance Policy

The Committee received a proposal for an LBS Attendance Policy from the Head of Subject leading on the project and the Academic Quality Support Officer, setting a threshold of less than 40% attendance for a cause for concern meeting to be initiated with a student. The policy will sit below the University's Student Attendance Policy and colleagues outside the School, and ultimately the Deputy Vice Chancellor (Academic), will retain oversight of student withdrawals. The University level policy also provides a safety net for vulnerable students. It was noted that the LBS policy seeks to motivate students to engage, as engaged students have better outcomes in the long term. The policy will only be implemented at Levels 4 and 5 in the first instance. The Committee resolved to approve the LBS Attendance Policy to start in academic year 2019/20.

5) Transition to Subject-Level TEF / Action Plan

The Committee received a verbal report from the Chair on progress around the Subject TEF. It was reported that TEF narratives were presented at a two-day mock panel consisting of Deans, the Vice Chancellor, and Deputy Vice Chancellors; KPMG will look at how we make progress against the Subject TEF action plan; and continuation and employability, particularly in professional roles, are a key focus.

6) Registrar's Office Briefing / AQSC Report

The Committee received a report from the Registrar's Office which provided an update on Academic Regulations and Policy; TEF 2020 preparations; the course handbook project; Collaborations & Partnerships; the 2019/20 Exam Schedule; and a report from QAS of matters discussed at the Academic Quality & Standards Committee.

Conclusions and recommendations

The Committee is asked to consider the report for information.

References and further information

NA

Author

Laura Templeman
Academic Quality Support Officer
24th May 2019



Report of the Law School Academic Committee, May 2019

Executive Summary

A summary of the proceeding of the Law School Academic Committee for the meeting held 8th May 2019.

Action Requested

For Information

Author

Rachel Hartley-Browne

Academic Quality Support Officer, Leeds Law School

22/05/2019

Approval

Deveral Capps, Dean, Leeds Law School

23/05/2019

1. Membership of the School Academic Committee

It was noted that the Committee's membership now includes a BAME Student Representative and Postgraduate Academic Course Director.

2. Exam Board Operational Review Group

It was reported that Law specific sub group meetings of the Exam Board Operational Review Group had taken place in February and March 2019. Law specific reassessment codes are now available in Grade-e-ent. A regulatory exemption has been sought to enable the recording of 'parts' of assessment for LLB modules. Agenda items incomplete include the landscape presentation of profiles for boards, the recording of uncapped marks for LPC programmes and LPC transcript production.

3. Post Graduate Annual Review 2017-18

The Committee received the Annual Review 2017/18 of Postgraduate Vocational provision. The review highlights good practice and course enhancements including the adoption of online marking for all written core skills LPC modules. The report also includes actions outside the School's remit in relation to admissions, student attendance monitoring, module evaluation, timetabling, disability exam adjustment plans and the administration of the Legal Practice Course. School actions in relation to staffing and the training of hourly paid lecturers were noted.

4. Student Voice

The Committee received the notes of the Student's Union Law Student Forum and a verbal report from the BAME Student Representative. Difficulties with student access to both physical and online texts (via LawTrove) were noted.

5. New Course Developments / School Validation Schedule

The Committee received a report of School validation activities including:

- the validation of a new course title for LLB (Hons) Law with International Business to LLB (Hons) Law with International Business & Management,
- revalidation of LLM International Business Law and Master of Laws (subject to two conditions)
- arrangements for the validation of a Fast track Chartered Legal Executive Apprenticeship.

6. Employability

The Committee received a verbal report from the representative of employer engagement, highlighting the opportunities available to students via the graduate futures programme, the law talent pool, the Legal Marketplace, Inns of Court visit, work experience opportunities and paid placements.

7. International Development and Enterprise

The Committee received a written report on collaborative activity. It was reported that the Botswana Qualifications Authority has requested significant additional information from the University in order to progress their consideration of the potential franchise delivery of LLB (Hons) Law at Botswana Gaborone University College.

8. External Examiners

The Committee received a verbal report identifying replacement external requirements for 201910, concern with low external engagement 201819, and proposals for the implementation of a new external examiner structure for 201920.

9. Registrar's Office Briefing for School Academic Committee.

The Committee received the Registrar's Office Briefing May 19. The relationship between the draft inclusive learning assessment and feedback framework and recent requests from disability support for alternative assessment to exams was queried. It was noted that further clarification was required regarding the obligation to provide alternatives to exams.

SUMMARY OF PROCEEDINGS

The meeting of the School Academic Committee took place on 12 February 2019. Key matters considered at the meeting are set out below.

Terms of reference and membership, and effectiveness review outcomes

- 1 The Committee received the report presenting the terms of reference, membership and the following points were noted:
 - (a) *Proposal to change membership*: The proposal brought to the last meeting to enfranchise non-SL academic staff and to increase opportunities for a range of colleagues to participate in SAC had been accepted.
 - (b) *Academic Representative Vacancies*: As no nominations for election were received, the Chair had approached individual academics on a random basis from the Subject Groups with a vacancy on the committee. The Criminology and Speech and Language Sciences academics had not yet responded. The academic from the PIR Group had responded and agreed to take up a position on the Committee for the remainder of the current cycle of meetings.
 - (c) *Review of Attendance and Membership*: the Chair would review attendance and membership if elections proved ineffective in securing the required representatives from the School, for the next cycle of meetings.

Chairs Report

- 2 The Dean provided an update on items not covered elsewhere in the meeting, and **noted** the following:
 - (a) *Estates*: Estates have developed a plan to upgrade the Psychology Laboratory facilities within the academic year, to support BPS Re-accreditation. There would be disruption to academic colleagues in Sociology and Criminology who would be relocated as part of the development, which would be managed and minimised.
 - (b) *Estates Masterplan*: The School has provided input and highlighted a range of needs including additional space and the possibility of developing an onsite Speech and Language Centre.
 - (c) *School Teaching Enhancement Framework (STEF)*: this enhancement framework would help develop teaching practice in the School. Course Directors had begun benchmarking courses against identified frameworks and practices. Further work to share good practice and identify scope for further enhancement would also be undertaken.
 - (d) *Fellowship of the Higher Education Academy*: the University had postponed development sessions to increase the number of academic colleagues with Fellowship. There remained an option to apply directly, with funding support from the School, where there was a high priority requirement.
 - (e) *Recruitment*: applications for courses within LSSS are 3.3% higher than in the same period of the previous year.
 - (f) *Staff and Student Wellbeing*: it was noted the two "Supporting Students in Crisis" meetings held in January had been well attended and a range of useful links/signposts to additional services had been sent to colleagues. The School Mental Health First Aid training had been scheduled and colleagues were encouraged to sign up to the university wide sessions as well.
 - (g) *Athena Swan Application*: this had been submitted in November 2018. Feedback had been provided to colleagues in the School.
 - (h) *School Risk Register*: In a change of practice, the register was now approved by the Senior Leadership Team. The risk ratings for Estates and Discipline had been increased to Red and Amber respectively. All others remained unchanged at Green. The register would be reviewed by 31 March 2019.

Post Graduate Executive Summaries

- 3 The following Executive Summaries were presented by the relevant Course Directors and reviewed by the Committee. The Course Directors discussed the action plans in place to support continuous improvement of the student academic experience and student outcomes in 2018-19.
- MA International Political Economy
 - MA/PGDip/PGCert International Relations
 - MA Peace and Development
 - MA/PGDip/PGCert International Human Rights Practice
 - MA Interdisciplinary Psychology
 - MSc Psychology Conversion/MSc Psychology
 - MSc Criminology
- (a) Concern was raised about the accuracy of Score Card Data and the source used to compile the data. This would be pursued outside the meeting.
- (b) Timetabling issues caused by a lack of CRNs had proven problematic and recent guidance had not provided the clarity hoped for.

Student Forum Update

- 4 The Committee received the report from the most recent Student Forum.
- (a) Positive feedback for course teams and support services had been received.
- (b) Group work remained a recurring theme with a balance of positive and negative comments.
- (c) Conflicted feedback was noted regarding Student Mentoring, with a majority finding it of benefit.
- 5 The Dean thanked all Course Directors for the feedback on points raised in the report.

Athena Swann Accreditation Application

- 6 The Committee received an oral update on the application:
- (a) The application had been submitted in November 2018 and the outcome was expected in March 2019. The School was committed to implement the action plan integral to the application regardless of the outcome.
- (b) The Chair expected that there would be a subcommittee to oversee any actions or activities and carry out the action plan. The subcommittee would report back to the School Academic Committee.
- (c) The School would be capped at Bronze, if the application was successful, as this was the highest grade that could be awarded on a first submission.
- (d) There was a national review underway of Athena Swan.

School Level/Local Level Modifications

- 7 The Committee received the report on outstanding tenures for existing external examiners:
- (a) Correction of the course structure on the Course Specification for BA (Hons) Criminology with Psychology module Exploring Men's Imprisonment, to denote delivery in the first semester.
- (b) Addition of a digital learning week to all Politics and International Relations provision (undergraduate and post graduate) in response to student feedback, with a reduction in contact hours to accommodate this.
- (c) Change in teaching strategy of the BSc (Hons) Speech and Language Therapy module clinical Analysis of Speech and Voice from individual to group sessions for four taught sessions. This will better support theoretical teaching and learning.

External Examiners, Leeds School of Social Sciences – Tenure Expiry

- 8 The Committee received the report on outstanding tenures for existing external examiners:
- (a) *MSc Psychology and BSc (Hons) Speech and Language Therapy*: Course Directors were actively seeking replacement examiners.
 - (b) *MSc Speech and Language Therapy*: a new external examiner would be required following the validation of the new course.
 - (c) The committee also noted the University position that replacement External Examiners should be appointed 6 months ahead of their tenure expiry date.

Inter-Professional Learning 2017-18 report

- 9 The Committee **received** the report (paper SSAC-2018-021) on Inter-professional Learning. It was **noted** that the Leeds Beckett IPL programme had been developed over many years to provide students across the disciplines of health and social care with a unique opportunity to learn about and experience the importance of working in multidisciplinary teams. Students from Speech and Language Sciences access the IPL programme.
- 10 Three IPL Champions were appointed recently to work across the three participating Schools and to co-ordinate the programme. Student feedback is gathered and continues to be positive.

Course Withdrawals

- 11 The Committee **received** the report on three target award Post Graduate diplomas that were requested to be withdrawn by the Course Director for Politics and International Relations. The number of students enrolling over the last few years was very low, where any enrolment had taken place. Therefore, the Course Director was seeking their removal. The awards would remain as contained awards within the School Portfolio. .

Registrar's Office Update February 2019

- 12 The Committee received the report from the Registrars Office. The report detailed developments in Academic Regulations and Policy, the proposed revised Academic Calendar 2019/20, Published Information Developments, the Student Consultation Framework, a Collaborations and Partnerships update and wider Sector developments

Reports received at the meeting		
1	Terms of reference and membership.	11 Academic Quality & Standards Committee
2	Chairs Report	12 Research & Enterprise Committee
3	REF update for UoA 4	13 Academic Board
4	REF update for UoA 19 and UoA 20	14 Registrar's Office Update.
5	Annual review – PG Course Director Executive Summaries and the School action plan	
6	Student Forum update	
7	Athena Swann Accreditation	
8	School level/Local level modifications for Sept 2020	
9	External Examiner Update	
10	Interprofessional Learning	

Elizabeth Phizackerley-Sugden, Academic Quality Support Officer
Leeds School of Social Sciences
February 2019



Schedule of Business 2019-20

Executive Summary

The report presents the Committee's schedule of business for 2019/20.

Action Requested

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

Items may be added to this throughout the year and if you wish to add an item you should notify your request to the Chair and Secretary of the Committee.

Appendices

None.

Author

Name: Louise Allen
Job title Quality Officer
Date: 31/05/19

Academic Quality & Standards Committee schedule of business 2019/20

October 2019 Deadline – TBC	January 2020 Deadline – TBC	March 2020 Deadline – TBC	June 2020 Deadline – TBC
Annual Reports on Key Indicators: <ul style="list-style-type: none"> • Audit Activity • PSRB Register • External Examiner Undergraduate Awards Report • Academic Misconduct • Student Surveys Report (NSS & DLHE) • Undergraduate Annual Review Report 	Annual Reports on Key Indicators: <ul style="list-style-type: none"> • First Degree Classifications • Academic Appeals & Student Complaints • External Examiner Postgraduate Awards Report 	Annual Reports on Key Indicators: <ul style="list-style-type: none"> • Annual Report on Collaborative Provision • Postgraduate Annual Review Report 	Annual Reports on Key Indicators: <ul style="list-style-type: none"> • PSRB Register • Continuation
Review of Degree Classifications	Student Representation Update	Development of Academic Regulations	Development of Academic Regulations
	Pearson Institutional Review Report		
	Development of Academic Regulations		
Standing items			
Membership & terms of reference (first meeting and when there are changes to note)	Report from the Chair	AQSC Action Plan	
Declarations of interest	Academic Assurance Report	Education Strategy Developments	
Minutes of the last meeting	Students' 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)	Regulatory Exemptions	
External Examiner Appointments	Schedule of business	Validation and Review Outcomes	
	Teaching Excellence Framework	Academic Planning & Collaborations Group Report	