



LEEDS
BECKETT
UNIVERSITY

BOARD OF GOVERNORS

23 November 2018
at 10:00 in G07 Old Broadcasting House,
City Campus

Governance & Legal Services

Leeds Beckett University, 101 Old Broadcasting House, City Campus, Leeds, LS2 9EN
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AGENDA for the meeting on Friday 23 November 2018

The 149th meeting of the Board of Governors will be held at 10:00 in Room G07 Old Broadcasting House, City Campus.

10:00	Part A: Preliminary Items	Paper	Led by
A1	Chair's Welcome	Oral	Chair
A2	Apologies	Oral	Secretary
A3	Declarations of interest	Oral	Chair
A4	Minutes of the previous meetings held on: (a) 13 July 2018 (b) 28 September 2018	HEC-2018-002 CONFIDENTIAL HEC-2018-003 CONFIDENTIAL	Chair
A5	Matters arising	HEC-2018-004 OPEN	Chair
10:05	Part B: Strategic Matters	Paper	Led by
B1	Chair's Report and Board Priorities 2018/19	Verbal	Chair
B2	Vice Chancellor's Report <i>*including a presentation on the External Relations Plan from the Director of External Relations</i>	HEC-2018-005 CONFIDENTIAL <i>To follow</i>	Vice Chancellor
B3	Strategic Plan KPI progress: Three Year Performance Report	HEC-2018-006 CONFIDENTIAL	Vice Chancellor
B4	Campus Masterplan: Implementation Update	HEC-2018-007 CONFIDENTIAL	P Smith
11:00	Part C: Financial Sustainability	Paper	Led by
C1	Student Recruitment Update	HEC-2018-008 CONFIDENTIAL	T Lancaster

To follow

C2 Financial Update HEC-2018-009 P Harrison

CONFIDENTIAL

To follow

11:20

~ Refreshment Break ~

11:30 **Part D: Financial Statements** **Paper** **Led by**

D1 Audit Committee Annual Report and Opinion 2017/18 HEC-2018-010 N Whitaker
CONFIDENTIAL

D2 External Auditor's Report for the year ended 31 July 2018 (including management letter) HEC-2018-011 Ernst & Young
CONFIDENTIAL

D3 Financial Statements for the year ended 31 July 2018 HEC-2018-012 P Harrison
CONFIDENTIAL

11:55

Part E: Academic Quality and the Student Experience **Paper** **Led by**

E1 Students' Union Report HEC-2018-013 J Harrison
OPEN

E2 Academic Assurance Annual Report 2017/18 HEC-2018-014 P Cardew
CONFIDENTIAL

12:10

Part F: Governance & Compliance **Paper** **Led by**

F1 Prevent duty annual report HEC-2018-015 S Harper
CONFIDENTIAL

F2 Annual Accountability return 2017/18 HEC-2018-016 C Thomas
CONFIDENTIAL

F3 Health & Safety update HEC-2018-017 P Smith
CONFIDENTIAL

F4 Annual Review and remuneration of the Chair of the Board HEC-2018-018 D Fletcher
CONFIDENTIAL
APPENDICES

F5 Annual Review and remuneration of Committee Chairs HEC-2018-019 Chair
CONFIDENTIAL
APPENDICES

F6 Office for Students: Reportable Events Verbal update C Thomas

12:45	Part G: Reports from Committees	Paper	Led by
	G1 Reports of the Governance and Nominations Committee – 5 October 2018	HEC-2018-020 OPEN	D Fletcher
	G2 Report of the Finance, Staffing & Resources Committee – 26 October 2018	HEC-2018-021 CONFIDENTIAL	J Dent
	G3 Report of the Audit Committee – 02 November 2018	HEC-2018-022 CONFIDENTIAL	N Whitaker
Part H: Items for Information		Paper	Led by
	H1 Schedule of Business 2018/19*	HEC-2018-023 OPEN	C Thomas

Date of the next meeting:

1 March 2019 at 10:00am, Old Broadcasting House, City Campus

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

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

Matters Arising

Executive Summary

This paper provides an update on a matter arising from the minutes of previous meetings of the Committee that are not otherwise covered by items on the agenda for this meeting.

It also documents matters that have arisen outside of Board meetings that require decision by the Board of Governors.

Action Requested

The report is for information and decision.

The Committee is asked to note the report and to **ratify** the following Chair's actions:

- (1) Implementation of the National Pay Award.
- (2) Appointment of Jo Norry as a staff governor.

Appendices

Appendix 1: Chairs Action form in relation to implementation of the National Pay Award

Appendix 2: Chair's Action form in relation to the appointment of Jo Norry as a staff governor.

Author

Name: Rachel Bradford
Job title: Governance Services Manager
Date: 13 November 2018

Board of Governors – Schedule of matters arising and open action items at 23 November 2018

Minute	Matter and action required	Responsibility	Progress and status
147.2017.HEC	Student and Staff wellbeing: Share the University's policies for staff and student wellbeing.	UET	COMPLETE – The development of a Mental Health and Wellbeing Framework was considered as an Away-Day topic on 28 September 2018. Work on finalising the framework is ongoing and will be shared with the Board once complete.
N/A	Approval of Chair's Action: National Pay Award A Chair's action was taken in this case because the recommendation to implement the National Pay Award fell outside of scheduled Board meetings and taking Chair's action meant that there would not be a delay in payment of the award in salaries.	Board of Governors	The Board is asked to ratify the Chair's action taken on 24 August 2018 to approve implementation of the National Pay Award.
N/A	Approval of Chair's Action: Appointment of a new staff governor: Jo Norry Chair's action to confirm the staff governor appointment was taken so that Jo could attend the meeting on 23 November 2018 in her capacity as a governor.	Board of Governors	The Board is asked to ratify the Chair's action taken on 14 November 2018 to appoint Jo Norry as the new staff governor.



BOARD OF GOVERNORS

Chair's Action

ACTION	Approval to implement the national pay award. Confirmation from UCEA to employers participating in the 2018-19 New JNCHES pay round that it regards the pay round as concluded and that they should implement the pay uplift offered is attached. The pay award will be backdated to 01 August 2018.
REASON FOR URGENCY/ IMMEDIATE ACTION	So that the pay award, which is overdue, can be paid in September salaries. Waiting until the next Board meeting in November 2018 would mean a further delay.
DATE ACTION TAKEN	24 August 2018
DATE REPORTED BY THE CLERK / VICE CHANCELLOR	24 August 2018
DATE OF BOARD MEETING AT WHICH ACTION TO BE RATIFIED	23 November 2018

Signed:

David Lowe

Chair of the Board of Governors of the Higher Education Corporation

Date: *24/08/2018*

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

Pay and Negotiation

Woburn House
20 Tavistock Square
London WC1H 9HU

Tel: 020 7383 2444
Fax: 020 7383 2666
www.ucea.ac.uk

8 August 2018

To: Heads of Institution, HR Directors

Attachments:

New JNCHES 2018-19 pay outcome document
UCEA Communications Briefing – August 2018

New JNCHES 2018-19: Conclusion and implementation of pay award

Executive summary

UCEA advises employers participating in the 2018-19 New JNCHES pay round that it regards the pay round as concluded and that they should implement the pay uplift offered with effect from 1 August 2018 as and when their payroll systems will allow. The advice to implement follows consultation with the UCEA Board and a clear endorsement from participating HEIs in light of there being a settlement with GMB but no indication that a settlement is achievable with UCU, EIS, UNISON and Unite following the conclusion of the dispute resolution process. UCEA has advised the trade unions that it is informing HEIs today that they should proceed to implement the pay outcome.

Background: the final offer

[UCEA Update 18:041](#) outlined the final offer made by UCEA on behalf of the employers at the final negotiating meeting on 10 May. Full details of the final offer can be found on the [UCEA website](#).

Trade unions' member consultations

[UCEA Updates 18:054](#), [18:056](#) and [18:058](#) provided details of the trade union processes to consult their members on the final offer and the outcome of the member consultations by the five New JNCHES unions. The consultative ballots by UCU, EIS, UNISON and Unite have indicated a rejection of the offer, with only the GMB union deciding to accept the offer. As reported in [UCEA Update 18:065](#) UCU, EIS, UNISON and Unite have each now confirmed their continued position of dispute following the conclusion of the [New JNCHES Dispute Resolution Process](#) and their intentions to move to ballot their members for strike or other action. The plans for statutory ballot processes indicate an intention that they run over a protracted period of several months and into October.

HEIs can find detailed information on ballots in Section 2 of the [UCEA Guidance on Managing Industrial Action](#) (pages 7-12) and should prepare themselves for the likely need to scrutinise ballot notices when received. The ballot by UCU is likely to open in August so we expect notices to be served around mid-August. As this will be the first statutory ballot by UCU since its reported surge in membership, we will in due course be asking HEIs to assist UCEA in gathering data on membership numbers. We will keep employers advised as to the timing of all the ballots once that information is available.

Outcome, pay spine and implementation

A copy of the 2018-19 New JNCHES pay outcome document is attached. The New JNCHES pay spine for 2018-19 is available for members to access from the [UCEA website](#) (password protected in pdf and Excel formats).

Participating employers may now implement the pay award. Depending on individual institutions' payroll cut-off dates, this will mean that some of HEIs may be able to implement in August but we acknowledge that this will always depend on payroll systems and the majority may be implementing in September and will therefore need to administer back pay to 1 August 2018.

When preparing to implement there are three particular points to note:

- As with previous years, there is a clause that allows an HEI that is in serious financial difficulty to defer implementation of the pay uplifts by up to 11 months in order to minimise job losses. This means a full deferral, i.e. without back pay. Please do contact UCEA officers if you wish to consider using the clause.
- Post-92 HEIs that have retained separate London weightings are recommended to increase these by 2%.
- The pay award includes higher uplifts to points 2 to 15 on the New JNCHES pay spine. It is the national pay spine point that is being increased by the relevant percentage or amount not any locally agreed adjusted pay point values. Thus, HEIs that may have higher pay spine point values for any of these pay points locally (except due to London weighting) need only increase these to the level of the new 2018-19 New JNCHES pay spine points. Any decisions individual HEIs may then take to make local adjustments (for example to apply the new Living Wage Foundation and London Living Wage figures that will come out in November) can be made working from the new single pay spine point values.

Communications

UCEA and its members view this final offer as a good one that is at the limit of what can be reached in this exhausted collective negotiation process. In view of the pending ballots for industrial action it is important for the individual participating employers to relay positive information to their employees regarding the final outcome. The attached communications material is to assist employers with their own communications. Last week UCU added to its [HE national negotiations 2018-19 page](#) with new posters and leaflets as part of its 'autumn ballot preparation' while UNISON's news release on 3 August, [HE members to be balloted on strike action](#), pointed out that it will 'be strongly campaigning to get members to vote to take action and we will produce updated materials and resources to support the process in due course'.

UCEA provides communications materials and briefings to support HEIs in their own communications to staff, all accessible via the [UCEA website](#). The latest addition is the attached '*UCEA Communications Briefing – August 2018: New JNCHES 2018-19: Implementation of the final offer on pay and related key messages to support HEI communications*'. This focuses on some key messages addressing the decision to implement the final offer on pay. The briefing also emphasises the process undertaken to achieve the best possible outcome, responds to the content of UCU's 'autumn ballot preparation' material, sets out the limited parameters of the New JNCHES machinery and includes further relevant themed key messages for HEIs. We encourage members to make use of these and the latest UCEA statement, below.

A UCEA spokesperson said:

"We are now advising that the pay outcome for 2018-19 be implemented as employers do not feel it right to make employees wait to receive a significant pay increase for the several more months that the trade unions in dispute have decided to take in order to conduct ballots of their members. We hope that the trade unions that are in dispute will not regard staff in HE institutions receiving the significant pay uplifts due from this outcome as provocative as this is not HE employers' intention. It is of course disappointing that we have four of our five unions in dispute as we believe that the average 3.5% increase this brings the sector's non-senior staff is a very good outcome. With extra increases for the lower paid and a 2% base uplift for others – half of whom will also receive further increases through pay progression – it is clear that the HE deal stacks up well against other sectors right now. A number of HE institutions have emphasised to us that they find this outcome financially challenging but remain committed to making a good award to their valued employees."

Helen Fairfoul
Chief Executive

Enquiries: Please address procedural enquiries to Roshan Israni (r.israni@ucea.ac.uk) or Alison McGrand (a.mcgrand@ucea.ac.uk). Please address communications queries to Andy Fryer (a.fryer@ucea.ac.uk).

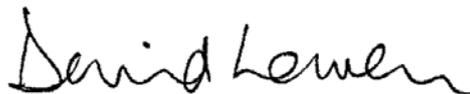
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BOARD OF GOVERNORS

Chair's Action

ACTION	Approval of the appointment of Jo Norry to the Board of Governors as a Professional Services Staff Governor
REASON FOR URGENCY/ IMMEDIATE ACTION	In order to confirm the appointment prior to the next Board meeting and thereby enable Jo Norry to attend in her capacity as a Staff Governor.
DATE ACTION TAKEN	14 November 2018
DATE REPORTED BY THE CLERK / VICE CHANCELLOR	14 November 2018
DATE OF BOARD MEETING AT WHICH ACTION TO BE RATIFIED	23 November 2018

Signed:



Chair of the Board of Governors of the Higher Education Corporation

Date:

14 November 2018

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



Students' Union Report

Executive Summary

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

Action Requested

The report is **for information.** The Board of Governors is invited to note the report.

Appendices

Appendix A: School Forum Feedback

Appendix B: NSS Analysis – Students' Union 2017-18

Author

Name: Jack Harrison

Job title: President

Date: 23 November 2018

Approval Route

n/a

Students' Union Report

Introduction

An update for the Board of the significant events, achievements and occurrences in the Students' Union since the last meeting of the Board of Governors.

Synopsis of how the SU is doing

1. Summer was a busy time for us with work ongoing to train and induct the new officer team and set the direction for the year.
2. At the beginning of the summer, the officer team and senior managers held a residential session to discuss plans and objectives for the year ahead. Key areas of focus this year are positively impacting students' mental health and wellbeing and ensuring participation and inclusion is central to all the Unions work.
3. Following on from the findings of the Alterline "Being Well, Doing Well" report that have previously been shared with the Board of Governors; the Students' Union have taken a number of steps to work towards the priority of having a positive impact on our students' mental health. All staff members now have a mental health objective for the year. These include but are not limited to:
 - a. Developing and improving the mental health content on the SU website
 - b. Identifying support systems available in Leeds to set up referral pathways
 - c. Increasing the number of events supporting and/or promoting mental health
 - d. Conducting research into employability, volunteering and job hunting and the impact these have on students' mental health and stress
4. Over the summer months, our social spaces were refurbished and rebranded as 'The Hive' at both City and Headingley Campus. Both Hives were launched in Give It A Go week, these events included Hive Talks, a quiz, board games available and food samples amongst other things. This was to give students an idea of what the Hives will have to offer throughout the year. Financially, both Hives have seen an increase for wet and dry sales and Starbucks sales. We have received some very positive feedback from both students and staff about the refurbishments.

Highlights of Current Successes and Achievements

5. Freshers was successful, 841 wristbands were sold compared to 774 last year. All the events we hosted were well attended, and therefore students' first impressions of the Students' Union venues will have hopefully been a positive one.
6. Also as part of Freshers, we conducted 73 Welcome talks speaking to over 3,700 students about the SU.

7. Officers have set themselves a target of speaking to 7,000 students throughout the year. They have achieved 88% of their target already (6,197 students).
8. We are pleased to announce that the “Zero Tolerance to Sexual Harassment and Violence” campaign we developed and ran in partnership with the University won the NUS Award in July in the “Relationships and Partnerships” category. The Zero Tolerance campaign officially launched on the 8th October and so far this academic year has received 461 pledges.
9. This year we will be continuing with the Student Life Pulse, a set of surveys sent out over 9 months to segments of the student population. The results from last year’s Pulse are being further investigated to help guide us in our work. We are focussing in particular on student wellbeing, as this is a priority for the year and students’ social life in light of the refurbishment of our social spaces.
10. The number of society memberships purchased this so far this academic year is pleasing with 770 memberships as of October 2018, meaning we have already reached 40% of our target for the year.
11. Our “Fair Deal for Interns” accreditation scheme, which launched in June 2018 now has 5 companies accredited with it and more currently being processed. This is a great start in working towards the end of unpaid work for our students.
12. We scored 58.11% on NSS Question 26 (The Students’ Union effectively represents students’ academic interests), which is a slight drop from last year (59%). The sector-wide average was 56.5% so we remain above this. The number of students who definitely agreed or mostly agreed was 2007. The number of students who definitely disagreed or mostly disagreed was 424. However, 1170 students said “neither” or “not applicable”. An analysis of NSS questions relating to the work of the Students’ Union and a comparison of the scores from different demographic groups is included in Appendix B. The other questions in the Student Voice section of the NSS all showed improvement and we have been involved in developing and facilitating opportunities for students to give feedback. Last year was successful in embedding the academic representation system and working with the University on improving School Forums. Hopefully, this year’s scores will reflect these improvements in our representation of students’ academic interests.
13. We have recruited 863 course reps so far this year. Course rep training is currently taking place and we will be introducing an online version for those who cannot attend, and a version for Distance Learning students, embedded on the SU website.

Officer Objectives

14. Jack Harrison, President:

Priority 1: To implement the Totum app and secure local discounts for students throughout Leeds. Objective ongoing.

Priority 2: To extend the provision of Give It A Go opportunities for students through monthly events. He has already hosted a week of events following Freshers and a pumpkin carving event for Halloween. Objective ongoing.

Priority 3: To continue the campaign for Lights in Becketts Park to ensure the safety of students around Headingley campus. Objective ongoing.

15. Charlie Hind, Vice President Education:

Priority 1: Hidden Fees – to lobby the University to cover any fees/costs that fall under the definition of “mandatory costs”. This means any costs that arise from studying any modules. Objective ongoing.

Priority 2: To work collaboratively with Ro Sewell, Vice President Equality and Diversity, to address the Black, Asian & Minority Ethnic (BAME) attainment gap at Leeds Beckett University. Objective ongoing.

Priority 3: Fairness for Student Workers – to raise students’ awareness of their rights at work, advertise where they access support and improve students’ confidence in tackling issues they may face in the workplace. Objective ongoing.

16. Ro Sewell, Vice President Equality and Diversity:

Priority 1: To improve autism awareness and inclusion by working with Disability Services on examples of best practice and implementing autism awareness training for lecturers. Objective ongoing.

Priority 2: To host an Equality and Diversity calendar of events throughout the year to celebrate the diverse student body and share students stories. Objective ongoing.

Priority 3: To work collaboratively with Charlie Hind, Vice President Education, to recruit BAME Ambassadors who will work to ensure they are heard, better represented and can voice their views from a position of authenticity. Objective ongoing.

17. Jess Carrier, Vice President Welfare and Community:

Priority 1: To run a “Safer Drugs” campaign with the aim of ensuring there is support and information available for students and to lobby the University to adopt a harm reduction approach to drug use. Objective ongoing.

Priority 2: Empowering students to address their housing issues through the creation of a Tenants Union. This will better inform students about their rights as tenants and give them a mechanism through which to assert their rights. Objective ongoing.

Priority 3: To run a campaign around LGBT+ students' sexual health with the aim of highlighting stigmas. Objective ongoing.

18. Aidan Thatcher, Vice President Activities:

Priority 1: To increase engagement with Intersociety nights. His first Society Mixer was held in October and approximately 30 students attended. Objective ongoing.

Priority 2: To achieve a bigger and better sports offer for students, introducing more sporting opportunities, for example yoga and working with the Athletic Union to reduce fees. Objective ongoing.

Priority 3: Developing volunteering opportunities and fundraising with Sports Clubs. Objective ongoing.

Conclusions and recommendations

The Board is invited to **note** this report.

Appendix A: School Forum Feedback

1. For the academic year 2017/18, 829 course representatives were appointed, 31% of which were trained, and towards the end of the year 48 part-time languages course representatives were identified. The School with the largest number of appointed course representatives was the Carnegie School of Sport with 160 reps. The School with the largest percentage of trained course representatives was the Leeds School of Social Sciences with 51% of reps being trained.
2. The themes below summarise the student feedback raised in School Forums throughout the academic year 2017/18. An end of year school report detailing academic representation throughout the year has been provided to the Deans.
3. Key issues were raised across the schools by students in relation to their teaching and learning. This feedback was concerned with issues including group work, module content and structure, hidden fees and placements. Examples of these issues include:
 - a. Group work
 - i. Students in the Carnegie School of Sport commented that most of their modules involved group work and they felt this was stress inducing for many students.
 - ii. Comments were received in School Forums from students in the School of Events, Tourism & Hospitality Management that for group tasks some students made more effort than others and students felt they would have performed better if their work had been assessed individually.
 - iii. Students in Leeds Business School raised concerns regarding group work as they felt choosing who to work with was better and different outcomes were needed to ensure all students contribute.
 - b. Module content and structure
 - i. Comments were received in School Forums from students in the School of Computing, Creative Technology & Engineering concerning the level of ability required for some modules. Students commented that the lack of advanced work available was affecting attendance.
 - ii. The module content and structure was causing concerns for students within the School of Clinical & Applied Sciences and they commented that it was difficult to see the links between tutorials.
 - iii. Students within the School of Film, Music & Performing Arts commented that the mixing aspect of production needs to be introduced earlier than Level 6 as it underpins all other aspects of study.
 - c. Hidden fees
 - i. Concerns about Hidden Fees were raised throughout the year across the courses within the School of Art, Architecture & Design. Students commented that only having Photoshop or Adobe at University impacted on their ability to complete assessments especially for

- commuter students and that they worried about producing high quantities of work because of the cost.
- ii. Students within the School of Health & Community Studies queried the £9,000 course fees due to the little contact time they received in Semester 2.
- d. Placements
 - i. Students within the School of Health & Community Studies gave feedback about placements commenting that they felt they had a better relationship with their tutor than the visiting placement staff who provides support. In addition, students felt the bursary received was not enough, the School agreed to double this amount for students.
 - ii. Concerns about the Care Shield basic training for NHS Placements within the School of Social Sciences were raised in the forums as many students could not complete the session to begin with and the communication surrounding this training was confusing.
4. Students raised issues with their assessments throughout the School Forums in the last academic years. This feedback was concerned with issues including receiving information regarding assessments and receiving feedback. Examples of these issues include:
- a. Students in the School of Computing, Creative Technology & Engineering felt that at Level 6 they were being put with supervisors for their projects who were not suitable for their area of interest.
 - b. Students in this school also commented that the assessment information for the Web Development module needs clarifying, as students were not clear on the rules for submission.
 - c. Feedback received from students studying Childhood Development & Playwork within the School of Health & Community Studies focused on the need for assessments to be better explained to students so they feel comfortable undertaking them.
 - d. Students on the Sport, Physical Activity & Health course within the Carnegie School of Sport commented that they were receiving grades at different times and not always receiving feedback.
 - e. Students within the School of Social Sciences raised issues concerning assessments, including the lack of support offered, the structure of assessments and the feedback received on them.
 - f. In the School of Cultural Studies & Humanities feedback about assessments focused on the need for an increased use of TurnItIn as students commented that handwritten feedback is often illegible.
5. Comments were repeatedly made about timetabling and how this worked for students.
- a. Students in the School of Events, Tourism & Hospitality Management gave feedback in School Forums regarding the facilities available within the Pavilion. They also commented that their timetables were causing a fall in attendance across the course.

- b. Students on the Landscape Architecture course within the School of Art, Architecture and Design commented that they have two separate timetables for their modules.
 - c. Students in the School of Health & Community Studies raised various issues with timetabling in the School Forums including the need for more classroom time as opposed to lecture theatres, timetable changes causing confusion and the need for awareness about students with extra commitments.
 - d. Within the School of Cultural Studies & Humanities students commented that classes scheduled in the evening was difficult and the gaps between classes was inadequate.
6. Communication was a key issue for students in many Schools and this was raised in the School Forums.
 - a. Students within the School of Clinical & Applied Sciences commented that tutors were taking a long time to reply to messages and this concerned students who were undertaking dissertations.
 - b. Students within the School of Social Sciences commented that communication between tutors was lacking with groups in the same module undertaking different tasks.
 - c. Within the School of Cultural Studies & Humanities students, felt communication between lecturers could be improved to ensure assessments are not due at the same time.
 - d. Students on the PGCE Secondary Computer Science course within the Carnegie School of Education felt the communication of information was poor with core course information, such as deadlines, delivered like a throwaway comment.
7. Students also made comments regarding the support they received within their School and course.
 - a. Students in the School of Events, Tourism & Hospitality Management commented that they required more support and assistance with their research proposals.
 - b. Comments were received from students within the School of Computing, Creative Technology & Engineering that they were left without guidance and structure in Level 6 on the Computing course.
 - c. Students in the School of Health & Community Studies commented that there was a lack of support from personal tutors after returning from placement and on their assessments.
 - d. Reps across courses in the Carnegie School of Sport commented that the having a peer support programme would be helpful.
8. Key issues were raised across the schools by students regarding the library.
 - a. The Fashion Marketing course within the School of Art, Architecture & Design requested more books; this was resolved with the Academic Librarian for this school purchasing these as e-books.

- b. Students repeatedly fed back that there was not enough space or computers available in the library at busy times; the refurbishment, which took place over the summer months, is expected to have helped relieve this.
9. Key issues were raised across the schools by students regarding IT Services.
- a. Students across the Schools repeatedly raised issues with the Wi-Fi in various areas of the University.
 - b. Students within the School of Art, Architecture and Design commented that they had particular issues with using programs such as Photoshop on certain devices.
 - c. Comments were raised by students within the School of Computing, Creative Technology & Engineering that problems have been experienced with the KVM switches that impacts the working time students have available. Students from this School also commented that the graphic tablets were outdated.
 - d. Numerous comments were made across the Schools concerning the Leeds Beckett app and its failure to work for attendance monitoring.
10. The Schools were mostly proactive in addressing the issues raised by students in School Forums. However, for this academic year the actions taken to address these issues should be reported back to representatives using the School Forums to ensure the academic representation system is upheld, students feel their feedback is valued and the feedback cycle is complete.

Appendix B: NSS Analysis – Students' Union 2017-18



**NSS ANALYSIS –SU
2017/18**

7th August 2018

Prepared by Lydia Isherwood, Student Voice Researcher

Figures

Table 1: Response rate for each demographic

Table 2: Response rate for each School

Figure 1: Percentage who 'definitely agree' or 'agree' with Q.26 split by school

Figure 2: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by school

Figure 3: Percentage who 'definitely agree' or 'agree' with Q.26 split by Age

Figure 4: Percentage who 'definitely agree' or 'agree' with Q.26 split by disability

Figure 5: Percentage who 'definitely agree' or 'agree' with Q.23 split by disability

Figure 6: Percentage who 'definitely agree' or 'agree' with Q.26 split by domicile

Figure 7: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by domicile

Figure 8: Percentage who 'definitely agree' or 'agree' with Q.26 split by ethnicity

Figure 9: Percentage who 'definitely agree' or 'agree' with Q.23 split by ethnicity

Figure 10: Percentage who 'definitely agree' or 'agree' with Q.26 split by gender

Figure 11: Percentage who 'definitely agree' or 'agree' with Q.26 split by mode of study

Figure 12: Percentage who 'definitely agree' or 'agree' with Q.26 split by NHS students

Figure 13: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by NHS students

Executive summary

Background

This report analyses the data from the NSS questions relating to the work of the Students' Union and compares the scores from different demographic groups of students.

Methodology

Three questions were examined:

- Q26: The students' union (association or guild) effectively represents students' academic interests.
- Q23: I have had the right opportunities to provide feedback on my course.
- Q25: It is clear how students' feedback on the course has been acted on.

The percentage of students who 'definitely agree' or 'agree' with the statements was analysed and compared to the results of the 2016/17 National Student Survey and the sector-wide average this year.

Responses to these questions were split by demographic groups to allow for comparison. The demographics included were:

- School
- Age
- Disability
- Domicile
- Ethnicity
- Gender
- Mode of study
- NHS student

Key Findings

- The scores given to the Students' Union by Schools varied considerably. The large differences in scores highlights Schools that should be targeted for improvement in their relationship with the SU and Schools that show best practice of representation of academic interests by the SU.
- Interesting differences in scores were seen when splitting students by ethnicity. Asian students scored the Students' Union higher than White, Black & Other students did, while students whose ethnicity was Not Known scored the SU the highest.
- Female students scored the Students' Union higher than male students did on all the questions examined.

- The largest differences in scores was seen between NHS students and non-NHS students. NHS students' scores were significantly higher than non-NHS students on all questions and on Q.23, a difference of 20 percentage points was seen.

1 Introduction

1.1. Background

The National Student Survey, NSS, is an annual survey for final-year undergraduates aimed at gathering student feedback on their course experience.

The survey investigates teaching, learning opportunities, assessment and feedback, academic support, organisation and management, learning resources, learning community and student voice.

This report analyses the data from the NSS questions relating to the work of the Students' Union.

1.2 Response Rates

Response rates across the different demographics of our students do not deviate much from the overall University response rate of 77%. The highest response rate was seen in NHS students and the lowest response rate was seen in part-time students.

Table 1: Response rate for each demographic

<u>Demographic</u>		<u>Response Rate</u>
University	Leeds Beckett University as a whole	77%
Age	Mature students	79%
	Young students	77%
Disability	A specific learning disability	80%
	Other disability	77%
	No known disability	79%
Domicile	UK	77%
	EU	73%
	Others	81%
Ethnicity	Asian	78%
	Black	81%
	White	77%
	Other	74%
	Not Known	78%
Gender	Male	73%
	Female	82%
Mode of study	Full-time	78%
	Part-time	67%
NHS students	NHS	84%
	Non-NHS	77%

The response rates for the Schools were varied. The highest response rate was seen for the School of Health & Community Studies and the lowest response rate was seen for the School of Cultural Studies & Humanities.

Table 2: Response rate for each School

<u>School</u>	<u>Response Rate</u>
Cultural Studies & Humanities	67.8%
Social Sciences	72.8%
Leeds Law School	73.7%
Film, Music & Performing Arts	75.1%
Leeds Business School	76.5%
Sport	76.7%
Clinical & Applied Sciences	79.3%
Art, Architecture & Design	80.9%
Events, Tourism & Hospitality Management	81.1%
Built Environment & Engineering	81.9%
Computing, Creative Tech & Engineering	82.6%
Education	84%
Health & Community Studies	86.4%

2 Methodology

2.1 Research Aim

To investigate how students scored the Students' Union in the 2017/18 National Student Survey.

2.2 Data Analysis

Data from the question on the National Student Survey directly relating to Students' Unions was analysed, along with a question concerning course feedback.

The questions content was:

- Q26: The students' union (association or guild) effectively represents students' academic interests.
- Q23: I have had the right opportunities to provide feedback on my course.

In addition, where the findings were of particular interest, results have been included for Q.25, which asks: It is clear how students' feedback on the course has been acted on. This question is related to Q.23 as the School Forums that make up part of LBSUs academic representation system allow students to know how their feedback is being acted upon. The results of this question were particularly relevant when the data was split by School, domicile and NHS students. For the other demographics, the results were in line with Q.23 so have not been included.

The percentage of students who 'definitely agree' or 'agree' with the statements was analysed and compared to the results of the 2016/17 National Student Survey and the sector-wide average this year.

Responses to these questions were split by demographic groups to allow for comparison. The demographics included were:

- School
- Age
- Disability
- Domicile
- Ethnicity
- Gender
- Mode of study
- NHS student

The decision was made not to include some demographic information included in the NSS, as they are less relevant when engaging students with the Students' Union and its work. These were socioeconomic status, highest level of qualification on entry and expected level of study.

3 Results

3.1 Overall

Q.26 - *The students' union (association or guild) effectively represents students' academic interests* – was responded to by 3601 individuals (77% of the population). The average percentage of those who 'definitely agree' or 'agree' with the above statement was 58.11%. This is down from the previous year, which was 58.86%, but higher than the percentage who agreed across England and the sector-wide result (56.76% and 56.47% respectively).

The average percentage of those who 'definitely agree' or 'agree' with Q.23 – *I have had the right opportunities to provide feedback on my course* – was 86.59%. This result is higher than last year, which was 85.98% and is higher than the percentage who agreed across England and the sector-wide result.

The cognitive testing undertaken by HEFCE prior to the introduction of the new NSS in 2016 showed that for Q.23 students think about course rep systems. This can be seen as positive for the Students' Union as it reflects the work the SU has contributed to the academic representation system.

The percentage of students who agreed with Q25 – *It is clear how students' feedback on the course has been acted on* - was lower than for Q.23. The average percentage was 62.64%, however this is higher than last year and the sector-wide result.

3.2 School

The results for Q.26, Q.23 and Q.25 were analysed by School to investigate the differences between the Schools at Leeds Beckett University.

Figure 1 highlights the differences between Schools in their scoring of the Students' Union on Q.26 of the NSS. The percentage agreeing that the Students' Union effectively represents students' academic interests varies quite dramatically between the Schools.

Just over half the Schools fell below the average score for the University – 58.11%, with 6 scoring higher.

Computing, Creative Tech & Engineering scored the Students' Union lowest with only 50.67% agreeing with the statement. Events, Tourism & Hospitality Management scored the Students' Union the highest by a considerable amount with 82.5% agreeing with the statement. The scores from other Schools fell steadily between these figures as can be seen in Figure 1.

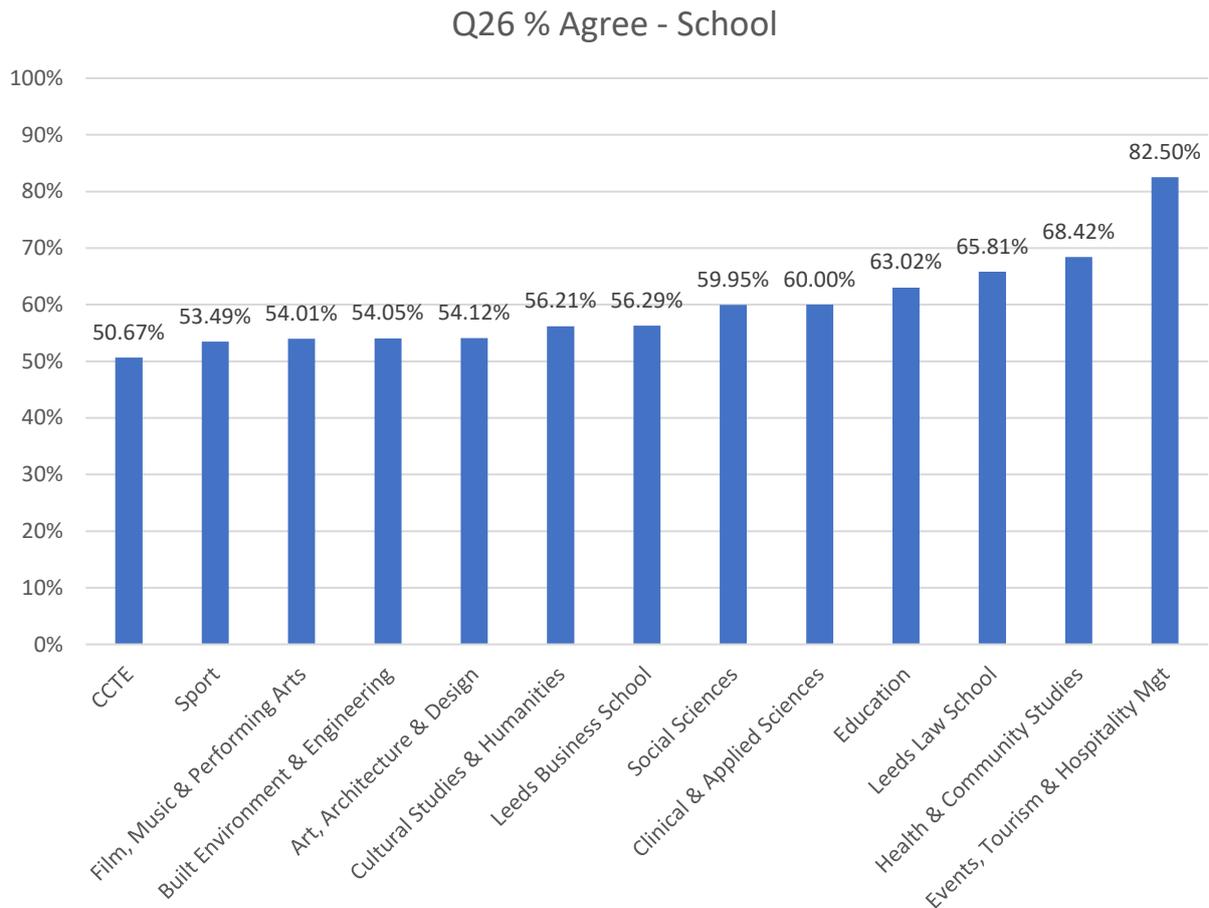


Figure 1: Percentage who 'definitely agree' or 'agree' with Q.26 split by school

Figure 2 compares the percentage of students who 'definitely agree' or 'agree' with Q.23 and Q.25 split by School. These figures are interesting to compare because these questions look at the opportunities students have to provide feedback and whether they feel this feedback has been acted on.

In general across the Schools the scores for Q.25 [it is clear how students' feedback on the course has been acted on] were lower than the scores for Q.23 [I have had the right opportunities to provide feedback on my course]. This indicates an overall feeling that students have opportunities to feedback but it is not clear how this feedback is addressed.

This divide was largest for the School of Cultural Studies & Humanities followed by Leeds Law School. The School of Events, Tourism & Hospitality Management showed the least difference followed the School of Health & Community Studies. *This suggests that there needs to be an improvement in using the School Forums to complete the feedback loop raised by our School and Course Reps.*

Q23 & Q25 % Agree - School

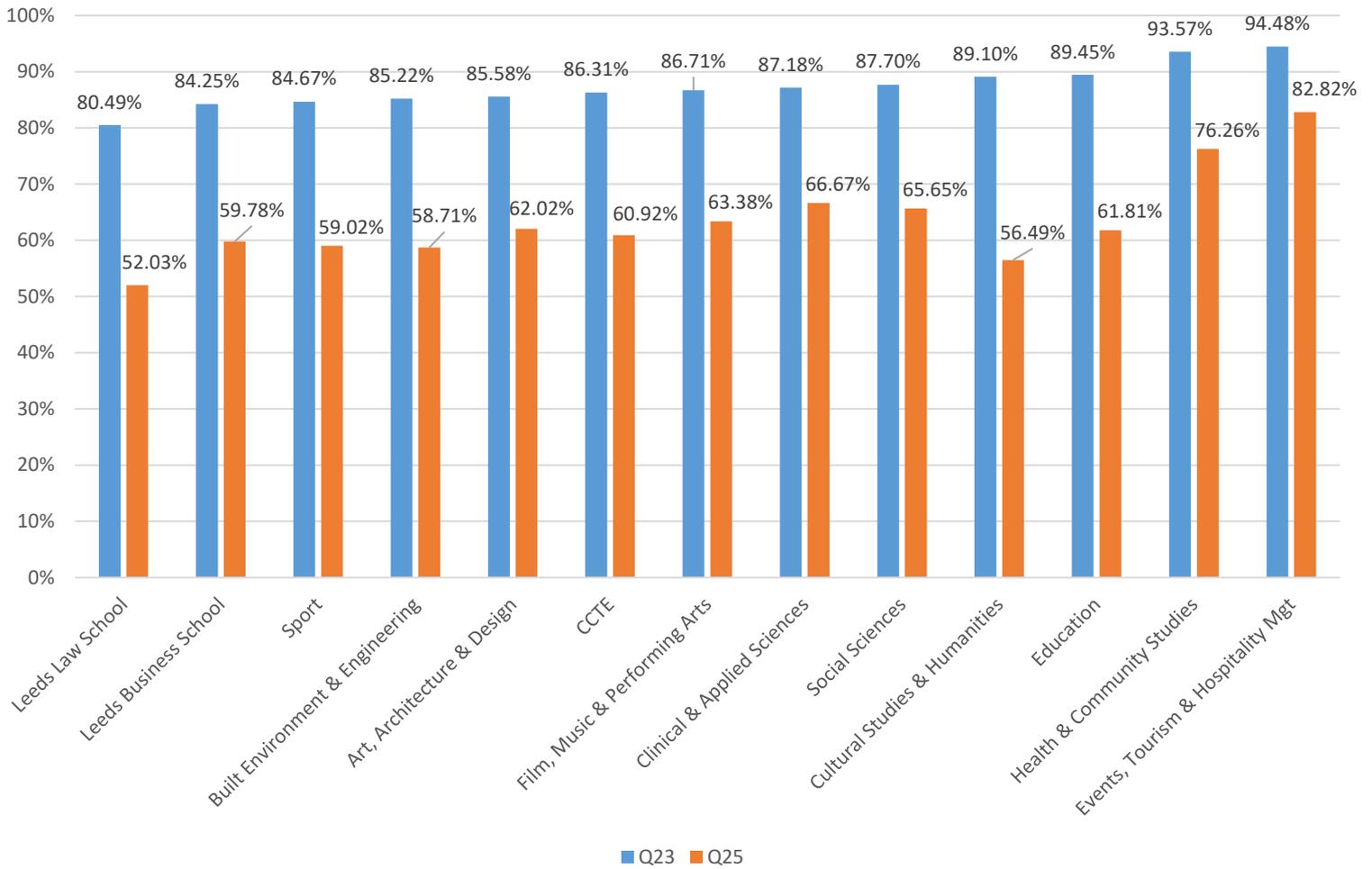


Figure 2: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by school

3.3 Age

Figure 3 shows the percentage who 'definitely agree' or 'agree' with Q.26 split by the age of respondents. Although the number of mature students eligible to complete the NSS was significantly lower than the number of young students, a slightly higher percentage of mature students responded to the survey (79% compared with 77%).

The findings reveal a difference between young students (under 21 when starting Higher Education) and mature students (21 or over when starting Higher Education).

A slightly higher percentage of mature students (60.77%) agree with the statement compared with young students (57.74%). The percentage agreeing has dropped from last year for both mature and young students but remains higher than the percentage who agree sector-wide.

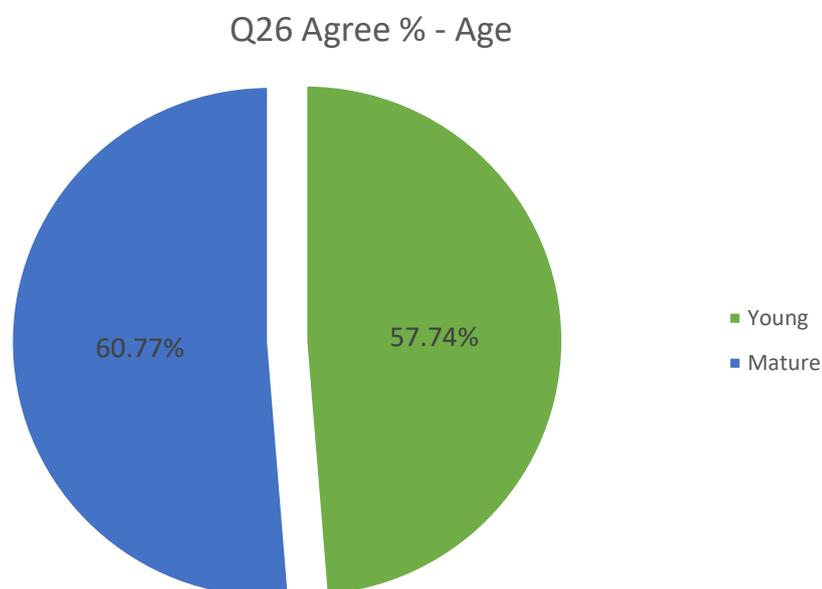


Figure 3: Percentage who 'definitely agree' or 'agree' with Q.26 split by Age

For Q.23, concerning course feedback a similar split was found, although the percentages were higher than for Q.26. 89.57% of mature students agreed with the statement, compared to 86.17% of young students. These results are higher than last year and are higher than the percentage sector-wide who agree with this statement.

It seems that mature students are happier with how the Students' Union represents their academic interests and the opportunities they have had to provide feedback than younger students. However, the NSS splitting age simply by *Mature* and *Young* is not particularly helpful in providing specific information on students of different ages.

3.4 Disability

The definitions used in the NSS for disabilities are:

- Specific learning disability (e.g. dyslexia, dyspraxia, ADHD)
- Other disability (excluding disability, dyspraxia, ADHD)
- No known disability

The response rates for each group was relatively high and there was not much variance. 80% of individuals with a specific learning disability, 79% who declared 'other disability' and 77% of those with no known disability responded.

Figure 4 shows the percentage agreeing with Q.26 split by disability. No large variance was seen between any of the groups. Individuals who had declared no-known disability had the highest percentage of agreement (58.28%), followed by those with a specific learning disability (57.27%) and those with another disability had the lowest percentage of agreement (56.18%). The results for the specific learning disability group and the other disability are both below the percentage who agree across the whole of Leeds Beckett University.

Compared with last year's results, the percentage agreeing with this statement has decreased for those with no-known disability and other disability but increased for students with a specific learning disability. Interestingly, the percentage of students in receipt of Disabled Students' Allowance who agree with this statement is considerably lower at 54.6%. This identifies an additional subset of students who may not understand or be involved in the SU.

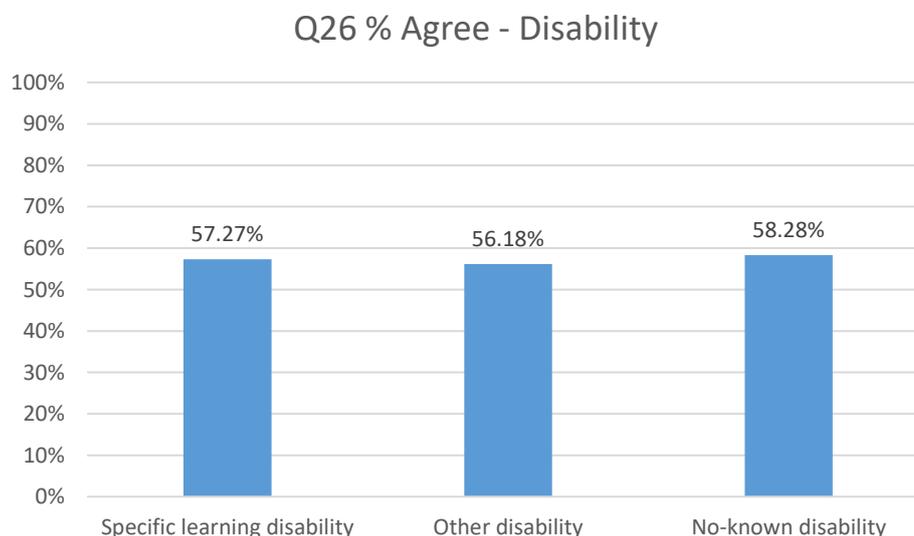


Figure 4: Percentage who 'definitely agree' or 'agree' with Q.26 split by disability

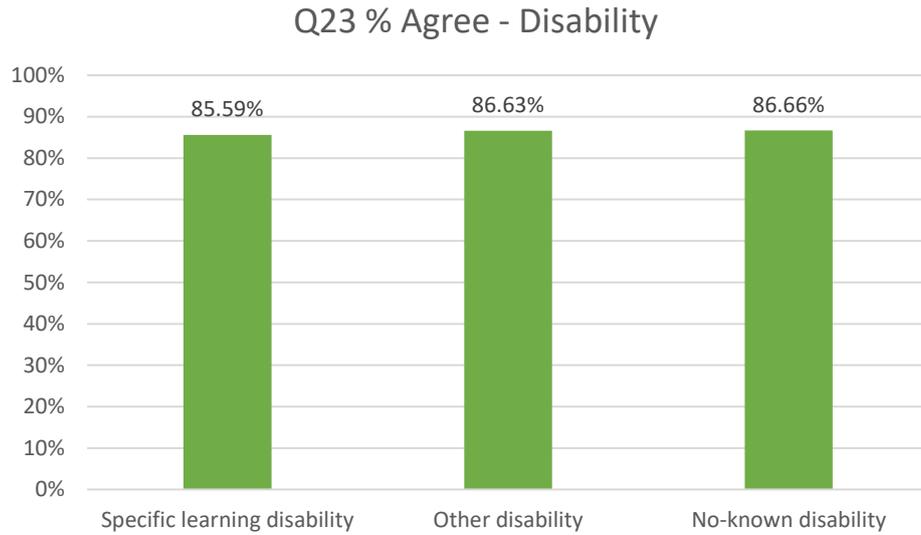


Figure 5: Percentage who 'definitely agree' or 'agree' with Q.23 split by disability

For Q.23, as shown in Figure 5, agreement was higher across all groups than it was last year. Individuals who had declared no-known disability had the highest percentage of agreement, as seen in Q.26. Those classified as having 'other disability' had a slightly lower percentage of agreement and those with a specific learning disability had the lowest.

3.5 Domicile

The domicile is defined as a student's normal area of residency, the categories used in the NSS are:

- UK
- EU, excluding UK
- Other

Figure 6 shows the percentage agreeing with Q.26 split by domicile. UK students were the group who least agreed with the statement at 57.86%, which is less than the percentage that agree across the whole of Leeds Beckett University. Students whose domicile is defined at 'Other' had the highest agreement at 62.65%.

Compared to last year's results, agreement has decreased for UK students and students from Other domiciles but increased for EU students. In addition, the results for all groups are higher than the percentage who agree sector-wide.

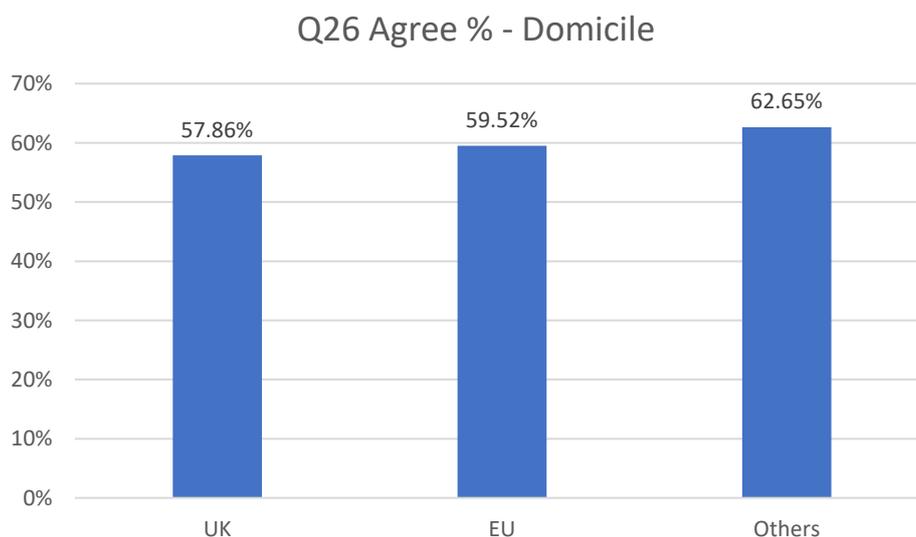


Figure 6: Percentage who 'definitely agree' or 'agree' with Q.26 split by domicile

For Q.23, students from Other domiciles also agreed the most with the statement at 86.78% compared to 86.67% for UK students and 79.55% for EU students. Changes from last year were also seen with the percentage increasing for UK and Other students, but decreasing for EU students. The findings of Q.25 are relevant when split by the domicile of students. The level of agreement was lower for all groups on Q.25 compared to Q.23. The largest gap was seen for students from the UK with only 62.27% agreeing that it is clear how student feedback on the course has been acted on. This indicates that although UK students agree they have the opportunities to give feedback they do not feel these have been clearly acted on.

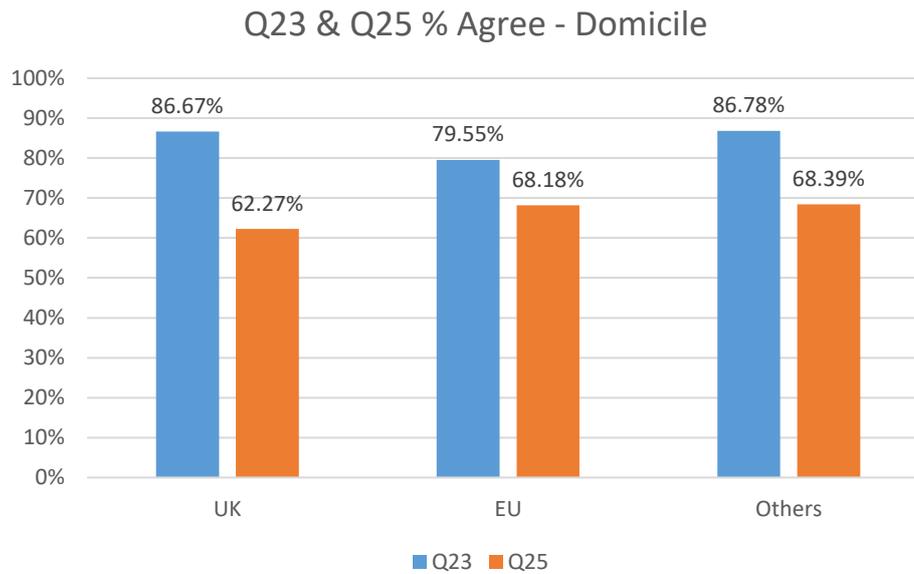


Figure 7: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by domicile

The finding that students whose domicile is defined as 'Other' agreed most for both Q.26 shows the SU in its representation of academic interests is resonating with International students. In addition, the high score given by International students for Q.23 shows they feel they have the opportunity to provide feedback on their course. Another important finding is the fall in the percentage of EU students agreeing with Q.23 compared with the rise in agreement for Q.26. This indicates that more EU students this year agree that the SU represents their academic interests but less feel they have had the opportunity to provide feedback on their course.

3.6 Ethnicity

Figure 8 shows the percentage of students who 'definitely agree' or 'agree' with Q.26 split by ethnicity. These results varied more than other demographic groups.

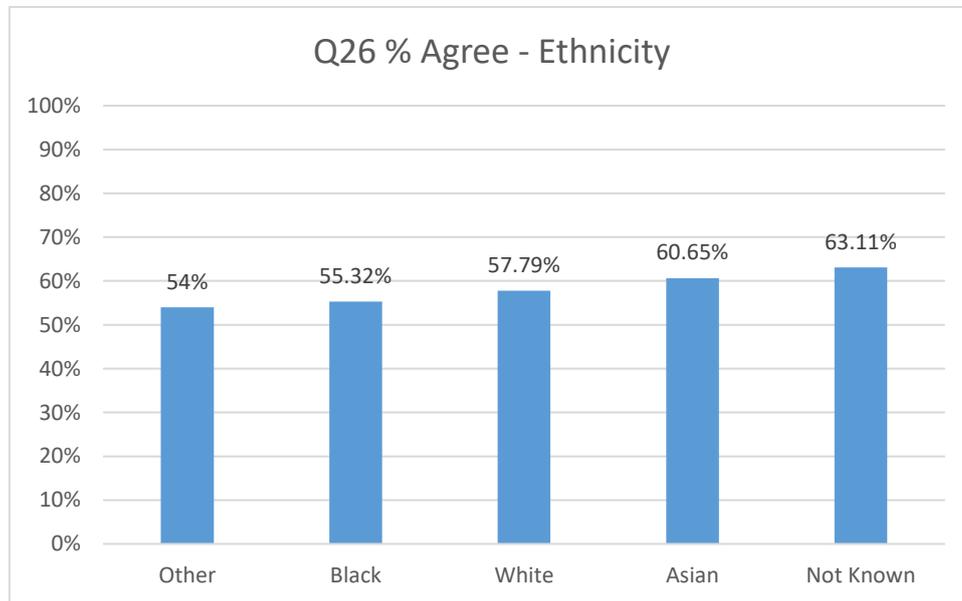


Figure 8: Percentage who 'definitely agree' or 'agree' with Q.26 split by ethnicity

Interestingly, the highest percentage of agreement was seen in the 'Not Known' group with 63.11% agreement. This group also had more respondents within it than both the 'Black' group and 'Other' group. This is unhelpful, as it does not provide any information as to which ethnicity's agree most and thus does not allow us to find out why.

Out of the remaining groups, Asian students scored the Students' Union highest with 60.65% agreement. Students whose ethnicity was defined as 'Other' scored the Students' Union lowest on Q.26 with 54% agreement. It would be worth investigating, if possible, the ethnicities of the students categorised as 'Other' (whether this is self-definition or done by the NSS).

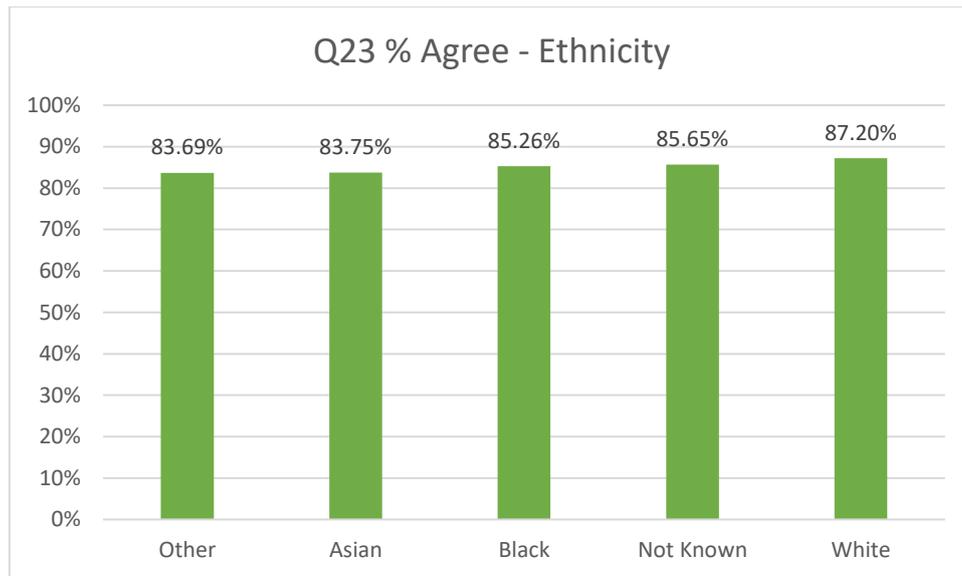


Figure 9: Percentage who 'definitely agree' or 'agree' with Q.23 split by ethnicity

Q.23, shown in Figure 9, reveals different levels of agreement between the ethnic groups included in the NSS. Students defined as 'White' gave the highest score compared to the other ethnic groups included. As with Q.26, the 'Other' group gave the lowest score with 83.69%.

The differences between ethnic groups on both questions provide areas to further investigate. In particular, the significantly lower percentage of agreement with Q.26 from the 'Other' and 'Black' group when compared to other ethnic groups, especially Asian students. In addition, the difference within ethnic groups on their responses to Q.26 and Q.23. Asian students felt the Students' Union represents academic interests more than other ethnic groups did, however they were less likely to agree that they had had opportunities to provide feedback on their course. In addition, differences were seen within 'White' students' responses to these individual questions and 'Black' students.

3.7 Gender

Figure 10 shows the percentage who 'definitely agree' or 'agree' with Q.26 split by the gender of the respondents. A considerably higher number of eligible female students completed the NSS in comparison to eligible male students (82% compared to 73%).

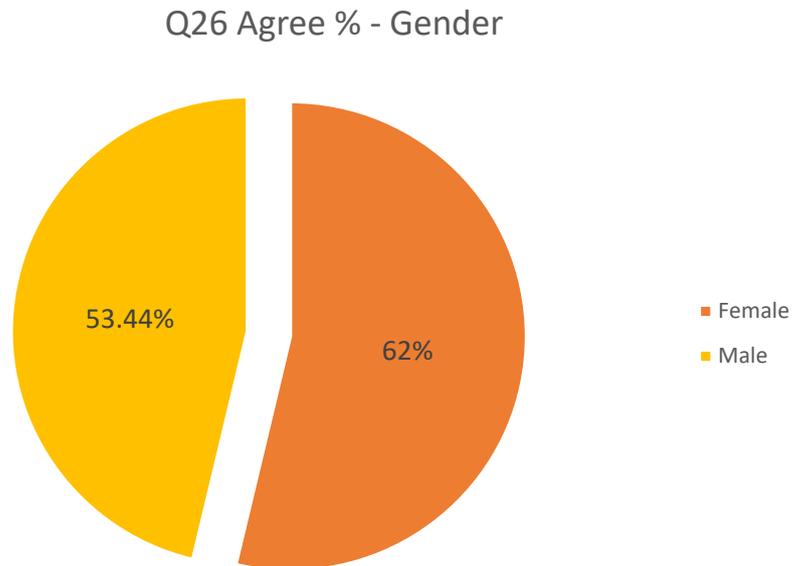


Figure 10: Percentage who 'definitely agree' or 'agree' with Q.26 split by gender

The findings revealed quite a substantial difference in how female and male students score the Students' Union with a considerably higher percentage of female students agreeing with Q.26 as can be seen in Figure 10. Furthermore, the percentage who 'definitely agree' or 'agree' with the statement has increased since last year for female students but decreased for male students. However, they are still higher than the sector-wide percentage.

For Q.23 a difference between female and male students was also seen, but not to the same degree as Q.26. 87.69% of female students agreed with the statement compared to 85.27% of male students, both of these figures have increased since last year's survey.

3.8 Mode of Study

Figure 11 shows the percentage of students who 'definitely agree' or 'agree' with Q.26 split by their mode of study [full-time or part-time]. A considerably higher number of eligible full-time students completed the survey in comparison to eligible part-time students (78% compared to 67%).

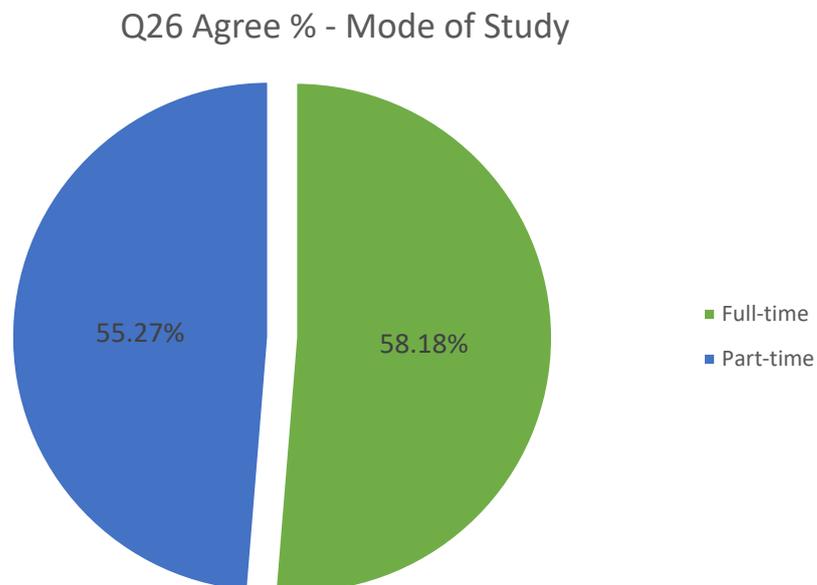


Figure 11: Percentage who 'definitely agree' or 'agree' with Q.26 split by mode of study

The findings showed a small difference between the percentage of full-time students who agreed with the statement and the percentage of part-time students who agreed, 58.18% compared to 55.27%. Both of these figures have decreased since last year's survey, but remain higher than the sector average. The increased time full-time students spend on campus may play a part in explaining why a higher percentage of these students agree that the Students' Union represents students' academic interests.

For Q.23 there was very little difference between full-time and part-time students. 86.58% of full-time students agreed that they have had opportunities to provide feedback on their course compared to 86.73% of part-time students. It would be interesting to explore why previous part-time students felt they have had more opportunity to provide feedback on their course than full-time students have.

3.9 NHS Students

Figure 12 shows the percentage who 'definitely agree' or 'agree' with Q.26 split by whether they are NHS students [NHS students compared to non-NHS student]. A higher number of NHS students completed the NSS compared to non-NHS students (84% compared to 77%).

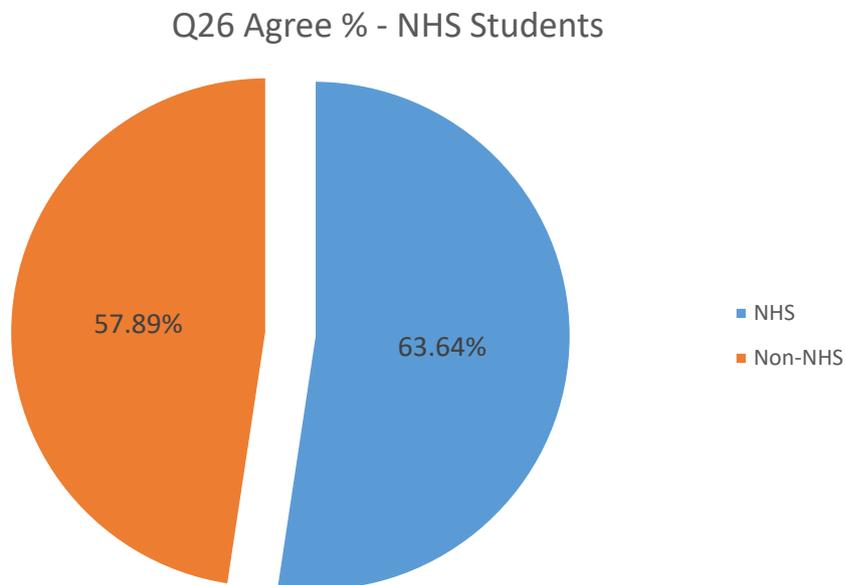


Figure 12: Percentage who 'definitely agree' or 'agree' with Q.26 split by NHS students

The findings show a difference between the percentages of NHS students who agree with the statement compared to non-NHS students, 63.64% compared to 57.89%. Although both of these figures have decreased since last year, they remain higher than the sector-wide percentages.

For Q.23 (Figure 13), the results were higher than in any other demographic split. The percentage of NHS students who agreed with the statement was higher than non-NHS students (as with Q.26), at 93.53% of NHS students agreeing (down from 99.27% last year) and 86.31% of non-NHS students.

The findings for Q.25 (Figure 13) are relevant when looking at the data split by NHS students. The same trend is observed as in Q.23, that a higher percentage of NHS students agree with the statement than non-NHS students. However, for Q.25 the difference between the groups is more pronounced with 81.29% of NHS students agreeing that it is clear how students' feedback on their course is acted upon in comparison to only 61.89% of non-NHS students.

Examining Q.23 and Q.25 together is important for two reasons: 1) non-NHS students, despite having opportunities to provide feedback do not feel these are clearly acted on; 2) NHS students are an example of good practice in course feedback.

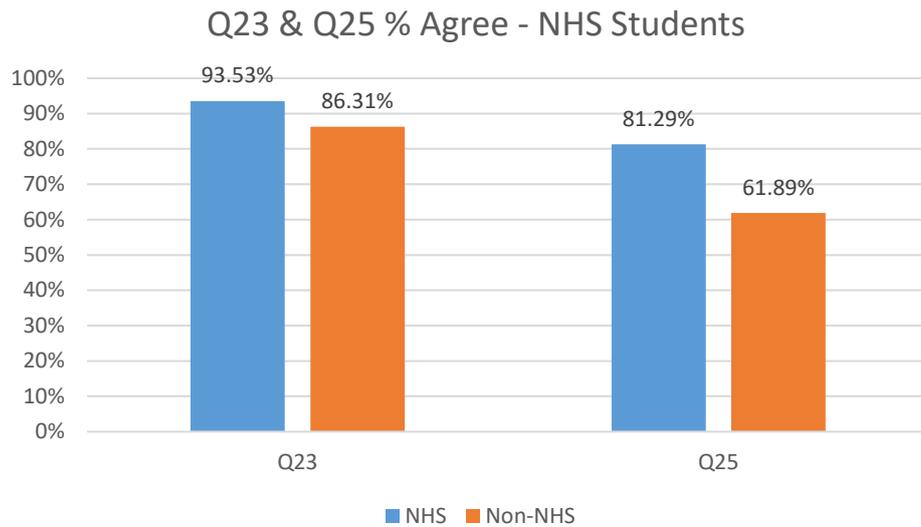


Figure 13: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by NHS students

Looking at the findings of Q.26 and Q.23 together it is evident that NHS students feel the Students' Union does represent their academic interests and that they have been offered opportunities to provide feedback on their course, whether this be by the University or Students' Union. It would be valuable to investigate these findings further to discover the reasons behind these high figures for NHS students.

4 Discussion

This research reports aimed to investigate how students scored the Students' Union in the 2017/18 National Student Survey.

The methodology used was an analysis of the questions relating to the Students' Union:

- Q26: The students' union (association or guild) effectively represents students' academic interests.
- Q23: I have had the right opportunities to provide feedback on my course.
- Q25: It is clear how students' feedback on the course has been acted on.

The scores given to the Students' Union (Q.26) and on the student voice questions (Q.23 & Q.25) were compared across the demographics of students relevant to the Students' Unions work and by School as this is relevant to academic representation.

In general, across the different demographic groups the scores were in line with the scores for the whole of Leeds Beckett University, i.e. lower for Q.26 and higher for Q.23.

For Q.26 – the only question directly related to the Students' Union – the following areas had the largest gaps between groups:

→ School

- There were large differences in the scores given across the Schools ranging from 50.67% to 82.5% agreement. Interestingly, these large differences were not replicated in the scores for Q.23, this indicates that academic representation by the Students' Union is very School specific, whereas having opportunities to provide feedback is found across the Schools.

→ Ethnicity

- Differences were found between ethnicities concerning the Students' Union. The scores given by 'Other' and 'Black' students were lower than 'White', 'Asian' and 'Not Known' students were.

→ Gender

- Female students scored the Students' Union considerably higher than male students did on Q.26. This trend was seen for Q.23 and Q.25 as well but to a lesser degree. In light of this findings it would useful to examine why male students score the Students' Union much lower than female students do.

→ NHS Students

- The comparison between NHS students and non-NHS students is one of the most interesting findings. NHS students consistently scored the Students' Union higher; this was seen on all of the questions examined. The score for Q.23 was particularly high at 93.53% agreement. Further research with current

NHS students may provide further insight into these high scores and provide suggestions for increasing the scores from other groups of students.



Annual review and remuneration of the Chair of the Board 2017/18

Executive Summary

In accordance with paragraph 9 of the University's Instrument of Government, the Board of Governors are authorised to make payments to lay members of the Board in acknowledgement of the services they perform for the University. Paragraph 9 (3) (a) permits an annual payment up to a maximum of £15,000 to be paid to the Chair of the Board of Governors.

On 13 May 2008, the Board decided to enact that power and agreed that any decision to remunerate eligible governors in any given academic year and the level of remuneration payable to them would be taken by the full Board on the recommendation of the Governance and Nominations Committee.

The Governance and Nominations Committee received a report summarising the annual review of the performance of the Chair of the Board of Governors in relation to the academic year 2017/18 by email on 7 November 2018. This report was compiled by Jean Dent, Deputy Chair of the Board, following consultation with Board colleagues and following an annual review meeting with the Chair held on 1 November 2018. This report is attached as Appendix A.

A majority of members of the Governance and Nominations Committee have indicated their support of the report's recommendation to remunerate the Chair the maximum level permissible of £15,000 for the academic year 2017/18.

The Chair of the Board will withdraw from the meeting while his remuneration is under discussion. The Board's recommendation and any offer of remuneration will be conveyed to the Chair in writing.

Action Requested

This report is **for decision**.

The Board is asked to consider, and if deemed appropriate, to **approve** the recommendation of the Governance and Nominations Committee to remunerate the Chair of the Board £15,000 - the maximum level of remuneration permitted, in recognition of the Chair's contributions to the Board during the academic year 2017/18.

CONFIDENTIAL Appendices

Appendix A: Report on the Annual Review of David Lowen by Jean Dent, Deputy Chair, November 2018

Author

Name: Susie Bradford

Job title: Governance Coordinator

Date: November 2018

Approval Route

Name: Rachel Bradford

Job title: Governance Services Manager

Date: November 2018



Annual review and remuneration of Committee Chairs 2017/18

Executive Summary

In accordance with paragraph 9 of the University's Instrument of Government, the Board of Governors are authorised to make payments to lay members of the Board in acknowledgement of the services they perform for the University. Paragraph 9 (3) (b) permits an annual payment up to a maximum of £7,500 to be paid to Chairs of the Committees of the Board of Governors.

On 13 May 2008, the Board decided to enact that power and agreed that any decision to remunerate eligible governors in any given academic year and the level of remuneration payable to them would be taken by the full Board on the recommendation of the Governance and Nominations Committee.

At its meeting on 05 October 2018, the Governance and Nominations Committee considered the Chair's reports for the Chair of the Audit Committee, Chair of the Governance & Nominations Committee and Chair of the Senior Staff Remuneration Committee in relation to their performance during the academic year 2017/18. These reports were compiled following annual review meetings the chairs of each of the Board's committees.

The Governance and Nominations Committee received the report for the Chair of the Finance, Staffing & Resources Committee in relation to the academic year 2017/18 by email on 7 November 2018. A majority of members have indicated their support for each of the Committee Chair's to receive the maximum level of remuneration payable (£7,500) for the academic year 2017/18.

The report from the Chair on the work and contribution of each of the committee chairs, as considered by the Committee in making its recommendations, are attached as separate, confidential appendices to this report for information.

The Chairs of committees will withdraw from the meeting while their remuneration is under discussion. The Board's recommendation and any offer of remuneration will be conveyed to each individual in writing.

Action Requested

This report is **for decision**. The Board is asked to approve the recommendations of the Governance and Nominations Committee set out below in recognition of the contributions of the individual committee chairs in 2017/18.

The recommendations from the Governance and Nominations Committee are that:

- (a) The level of remuneration for Jean Dent, Chair of the Finance, Staffing & Resources Committee, should be the maximum permitted, that is £7,500, for the academic year 2017/18.
- (b) The level of remuneration for Nick Whitaker, Chair of the Audit Committee, should be the maximum permitted, that is £7,500, for the academic year 2017/18.
- (c) The level of remuneration for Ann Bishop, Chair of the Senior Staff Remuneration Committee should be the maximum permitted, that is £7,500, for the academic year 2017/18.
- (d) The level of remuneration for Dr David Fletcher, Chair of the Governance and Nominations Committee, should be the maximum permitted, that is £7,500, for the academic year 2017/18.

CONFIDENTIAL Appendices

Appendix A: Report on the Annual Review of Jean Dent by David Lowen, November 2018

Appendix B: Report on the Annual Review of Nick Whitaker by David Lowen, August 2018

Appendix C: Report on the Annual Review of Ann Bishop by David Lowen, August 2018

Appendix D: Report on the Annual Review of Dr David Fletcher by David Lowen, August 2018

Author

Name: Susie Bradford
Job title: Governance Coordinator
Date: November 2018

Approval Route

Name: Rachel Bradford
Job title: Governance Services Manager
Date: November 2018



Report from the Governance and Nominations Committee

Executive Summary

The Governance and Nominations Committee met on 05 October 2018 and the key matters to highlight are outlined in the following report. The full minutes of the meeting are available on request from Governance & Legal Services.

Action Requested

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

Appendices

None

Author

Name: Catherine Smith
Job title: Governance Coordinator
Date: 12 October 2018

Approval Route

09 November 2018 *David Fletcher, Chair of the Governance & Nominations Committee*

Report from the Governance and Nominations Committee

1. The Governance and Nominations Committee met on 05 October 2018 and the key matters to highlight are outlined below.

Appointment of Two Directors to MoreLife UK (Ltd)

2. In August the Committee used its delegated authority to approve a proposal by correspondence to appoint two directors to MoreLife (UK) Ltd, and in doing so, increasing the size of the Board.

UK Visas and Immigration (UKVI) Basic Compliance Assessment

3. The University had received the results of its confidential Basic Compliance Assessment by UKVI in August 2018. Of the three KPIs, the UKVI's auto-matching assessment of the University's course completion rate was 85.09% which was close to the threshold of 85%. The University kept its own records of course completion rates and had predicted a 'worse-case scenario' of 89%. The UKVI had accepted that the auto-matching technique was not completely accurate and despite requests from the University had confirmed that manually matching each Confirmation of Acceptance for Studies (CAS) would only be done if the University fell below the 85% threshold level.
4. Improving continuation was a key focus of the Education Strategy, and alongside this consideration was being given to the incentives that could be used to improve the evidence the University held to confirm that students have left the UK.

Annual Report on Data Protection and Freedom of Information 2017/18

5. During 2017/18 237 freedom of information requests had been received, a small reduction from 240 in the previous year. 96% of requests had been responded to within the statutory deadline of 20 working days with the majority of the remaining requests being issued within a day of the deadline.
6. 67 requests for personal data were made in accordance with the Data Protection Act, 20 of which were Data Subject Access Requests, which was a significant increase from the seven received the previous year. Preparations for the General Data Protection Regulation (GDPR) that came into force on 25 May 2018 had represented a significant amount of work and had successfully engaged colleagues from across the University.

Annual Compliance & Assurance report 2017/18

7. The Committee considered the work it had done during 2017/18 to oversee the arrangements the University had in place to comply with all regulatory requirements during 2017/18 and to date, which in addition to those associated with public funding from the Higher Education Funding Council for England (HEFCE) and the Office for Students (OfS), included a number of other areas of broader legal and regulatory compliance.

8. The University's compliance reporting framework would be updated to reflect the new OfS regulatory framework and would also be considered as part of the Board evaluation and the review of the role and remit of each of the Board's committees.

Corporate Governance Statement for the Year Ended 31 July 2018

9. Subject to a few minor amendments, the Committee approved the Corporate Governance Statement for inclusion within the University's draft Financial Statements for the Year Ended 31 July 2018 as outlined separately on the Board agenda.

Board Evaluation 2018/19

10. The proposed scope of the Board Evaluation was considered and would include:
 - a) reviewing the outcomes of the end of year reviews undertaken with each governor;
 - b) recruiting a number of new governors, as part of the Board's succession planning;
 - c) undertaking an effectiveness survey to seek views from governors and the University Executive Team (UET);
 - d) conducting a survey of Audit Committee members;
 - e) reviewing the requirements of any new HE Code of Governance against current practice;
 - f) mapping out compliance and oversight requirements of the new OfS regulatory framework against the current role and remit of the Board and committees;
 - g) reviewing the number of committees and their role and responsibilities;
 - h) consulting the Board and committees on any recommendations for changes;
 - i) drafting any proposed constitutional amendments to the Instrument and Articles of Government.
11. The Committee agreed the scope of the Board evaluation for 2018/19 and authorised the University Secretary to engage an executive search consultant to support the recruitment of a number of new independent governors, in consultation with the Chair of the Committee and the Chair of the Board.

School Academic Committees - Effectiveness Review Outcomes

12. The review of the school academic committees had concluded that they were generally working effectively and recognised the need for some variation in approach at local level to reflect the different scope, scale and character of each school.
13. The review had identified that there could be greater clarity in the distinction between the remit of the school academic committee and that of the school leadership teams. Obtaining student representation and engagement had been a challenge for some schools partly due to the success of the Student Fora and it would be interesting to see the recommendations relating to student representation in the UK Quality Code for Higher Education which was scheduled for publication in November 2018.

Annual Review and Remuneration of Committee Chairs 2017/18

14. The Committee considered three reports from the Chair following a series of annual review meetings held in 2017/18 and made individual recommendations for the remuneration of each Chair as outlined separately on the Board agenda. Two further reports, including one for the Chair of the Board, were cascaded to the Committee for consideration by email.

Induction and Development Update

15. The induction for the new Student Governor Charlie Hind was well underway. The induction feedback received from those governors that were inducted during 2017/18 was mainly positive with a few suggested improvements. A formal letter of appointment would be created for new governors that referenced the expectations of governors in terms of collective responsibility, communication and behaviour.

Register of Interests

16. In accordance with the financial regulations the register of interests had been updated and was in place for 2018/19.

Annual Report on Fundraising and Donations 2017/18

17. The Committee considered the fundraising activities undertaken and donations received in 2017/18 and the planned fundraising activity and targets for 2018/19. Fundraising activity was primarily undertaken by the Alumni Team whose prime purpose was to develop alumni relations. Activities during 2017/18 had also included a comprehensive email campaign to ensure compliance with the GDPR and establishing a donation platform on Beckett Connect, the university's new online platform for alumni.

Schedule of Business 2018/19

Executive Summary

The Board of Governor's schedule of business for 2018/19 is attached and will be considered at each meeting across the academic year and updated accordingly.

Action Requested

The report is **for information**. The Board is invited to receive and note the report. The Board is also invited to consider whether any additional items should be added to the 2018/19 schedule of business.

Since the last meeting of the Board of Governors there has been an additional item added to the standing items of business. This item is 'Office for Students: Reportable events'.

Appendices

n/a

Author

Name: Rachel Bradford
Job title: Governance Services Manager
Date: 14 November 2018

Approval Route

n/a

Board of Governors – Schedule of Business 2018/19

28 September 2018 Away Day	23 November 2018	01 March 2019	26 April 2019 Away Day	03 May 2019	12 July 2019	
Priorities for the year ahead: <ul style="list-style-type: none"> • Education Strategy and Academic Services • Research and Enterprise • Student Recruitment and External Relations • Global Engagement • Employer Engagement • Human Resources • Finance • Governance 	Strategic Plan KPI progress update	Student recruitment update		Student Applications Update	Approval of Annual revenue and capital budgets 2017/18	
	Audit Committee Annual Report	Capital expenditure update				Approval of Financial Forecast
	External Auditors Management Letter 2016/17	Annual review of financial regulations				Corporate Risk Register – Annual Review
Developing the next strategic plan during 2019/20	Annual Sustainability Assurance Report	Draft Schedule of Meetings 2018/19			Approval of Tuition Fee Rates 2019/20	
	Financial statements for the year ended 31 July 2018	Capital Programme update			Approval of Committee memberships 2018/19	
	Annual Accountability return	Annual Health & Safety Audit Report			Committee terms of reference – annual review	
Mental Health & Wellbeing Framework	Confirmation of National Pay Award 2018/19				Equality, Diversity & Inclusion Framework Equality & Diversity Strategy	

	Annual review and remuneration of Committee Chairs				Campus Masterplan Implementation update
	Annual review and remuneration of the Chair of the Board				Appointment of Deputy Chair
Formal business: Setting Postgraduate & International Tuition Fees 2019/20	Prevent duty annual report				Appointment of Committee Chairs.
	Campus Masterplan Implementation update:				Appointment / Re-appointment of members of the Board of Governors

Standing Items

- | | |
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| <ol style="list-style-type: none"> 1. Minutes of last meeting 2. Chair's Report 3. Vice Chancellor's Report 4. SU Report 5. Financial Update report | <ol style="list-style-type: none"> 6. Academic Assurance Report 7. Health & Safety update 8. OfS reportable events 9. Update reports from Finance, Staffing and Resources, Audit, Governance & Nominations and Senior Staff Remuneration Committees 10. Schedule of Business 2018/19 |
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