



AGENDA

The meeting will be held at 09:30 in G05 Old Broadcasting House, City Campus

| Preliminary Items | | Item | Led by |
|--------------------------------|--|-------------------------------------|---------------|
| 1 | Apologies | Verbal | D Lowen |
| 2 | Declarations of interest | Verbal | D Lowen |
| 3 | Minutes of the last meeting held on 12 July 2019 | HEC-1920-003 CONFIDENTIAL | D Lowen |
| | 02 October 2019 | HEC-1920-004 CONFIDENTIAL | D Lowen |
| 4 | Matters arising (including Confirmation of National Pay Award 2019/20) | HEC-1920-005 CONFIDENTIAL | C Thomas |
| Strategic Matters | | Item | Led by |
| 5 | Chair's Report | Verbal | D Lowen |
| 6 | Vice Chancellor's Report | HEC-1920-006 CONFIDENTIAL | P Slee |
| 7 | Strategic Plan KPI progress update | Verbal | P Slee |
| 8 | Estates Masterplan – final report | HEC-1920-007 CONFIDENTIAL | T Armour |
| Reports from Committees | | Item | Led by |
| 9 | Report of the Finance, Staffing & Resources Committee – 25 October 2019 | HEC-1920-008 CONFIDENTIAL | J Dent |
| 10 | Report of the Audit Committee – 8 November 2019 | HEC-1920-009 CONFIDENTIAL | N Whitaker |
| 11 | Report of the Governance and Nominations Committee – 18 October 2019 | HEC-1920-010 CONFIDENTIAL | P Marsh |

| | | | |
|----|--|-------------------------------------|----------|
| 12 | Report of the Academic Board – 06 November 2019 | HEC-1920-011 CONFIDENTIAL | P Slee |
| 13 | Report of the Senior Staff Remuneration Committee – 15 November 2019 | Verbal | A Bishop |

~ Refreshment Break ~

| Financial Sustainability | | Item | Led by |
|---------------------------------|---|-------------------------------------|---------------|
| 14 | Financial and capital expenditure update report | HEC-1920-012 CONFIDENTIAL | P Harrison |
| 15 | Student Enrolment and Recruitment update | HEC-1920-013 CONFIDENTIAL | T Lancaster |

| Financial Statements | | Item | Led by |
|-----------------------------|---|--|---------------|
| 16 | Audit Committee Annual Report and Opinion 2018/19 | HEC-1920-014 CONFIDENTIAL | N Whitaker |
| 17 | Internal Audit Annual Report and Opinion 2018/19 | HEC-1920-015 CONFIDENTIAL | N Whitaker |
| 18 | External Auditors' Report for the year ended 31 July 2019 (including management letter) | HEC-1920-016 CONFIDENTIAL TO FOLLOW | Ernst & Young |
| 19 | Financial statements for the year ended 31 July 2019 | HEC-1920-017 CONFIDENTIAL | P Harrison |

| Academic Quality and the Student Experience | | Item | Led by |
|--|---------------------------|-------------------------------------|---------------|
| 20 | Students' Union Report | HEC-1920-018 | C Hind |
| 21 | Academic Assurance Report | HEC-1920-019 CONFIDENTIAL | P Cardew |

| Governance & Compliance | | Item | Led by |
|------------------------------------|--|--|---------------|
| 22 | OfS – Condition of Registration F3: Provision of Information | HEC-1920-020 CONFIDENTIAL TO FOLLOW | C Thomas |

| | | | |
|----|--|--|------------------------|
| 23 | OfS reportable events | <i>HEC-1920-009</i> <i>Appendix 1</i> <i>refers</i> CONFIDENTIAL | C Thomas |
| 24 | OfS Annual Accountability Return 2018/19 | HEC-1920-022 CONFIDENTIAL | C Thomas |
| 25 | Prevent duty Accountability and Data Report 2019 | HEC-1920-023 CONFIDENTIAL | C Thomas |
| 26 | Annual Review and Remuneration Reports: <ul style="list-style-type: none"> • Chair of the Board • Committee Chairs | CONFIDENTIAL HEC-1920-024 HEC-1920-025 | P Marsh David Lowen |
| 27 | Health & Safety update | HEC-1920-026 CONFIDENTIAL | T Lancaster |

| Other Business | Item | Led by |
|-----------------------|-------------|---------------|
|-----------------------|-------------|---------------|

| | | | |
|----|------------------------------|--------------|----------|
| 28 | Schedule of Business 2019/20 | HEC-1920-027 | C Thomas |
|----|------------------------------|--------------|----------|

Date of next meeting:

09:30 on Friday 20 March 2020, in Room G05 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*



Students' Union Report

Purpose of Report

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 and to note**

Key Issues

This report provides an overview of the current work and activity of the Students' Union as well as a summary of the previous year. This includes successes and achievements, Officer objective updates, our Strategic Plan and key engagement statistics.

Appendices

Appendix A: Impact Report 2018/19

Included within this report:

Appendix B: NSS Analysis – Students' Union 2018/19

Appendix C: Leeds Beckett Going Green

Appendix D: School Forum Feedback 2018/19

Finance / Resource Implications

n/a

Legal / Regulatory Implications

n/a

Reportable Events

Is this an Office for Students Reportable Event¹? No

Author

Name: Charlie Hind, Union Affairs Officer

Date: 12th November 2019

¹ The University is required to report particular significant events to the Office for Students under condition F3(i).

The University's approach is set out in its Reportable Events Procedure. Further advice can be sought from the University Secretary's Office.

Students' Union Report

Introduction

This paper provides 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 ahead.
2. The Students' Union Impact Report for 2018/19 is included in Appendix A and details our achievements over the last academic year, including our work surrounding representation, society activities and campaigns.

Highlights of Current Successes and Achievements

3. Freshers was a great success again this year, with an increase in focus on 'non-drinking' events. Both Freshers Fairs were well attended and saw a huge level of student engagement with sign ups to societies, volunteering and sports clubs.
4. Also, as part of Freshers, we conducted 85 Welcome Talks speaking to over 3,200 students about the Students' Union.
5. The Officers have set themselves a target of speaking to 10,000 students throughout the year.
6. We scored 57.67% on NSS Question 26 (The Students' Union effectively represents students' academic interests), which is a slight drop from last year (58%). The sector-wide average was 55.66% so we remain above this. The number of students who definitely agreed or mostly agreed was 1,895. The number of students who definitely disagreed or mostly disagreed was 356. However, 1,209 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.

Officer Objectives

7. Charlie Hind, Union Affairs Officer

Charlie Hind, Union Affairs Officer, wants to improve and protect students' rights, welfare and pay in their Leeds workplace. Charlie has started meeting with Trade Unions which represent Student Workers in Leeds to draw up the charter and is now in the final stages of having communications ready to be shared with students. Alongside this, Charlie has been organising workshops for Leeds Beckett students, which will be educational, teaching students what their rights at work are, but also about organising skills, teaching students how to organise in their workplace to further their rights.

8. Sherry Iqbal, Education Officer

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

9. Jess Carrier, Welfare & Community Officer

Jess Carrier, Welfare & Community Officer, will spend the year working on suicide prevention. World Mental Health day in early October was a success, for this Jess created a video to raise awareness of loneliness in students. Jess is starting to plan a suicide prevention campaign to launch in Semester 2 and is beginning discussions about how the Students' Union can improve their peer support offer for students struggling with their mental health.

10. Ahmed Ali, Equality & Diversity Officer

Ahmed Ali, Equality & Diversity Officer, plans to develop effective systems of engagement with the Students' Union's equality groups, empowering them to become self-sustainable. In the Students' Unions recent Leadership Elections, 10 students stood for the Equality Rep positions and these are now all filled. As stated before, there have been 29 BAME Ambassador applications and the Ambassadors are beginning to meet and plan their work for the year ahead. Ahmed is also working with Schools to discuss how the number of staff members taking unconscious bias training can be increased.

11. Barbara Pereira, Activities & Events Officer

Barbara Pereira, Activities & Events Officer, wants to diversify the Union's events programme by introducing "Beckett Does TED Talks". Barbara is sitting on the University's TEDx Steering Group and a shortlist for speakers has been confirmed. She will be attending a TEDx talk at Sheffield Hallam University to get an overall understanding of the logistics of these talks. Barbara is also working with Sports & Active Lifestyles to start a societies league. Within the Students' Union, Barbara has also started working on talks to be hosted in our spaces.

12. Team objective

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

Leeds Beckett and Climate Sustainability

13. In October, Charlie met with David Lowen, Pam Warhurst, Jackie Holden, Dr. David Haigh, Dr. Lindsay Smales and Jess Bryne-Daniel to discuss ways in which Leeds Beckett may be able to reduce its carbon footprint and work on environmental sustainability.
14. In the meeting various topics were discussed which were deemed appropriate to bring to the Board.
15. A potential idea was the possibility of developing a Seed Bank to grow the University's own seeds. These could then be given away on Open Days and other outreach events instead of giving away plastic cups, pens and mugs.
16. Another suggestion is to encourage the University's multi-academy trust status to work with local schools to develop a Berry Trail.
17. It was also felt that a key part of any sustainability work must include the student voice and staff voice. Therefore, the Students' Union would be interested in hosting a "Climate Assembly", an open forum for both students and staff to discuss and shape the University's approach to green projects going forward. Pam Warhurst offered to be a guest speaker and contribute to the forum.
18. A student petition, started in 2018, was also discussed at this meeting. The main demands in the petition, included in Appendix C, include signing the People and Planet's pledge not to invest in fossil fuels (something the University is already ahead of much of the Higher Education sector on), increasing the University's investment in renewables, and to ensure wherever possible that students are provided with the skills and knowledge to build and thrive in a zero carbon future.
19. Finally, it was also suggested that the University creates edible spaces on the campus' estates by planting fruit trees.

Students' Union Strategic Plan Development Update

20. The Students' Union is in its final year of the current Strategic Plan 2017-20 and has started to undertake the planning and creation of our future Strategic Plan.
21. Our student survey ran for three weeks during October/November and received 813 responses. The survey asked students what matters to them and what they perceive the role of the SU to be. The analysis of this dataset is currently underway, and the findings of the survey will form the basis for more in-depth focus groups at the end of the month.
22. One of our External Trustees facilitated a session with all Students' Union staff in September and further departmental workshops will be taking place before Christmas to gather insight into staff's perspective of what the Students' Union's focus should be in coming years.

23. We have also identified an extensive list of key stakeholders to be interviewed by a member of staff and an Officer to discuss the role of the Students' Union and the future opportunities and priorities of the SU.

24. The data collection and analysis will be complete by February 2020 and an update will be reported to the Board at the March meeting.

Engagement Statistics 2018/19

25. The number of society memberships purchased so far this academic year is pleasing with 1,400 memberships as of this month, meaning we have already reached 75% of our target for the year. We have also issued £3,213 from the student activities grant to support our student-led groups.

26. We have also seen a huge increase in the number of sign-ups for the Beckett Award. This year we are taking a different approach to supporting this work and have so far had 69 registrations.

27. The October Leadership Elections had significantly less roles available than in previous years due to the changes in our democratic structures. Despite this, over 30 candidates stood for the available roles and a total of 784 students cast votes, marking an increase of 87% on 2018.

28. Over the last year our Advice Service retained £455,891 in fees for the University.

29. We have recruited 982 course reps so far this year. In-person course rep training has concluded and 530 attended meaning 60% of named course reps have been trained. Our online version is now live for those who could not attend in person, and a version for Distance Learning students is embedded on the SU website. The first round of School Forums will be taking place from 25th November until 6th December and all Course Reps and any other students are encouraged to attend. The feedback received at School Forums will be reported to the Board and a summary of last year's feedback is included in Appendix D.

Conclusions and recommendations

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



LEEDS BECKETT STUDENTS' UNION

Our Impact

2018/2019



lbsu.co.uk





LBSU Exec Team
2018/19

Here's to another year at LBSU!

The academic year leading us through 2018/19 has seen Leeds Beckett Students' Union (LBSU) prosper in a time of radical social changes and economic uncertainty. The Hive is thriving as a space for social groups, societies and everyone who asked for something more than just a bar; our liberation groups have pushed for ever more inclusivity and recognition across the whole of the Higher Education sector; Leeds

and the wider community have been enriched by the labours of student volunteers who have given up more than just their time.

We exist as a student-led organisation and strive to further that outlook in the years to come, not only in supporting students but in building more platforms for them to generate ideas, see them come to fruition, and reap the rewards of a forward-thinking, independent students' union.

Leeds Beckett Students' Union exists with the aim of...

Supporting an excellent university experience

This is at the forefront of our minds as we are uniquely placed to round off the rest of the higher education experience that the university cannot.

Enabling participation in improving the student experience

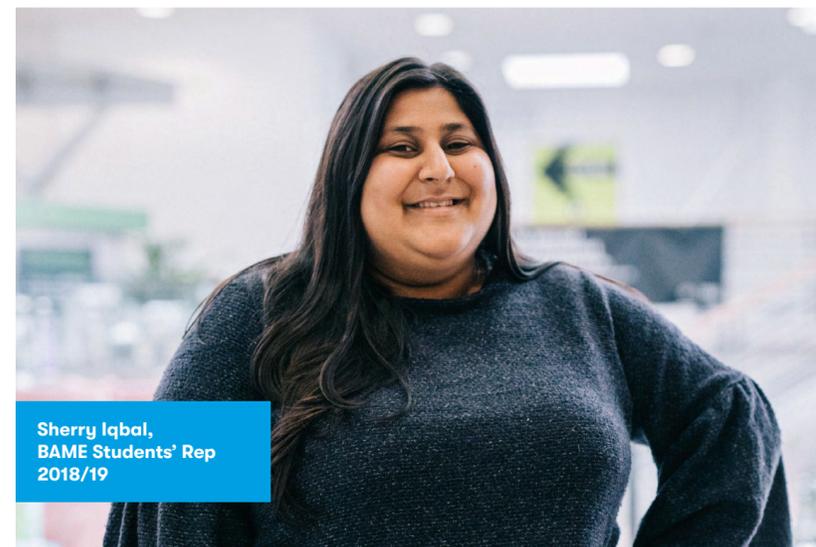
We are more than just a bar. LBSU provide a platform to bring student ideas to life, from our societies to community-based work and beyond.

Enriching students' time at university

It's not all work, work, work! Our events and activities cater to a diverse range of students, and the ideas that students bring us have been monumental throughout this academic year.

Equipping our students for the future

Students lead us, as they will lead the generations of the future. We help to get them there.



Sherry Iqbal,
BAME Students' Rep
2018/19

A step in the right direction for BAME representation at Leeds Beckett

Leeds, the UK, and beyond have had an important year for drawing distinction in cultural and ethnic identity, and diversity has never seemed so... well, diverse. As a Students' Union, we aim to foster strong relationships with students who want to explore and express their identities, or those who wish to simply express their appreciation for others.

As a result of this, the BAME Ambassador scheme was set up as a long-term LBSU scheme that aims to support and empower BAME students to close

the attainment gap and have a successful learning experience here at Leeds Beckett. The scheme saw the recruitment of 28 active BAME Ambassadors across various year groups and courses, with a monumental accomplishment in securing places for BAME Ambassadors on each of the 13 School Academic Committees. To date, we have 28 BAME Ambassadors and two student-elected BAME Officers to lead LBSU to a bigger and brighter future.

Dew Uwadia, the International Students' Rep stated, "I found

that more international students wanted to be involved with the process; we have come a long way from 2016. Our voices are finally being amplified and heard. I look forward to hearing about how the campaign groups take the objectives forward."

Satisfaction with the SU amongst black students has risen by 23% this year.

National Student Survey 2019

Under the leadership of LBSU's BAME Student Rep, the scheme emphasised the importance of BAME attainment and smashed their goal of creating a platform for under-represented students at Leeds Beckett. Wait until you hear what they do next!

LBSU sparks debate with controversial campaign

The Leeds Beckett community came out in force on Twitter to voice their opinions over the provocative My Racist Campus campaign. LBSU and the BAME Ambassadors challenged the lack of proper representation and support for all persons of colour, and set out to tackle institutional racism in Higher Education and beyond.

Banners were erected around University and SU spaces, boasting controversial statements about racism, unconscious bias, and the need for the culture of

micro-aggressions in Higher Education to change. The campaign came because of SU-led research, where we spoke with BAME representatives who felt a campaign was needed to start the wheels of change.

While some replies were positive and in solidarity with the campaign, others were questioning whether the messages were appropriate. "I understand the point being made but it feels like a bad example," read one comment on the wording of the banner draped across Portland

entrance. Another comment criticised the lack of diversity in the elected Officer Team of the SU, prompting VP Equality and Diversity Ro Sewell to respond, "thanks for engaging with the campaign and YES, our officers are white. From the work that we've done around race equality and the BAME Ambassador's scheme, we are proud to have BAME representation on the team for next year."

My Racist Campus also generated social media coverage with external organisations, including Cambridge Students' Union and NUS – that's impact on a national level. A spokesperson for the campaign detailed that, "the My Racist Campus campaign was run to highlight the

In the spotlight: International Students' Campaign

The International Students' Campaign lobbied for a fairer HE environment at Leeds Beckett and saw an increase in student engagement on last year. Dew Uwadia (pictured below), International Students' Rep, held productive meetings about the international attendance monitoring with the Associate Director for International Recruitment.

Because of this lobbying, the University has agreed to revisit the monitoring regulations

at Leeds Beckett, ensuring international students will not be subject to unnecessarily stringent monitoring of contact hours at Leeds Beckett.

The International Students' Rep also attended meetings with the Careers Team who were able to advise on the ambiguous protocol around international student recruitment. This work, including meetings with University Senior Leaders, has put the group in a good position for the 2019/20 academic year.



Dew Uwadia,
International Students'
Rep 2018/19

BAME attainment gap, and the detrimental influence of racism and unconscious bias on the experience of BAME students at Leeds Beckett. It generated the highest level of traffic on social media for its type, included a well-attended launch event, and generated constructive discussions at School Forums and within Equality Campaign groups.

My Racist Campus received highly positive feedback from the Leeds Beckett community (including expressions of thanks from BAME students for running the campaign,) inviting participation from race studies scholars, and provided future potential for SU-University collaboration."



Ro Sewell, VP Equality
& Diversity 2018/19



The spanking new SU space that offers students a place to D.R.E.S.S.

Gone are the days of drab décor and sticky floors. The Hive reimagines what an SU bar can be, offering students a place to Drink, Relax, Eat, Socialise, and Study (see what we did there? With the title? Yep.) We delve into the refurb with the brains behind it, our SU President Jack Harrison and the LBSU Commercial Team, for a little Q&A.



Jack Harrison,
SU President 2018/19

What was your vision for the The Hive?

Our aim this year was to increase the number of student-led events taking place in our venue by 10%. In 2017/18 we ran 151 student-led events, so we set the target of 165 for 2018/19.

Has it been successful?

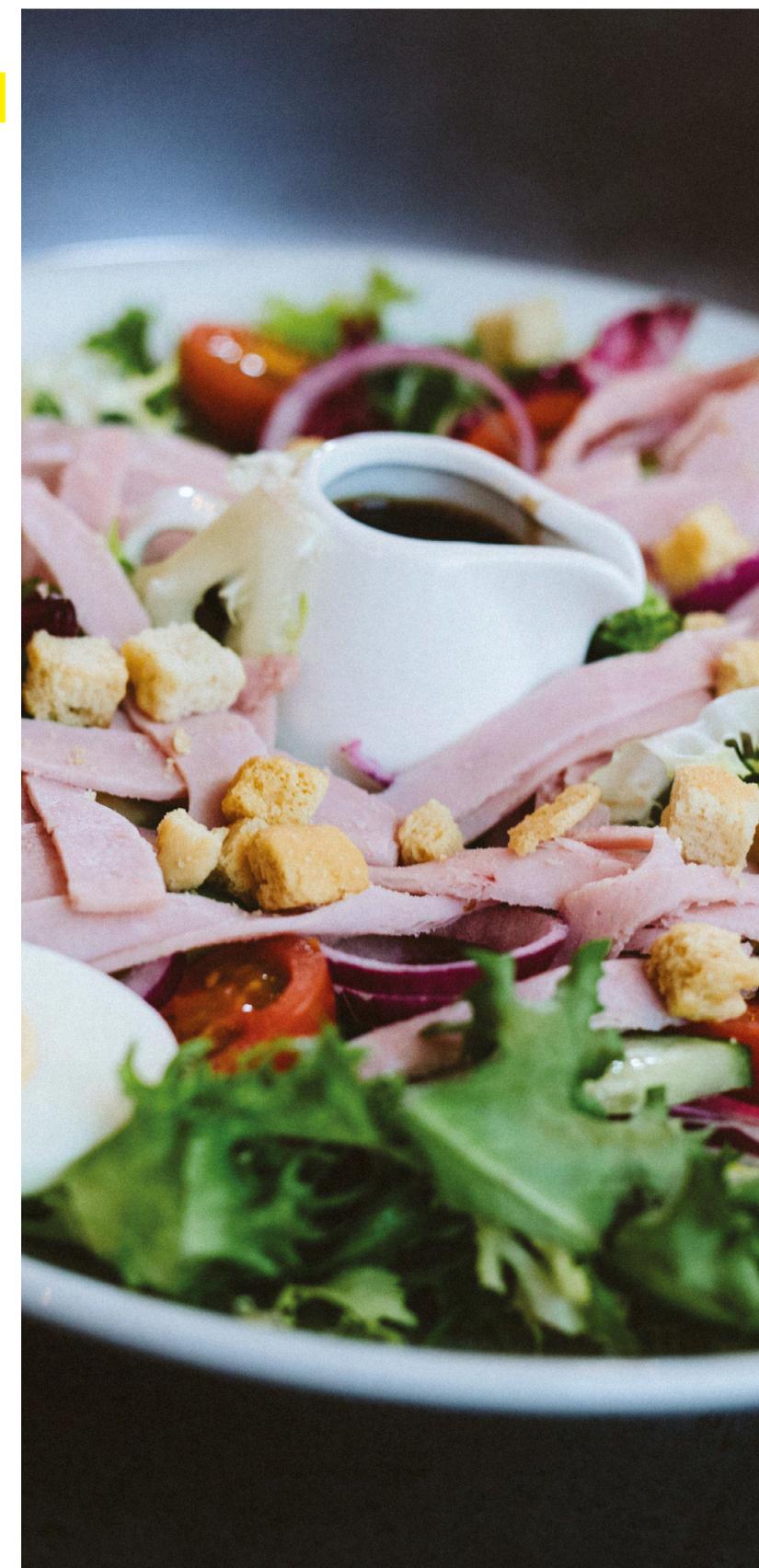
Yes! To date we have held 169 student-led events with two weeks of term remaining. Phew! By the end of April, drink sales are up 13% on last year. Food sales are also up nearly 20% and Starbucks sales are up 27% (plus over 400 loyalty cards redeemed).

Do you measure the success purely in sales?

The number of students using our facilities has risen considerably since last year's refurbishment, and the increase in sales figures only tells part of the story. The Sport Team Socials at Headingley have increased massively since last year, we're also now accommodating teams at City Hive when Headingley is fully booked. Students are using our venues every week to put on all kinds of events, from simple quizzes to live bands and club nights. This revamp of the space has made it a service for students, rather than just a way to make money for the SU services. The refurbishments have clearly had a very positive effect on student engagement within our venues.

What has been the knock-on effect?

The outcome of increasing the number of events we held with students throughout the year has several positives. They introduced our venues to a high volume of students who may not have otherwise come in - this in turn has led to repeat business from these students and an increase in food and drink sales at both Hive venues. The overall impact of this is increased revenue for the Students' Union as a whole, but also a higher level of student engagement and students having more of a sense of belonging with our spaces. That's more money to invest back into the student experience!





Shades of Soul (left) and Charlotte Hackett (below), both performed at Beckett Fest



The Bright Idea that sparked a festival

Student Bright Ideas have gone from strength to strength and even been implemented in the democratic process for the next academic year! Students pitch an idea and once they reach enough upvotes, LBSU work to make it happen. So, what was the big, Bright Idea in 2018/19? The second term saw a student Bright Idea come to life that marks a huge milestone for LBSU. Welcome to Beckett Fest.

Music Production student Hannah Little brought 17 student acts to The Hive at City Campus, with 15 students supporting sound tech across two stages. The idea got more than 100 likes and involved LBSU's Marketing and Events team

to help in setting up and promoting the festival.

This event gave students from the School a massive opportunity to practice their professional skills, and a stage to showcase their musical talents.

Hannah, who organized the event, was able to gain invaluable experience in organising a festival and stage management. We sat down with Hannah to get some insight into the festival.

"Beckett Fest is a Student run music Festival, with all the acts performing being students! We have some really fantastic ones, including a DJ who has been played on Radio 1 before, and bands with already many albums under their belts.



Hannah Little, Music Production Student

We also had an acoustic stage where you could relax, have a drink and something to eat, and sit down to enjoy melodic guitar playing and singing. The night finished big with a few sets from Leeds Beckett SU's very own Cue DJ Society!

The idea came about when me and some of my fellow Music Production students were sat in The Hive after a lesson and we were reflecting on what our teacher had said about there not being many music related things happening around campus for students to get involved in, considering there are so many music students."

"Me, being the organised one in our class, I made sure to make it happen"

Hannah Little
Music Production Student

"So, we said how great it would be for Leeds Beckett to have its own music festival,

that is easy to get involved in and to give our students some experience. Me, being the organised one in our class, I made sure to make it happen."

With over 150 students in attendance, the feedback was hugely positive, with the students involved hoping for more financial backing for the next one and the opportunity to build the event into their assessment practice. Roll on Beckett Fest 2020!



Check out the highlights:
lbsu.co.uk/festhighlights

Forecast: Sunny with a chance of paninis

Hurricane Starbucks has hit the SU this year with devastating – and delicious – results. The year kicked off with a perfect storm of beverages and food items, but high pressure from breakfast demand catapulted The Hive on both campuses into the stratosphere. Catch up on the results here and make sure to keep a jacket handy, it's getting cloudy out there.



Starbucks steers down into City Hive with **8,478** sold, but the thirsty Headingley students rage ahead with **10,027**. That's a latte white cups flying out the door.



Soft drinks offer cool temperatures with **24,459** sold, though the clear frontrunner for thirst quenching has to be pints, with a cool **56,697** flung out.



With an increased offering for all dietary requirements, the mornings are clear with **9,520** breakfast items sold throughout the year.



We told you to bring a jacket, as we brought **3,306** of them to the table, with **892** salads and **7,042** paninis to get you through those high-pressure afternoons.



3,748 burgers and **1,437** pizzas were there for a rainy day. Nice to see a bit of sunshine though, as our profits trickle down to our students again.

Big money wins for students

Down to the nitty-gritty, a lot of financial gain is dependent on proper support to ensure the wellbeing of our students is upheld. What we put in, we get back... and **£449,600** retained in tuition fees for the University is nothing to be sniffed at. Then there's the big one – Money won for students! We have helped students win back **£148,000** in the following areas:



Academic
£31,060



Debt
£1,934



Employment
£750



Housing
£25,804



Student Finance
£88,294

A great working relationship

That's more money to keep the university going, and more for our students. For example, our Hive spaces, events, and reception desks all depend on our dedicated student employees. They work to flexible patterns and are there when needed to provide an outstanding contribution to our operations.



Contracted Student Staff:
89



Hours worked:
9,192



Wages paid:
£77,249



CUE DJ Society performing at The Hive

Societies win big with students

It's not all bar refurbishments and festivals though, and LBSU's societies pioneer the student experience like no other, with 1683 members across 66 active Societies. Students come together with a mutual passion for hobbying, lobbying or partying, and their award-winning events are the talk of Beckett.

Societies were at the heart of the Give It A Go Week launch that encouraged students to try something new. 16 Societies put on over 20 events with £704 in funding from LBSU, and the newly-refurbished Hive saw a lot of Society action.

The launch week introduced students to societies, the societies to The Hive as a great space

for hosting events, and The Hive to students who could see the big picture for their newly re-vamped space (Beckett Fest, anyone?)

Societies are a go-to for student activity, with even our Advice Service putting students in touch with the right society to help tackle feelings of isolation and help encourage a sense of community.

Societies have helped retain students who felt like leaving study, their events raise money for charity, and they create and run student safe spaces when it comes to exam time.

Our success is measured by the strength of our student communities and in that regard, LBSU is top-tier.



Leeds LINKS Society at Freshers Fair 2018

VP Activities on a successful second year

At the heart of LBSU Societies is the VP Activities. This year the position was held by Aidan Thatcher, whose peers have been quoted as saying he "smashed it" throughout 2018.

Perhaps feeling nostalgic looking back over his time in office, Aidan stopped to tell us how he felt about his time as VP Activities; "To the Societies I've supported, I hope I did okay (haha) and good luck because I know you will all be amazing. And, to the incoming Officers, all I can say is just enjoy it, be involved, and give it your all."



Aidan Thatcher, VP Activities 2018/19



Equals Society at Freshers Fair 2018

We sit down with Equals Society

LBSU's Equals Society won the 2019 Union Award for Society of the Year and their event 'Spectrum' won Event of the Year. They are consistent, inclusive, and stitch together the community of students they represent.

Here's a bit from Co-President Chris Francis on their Give It A Go Week (GIAG) event:

"In the first semester, Equals Society presented 'First Mates' as a fun, fast way to meet the current and

new members of our LGBTQ+ centred community. The event consisted of a speed dating style meet up where new members could make friends and get to know people in their community of Beckett, on a one-on-one basis. The members were sat across from someone they didn't know and would have a short amount of time to discuss some pre-made questions, as well as have a general chat, before moving on to another person."



Equals Society at Union Awards 2019

"The environment was fast paced with exciting tasks and questions for new members to do with the people they met. The event was successful because the new members enjoyed it and it integrated many of them into the group, they got to know each other quickly in a way that goes beyond traditional icebreaker activities. We had feedback from many members that said their initial anxiety about joining a new society had been greatly alleviated by the activity. Particularly, the members liked being able to discuss interesting facts about each other's respective pasts, including which famous people they may have met or what they are most famous for."



The Community Committee

The community warriors fighting back

12 volunteers. 32 projects. 455 hours. The students who make up the Community Committee at LBSU are as committed as they are creative and have seen the posts grow to include more ambassadors than ever before. So, what exactly are they passionate about? Well, think of them like a hand:

The 5 fingers of the Community Committee

1 The index finger is Environmental & Recycling, wagging a definite no-no to over 200 kilos of glass hitting Leeds landfills with their Refloat Project

2 The middle finger, well, does what it does to crime in the community and works to keep our students safe

3 The ring finger is saving itself for the perfect student digs and helping student tenants to learn their rights is a commitment unto itself

4 The pinky promises to look out for student wellbeing and has been there for students through thick and thin

5 And the thumb? Just a thumbs up from the community that the Community Committee enriches. Go you!



Street Clutter Campaign, Student Volunteering Week

One-offs won us over in 2018/19

The National Council of Volunteering Organisations with their Time Well Spent research identified that one of the biggest barriers for engaging in volunteering is 'spare time.' 23% of all people surveyed on the Time Well Spent survey 'exclusively volunteer as part

of a one-off activity or dip in and out of activities.' The horror! Crisis was averted, however, when LBSU put on 30+ "One-Off" volunteering events, getting more than 290 students together who selflessly gave 2,667 hours back to the community.



Jess Carrier, VP Welfare & Community 2018/19

Jess Carrier: Community Committee & me

Did you know our VP Welfare & Community Jess Carrier got her start in LBSU as a member of the committee? When not working tirelessly to advocate good student wellbeing practices at Leeds Beckett, she likes to reflect on where her SU journey began: "Being a part of the Community Committee was the beginning of my journey with LBSU. It all started with an employability module on my course that required us to do 100 hours of volunteering. I had so many ideas of what I wanted to do, but I couldn't seem to find an opportunity that suited - I wanted something that would let me combine campaigning and an interest in environmental issues. After getting in touch with the SU I went to my first Community Committee meeting, and straight away we began to plan for the year and what we wanted to achieve in our roles, with mine being an Environmental & Recycling Ambassador."

"The best thing for me about Community Committee is that you are given total freedom and control over your role."

Jess Carrier
VP Welfare & Community

"The best thing for me about the committee is that you are given total freedom and control over your role, and you're not told what to work on by staff, they are there as support for your projects, but also help you gain the skills to lead on campaigns or activities by yourself. Through this you can also get access to people within the council, which for me has been invaluable for networking and informing the projects I worked on. I was able to take over Refloat, a long-standing project within the union about recycling glass in the Leeds area. I liaised with the council and, in partnership, collected glass from houses in the Headingley area to recycle.

I wrote a report for the council on student attitudes to recycling from data we collected during our collection days, to lobby for better access to recycling in the local community. The whole experience was invaluable, both personally and in terms of my degree. I could demonstrate clearly how I'd gained transferable skills, and how this would improve my employability. Being involved in this capacity with the SU also opened up other opportunities for me, and I ended up running in the SU Leadership Elections and being elected as VP Welfare and Community. I'm now about to start my second term in office, and it was all down to being on the committee."

Student Volunteering Week

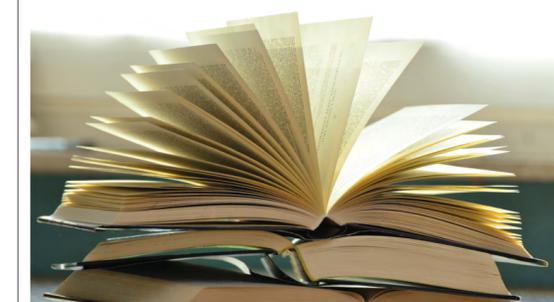
Student Volunteering Week went off with a bang as LBSU showed that impact doesn't begin and end on campus.

With 200 students involved in 10 events over the week, students had the opportunity to lead their own events or just come and see how to get involved.

Our students performed for care home residents, learned

how to adult, shook up cocktails, met with guide dogs and even spent a chilly night on The Acre to raise money for St. George's Crypt! One of our amazing volunteers commented;

"Thank you so much! Volunteering is something I love to do back in San Diego so I'm so glad I found places to volunteer here. Made it feel more like home."



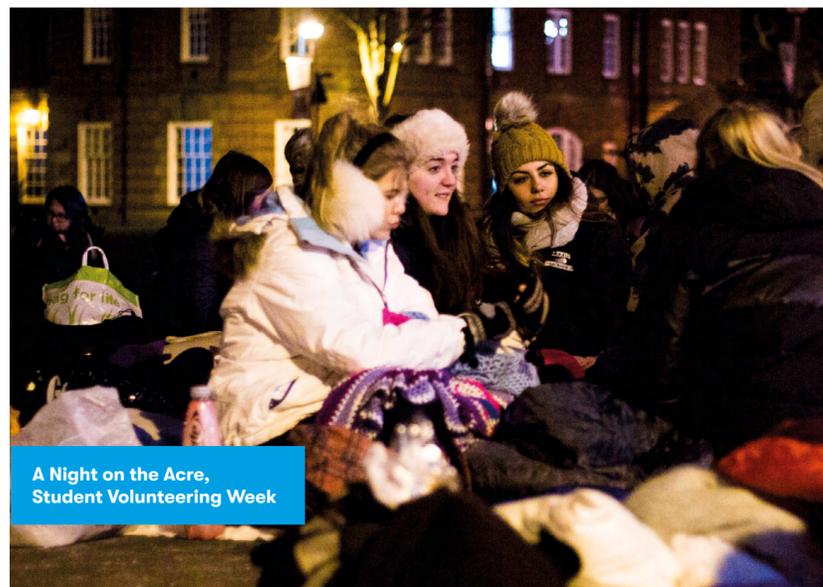
Let Leeds Read turns another page

Let Leeds Read (LLR) aims to create opportunities for students to volunteer in an educational setting and they set about smashing it again for another year. 41 students volunteered 656 hours in local schools - that's 16+ school pupils they supported with reading!

This joint project with the Widening Participation Team in the University saw Beckett students at schools to support pupils, and our students were given the opportunity to get

involved in a highly regarded project. Not only that, volunteers gained experience of working in the education sector and could network with professionals at the schools.

Sophie Donkin, a volunteer on LLR said, "I was able to improve how I communicate with children and received positive feedback from them... I am very grateful that the SU provide taxis to and from the locations as this enables students to get involved."



A Night on the Acre, Student Volunteering Week

LBSU gives back

Many of our students feel that our contributions outside of campus is a main strength of LBSU and that enriching a community is an important part of their own contributions while studying. We listened.

Our aim this year was to raise the profile on Campus of charities and enable them to fundraise on Campus for their own causes, and we set our sights on St George's Crypt.

St George's Crypt is a registered homeless charity and work in Leeds, helping hundreds of people every year with temporary accommodation and warm meals. We aimed to raise over £3000 for the charity through

access to Campus and smashed it, raising £3,900. As part of this students also donated products to the estimated value of £400 for creating Winter Care Packages for the homeless people of Leeds over the winter period.

Students also raised a significant amount of money during our Night on the Acre event which we do annually in aid of St George's Crypt. A Night on the Acre required students to take part in a unique fundraising activity which involves sleeping out on our Headingley Campus overnight. Through this event over £3,500 was raised for St George's Crypt.



A ghost in the machine

House of Horror was a massive housing campaign targeting everything from disrepair to dodgy landlords. The spooky-themed Halloween campaign aimed to gather student housing horror stories and our fearless Advice team were on hand to clear the cobwebs.

With all the Halloween themed events going on, the campaign saw some impressive feedback

from students and pushed engagement to new heights, with our spooooky video being watched on social media a whopping 16,200 times!

During the campaign we saw an increase in the number of students contacting our Advice Service about housing issues and a 50% increase when compared to the same period last year. Jinkies!



George Lloyd-Anderson and Emily Heaton, RAG Society

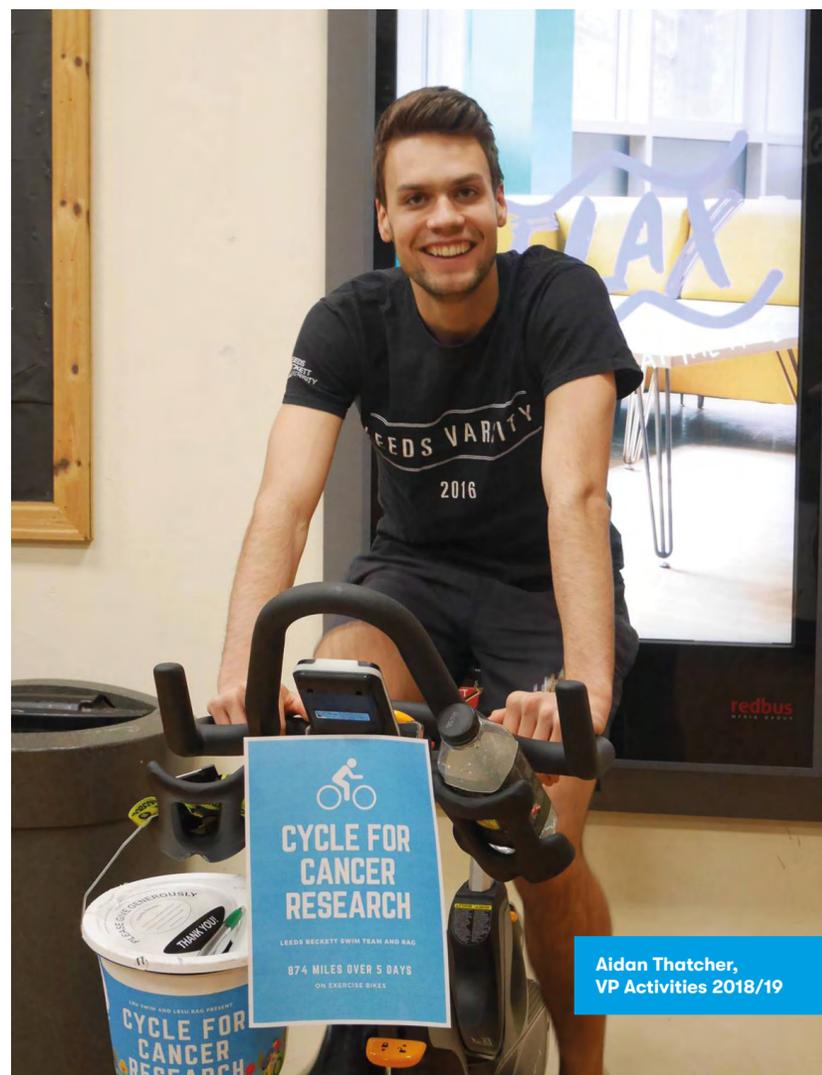
In the spotlight: RAG Society

The 2018/19 academic year saw the very active RAG (Raise And Give) Society reach new heights. The group led and participated in a series of successful events, including bake sales, the Diversity Fashion Show as part of the University's Global Engagement week, hosted joint events with other societies, led a student-led fundraising week on campus and carried out a week-long cycling challenge.

All in all, they raised a staggering £3,480 over 40 fundraising activities - and they couldn't have done it

without the overwhelming student participation. One participant claimed they were, "raising money for a brilliant cause while doing something which represented issues that the charity (Guide Dogs) are involved in helping."

These events not only raised funds for charities but also raised awareness of various causes that the students care passionately about, such as homelessness, cancer, disability, animal and environmental issues, and humanitarian causes.



Aidan Thatcher, VP Activities 2018/19



Poppy Crawford received Silver Award at graduation

Beckett Award at a glance

Giving recognition to student involvement in extracurricular activities and improving their ability at reflecting on their skills, the Beckett Award enjoyed another influx of students looking to go that extra mile.

All in all, 12 students met the criteria to receive an award and were presented with them at graduation.

One student said of working on the award, "this experience has allowed me to step out of my comfort zone and challenge myself. This has been highly beneficial as I have always been a reserved individual." Well-done to everyone who recieved an award this year!



Callum Gerrard (left) and Adam Coates (right), founders of EcoSoup

Students who enterprise together, stay together

Two crowning student enterprise opportunities have seen their biggest impact to date. Eco Soup is entirely student-led, providing healthy lunch options to the student body, while also boosting the employability of students working there - with this year alone seeing a staggering 270kg of food waste diverted from landfills! 14 volunteers got involved, logging 128 hours and making

£240.89 to keep the project self-sustaining. One project worker said, "I thoroughly enjoyed volunteering for Eco Soup and would definitely recommend anyone to give it a try and help protect the environment by putting excess food to good use!" Making waves in a different student market, The Thrift Shop opened to provide affordable clothes, textbooks

and homeware to students. They make it their mission to divert waste from landfills as well and made £505.28 to put back into their project. Of the 17 volunteers involved, one told us, "I was happy to be a volunteer ... as an international student, it helped me get exposed to the culture of the UK smoothly." And with 183 hours volunteered, we don't doubt it!

Opinion: Working for the SU complements your studies

"The flexibility working at the SU is great! I've found management to be extremely understanding about time off for academic work whilst also offering extra hours when I've been more available.

This prevents me from feeling overwhelmed; the perfect job to sustain a balance between work, university and fun!

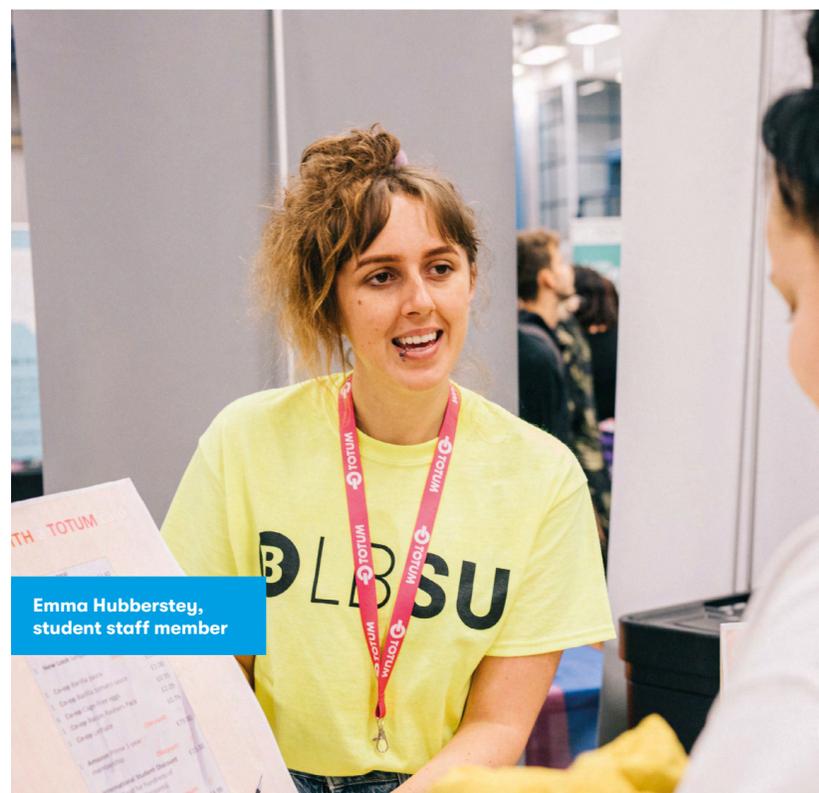
Opportunities for skills relevant for future careers are always available; attending conferences on behalf of Eco Soup to further my knowledge in sustainable enterprise has really helped me establish confidence to make some change in the world through sustainable action.

Supportive staff is also a large factor; my colleagues and management are always

asking about and offering suggestions for future plans.

Positions at the SU offer elements of employment other establishments such as retail and call centres can't; genuine support and friendship, a fair wage and hours that fit around university with breaks over Christmas and Summer mean less stress and more love! My colleague Fozia and I were able to make the Eco Soup café our own; we designed, painted and bought furniture – all completely up to us.

I'd like to thank the SU for giving us the opportunity to work on a project together with our own creative flare; it is now up and running, serving 'pay as you feel' soup to students!"



Emma Hubberstey,
student staff member

Someone hid fees in my course!

Charlie Hind went on the hunt at Halloween for a spectre stalking the halls of Beckett. Not really, but the prospect of there being hidden costs added to your university experience without you knowing sure sent chills down our spines! As Education Officer, Charlie took the campaign head on to save students money, following a report collected by our Research Team that showed students were paying costs they weren't made aware of before starting at university.

"These fees are making it harder and harder for students to get by on their courses," explains Charlie. "It's a lose/lose situation. You either try to buy everything you need on your course and are penalised for it through the costs, or your

grades suffer because you can't afford to buy everything! The marketisation of education, alongside the costs of living and sky-high rents, are all part of a harsh government austerity that is driving students into having to work longer hours alongside their degree."

Through rigorous campaigning, he got the University's attention, prompting the University to establish a working group that will focus on making sure costs are kept to a minimum – and that any additional costs students face are properly advertised.

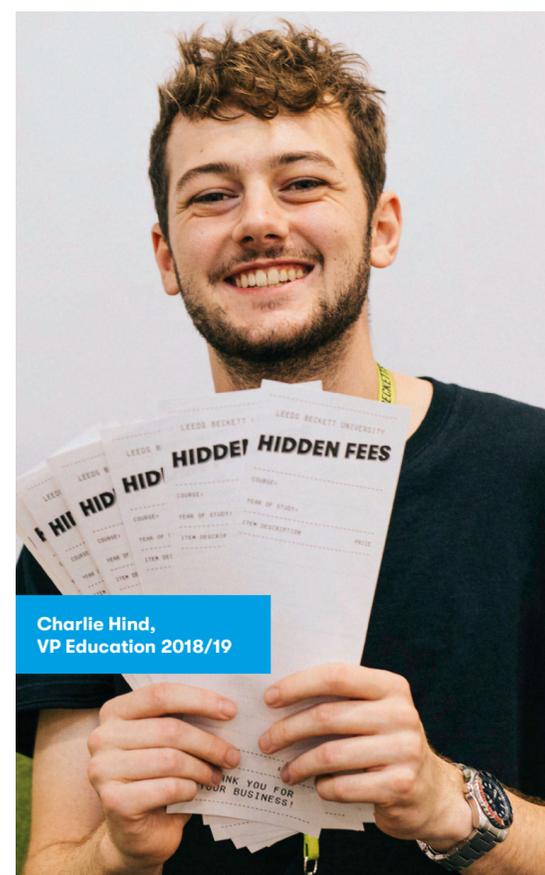
Students can now expect to be paying/buying less items for their course, and they will be better informed about the true cost of their studies before they begin. Here's to another win!



Skint students paid for their insights

Student Focus Groups seek an insight into student views and opinions that influence our approach to projects, campaigns or other work of the Students' Union and University to improve students' experiences – whilst also putting money back in their pockets.

There were 13 Focus Groups this year, with 86 students participating and £1,460 was put into students' pockets in return for their views on improving our service. Ka-ching!



Charlie Hind,
VP Education 2018/19







NSS ANALYSIS

LEEDS BECKETT STUDENTS' UNION 2018/19

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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 demographics of students.

In addition, the report examines student's overall satisfaction to investigate whether satisfaction with the University differs across the demographics of Leeds Beckett 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.
- Overall Satisfaction

The percentage of students who 'definitely agree' or 'agree' with the statements was analysed and compared to the results from 2017/18 and the sector-wide average this year.

Responses to these questions were split by demographic groups for comparison. These were:

- School
- Age
- Disability
- Domicile
- Ethnicity (including BAME and White)
- Gender
- Mode of study
- NHS student

Key Findings

- The scores given to the Students' Union by Schools varied considerably. Just under half the Schools fell below the average score for the University – 57.67%, with 7 scoring higher. The large differences in scores highlights Schools that should be targeted for improvements in their relationship with the SU and Schools where the SU shows best practice in the representation of students' academic interests.
- The findings show little difference between students based on age.
- No large variance was seen between the scores of Q.26 when split by disability. Individuals who had declared a disability described as 'other' had the highest

percentage of agreement, followed by those with a specific learning disability and those with no-known disability agreed least.

- International students had a considerably higher level of agreement than UK or EU students.
- There are vast differences in the scores from students when split by ethnicity when compared to last years NSS scores, in particular the increase in agreement from Black students.
- Female students scored the Students' Union higher than male students did on all questions examined.
- A slight difference was found between full-time students and part-time students.
- As seen last year, NHS students scored the SU and Q.23 & 25 much higher than non-NHS students.
- The foremost difference in scores for overall satisfaction were seen between Schools, mode of study and NHS and non-NHS students. Overall satisfaction within the Schools ranged from 70% to 95%. Full-time students were more satisfied overall compared to part-time students, whilst NHS students reported higher overall satisfaction than non-NHS students.

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. In addition, the report examines student's overall satisfaction to investigate whether satisfaction with the University differs across the demographics of Leeds Beckett students.

1.2 Response Rates

Response rates across the different demographics of students do not deviate much from the overall University response rate of 78%. This is a percentage point higher than last year. 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 | 78% |
| Age | Mature students | 75% |
| | Young students | 79% |
| Disability | A specific learning disability | 82% |
| | Other disability | 78% |
| | No known disability | 78% |
| Domicile | UK | 78% |
| | EU | 85% |
| | Others | 77% |
| Ethnicity | Asian | 77% |
| | Black | 79% |
| | White | 78% |
| | Other | 77% |
| | Not Known | 78% |
| Gender | Male | 73% |
| | Female | 83% |
| Mode of study | Full-time | 79% |
| | Part-time | 66% |
| NHS students | NHS | 87% |
| | Non-NHS | 78% |

The response rates for the Schools were varied. The highest response rate was seen for the School of Events, Tourism & Hospitality Management and the lowest response rate was seen for Leeds Law School.

Table 2: Response rate for each School

| <u>School</u> | <u>Response Rate</u> |
|--|----------------------|
| Events, Tourism & Hospitality Management | 85.3% |
| Education | 83.6% |
| Cultural Studies & Humanities | 82.6% |
| Computing, Creative Tech & Engineering | 82.6% |
| Health & Community Studies | 82% |
| Built Environment & Engineering | 80.3% |
| Clinical & Applied Sciences | 79.4% |
| Film, Music & Performing Arts | 77.1% |
| Leeds Business School | 77% |
| Art, Architecture & Design | 76.5% |
| Social Sciences | 75.8% |
| Sport | 75.4% |
| Leeds Law School | 71.7% |

2 Methodology

2.1 Research Aim

To investigate how students scored the Students' Union in the 2018/19 National Student Survey. In addition, to investigate the overall satisfaction of students with Leeds Beckett University as an institution.

2.2 Data Analysis

Data from question (Q.26) on the National Student Survey directly relating to Students' Unions was analysed, along with questions concerning student voice.

The questions considered were:

- 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 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 report also examines student's overall satisfaction to investigate whether satisfaction with the University differs across the demographics of Leeds Beckett students.

The percentage of students who 'definitely agree' or 'agree' with the statements was analysed and compared to the results of the 2017/18 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 (including BAME and white)
- Gender
- Mode of study
- NHS student

The decision was made not to include some demographic information included in the NSS, these were socioeconomic status, highest level of qualification on entry and expected level of study. Highest level of qualification and expected level of study are not currently relevant to how the Students' Union engages students. It would be useful to look at socioeconomic

status, however the NSS's categorisation of this demographic makes this challenging and not necessarily reflective of our student members.

3 Results

3.1 Overall

Q.26 - *The students' union (association or guild) effectively represents students' academic interests* – was responded to by 3460 individuals (78% of the population). The average percentage of those who 'definitely agree' or 'agree' with the above statement was 57.67%.

This is down very slightly from the previous year, which was 58.11%, but higher than the percentage who agreed across England and the sector-wide result (55.74% and 55.66% 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 84.72%. This result is lower than last year, which was 86.59%, but is the same as the sector-wide result and slightly higher than the percentage who agreed across England (84.42%).

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 is positive for the Students' Union as it reflects the work the SU undertakes to implement and support the academic representation system at LBU.

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 61.61%. This is lower than last year but higher than the sector-wide result.

The overall satisfaction of Leeds Beckett University students this year was 84.16%. This is a slight decrease from last year (84.77%) but Leeds Beckett University remains above the sector average for overall satisfaction which is 83.65%.

3.2 School

The results for Q.26, Q.23 and Q.25 were analysed 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 under half the Schools fell below the average score for the University – 57.67%, with 7 scoring higher.

The School of Built Environment & Engineering scored the Students' Union lowest with only 43.02% agreeing with the statement, this is also much lower than the agreement from this School last year which was 54.05%. The School of Events, Tourism & Hospitality Management scored the Students' Union the highest by a considerable amount with 86.33% agreeing with the statement. This has continued from last year but the percentage agreeing from this School has increased. The scores from other Schools fell steadily between these figures as can be seen in Figure 1.

Q26 % Agree - School

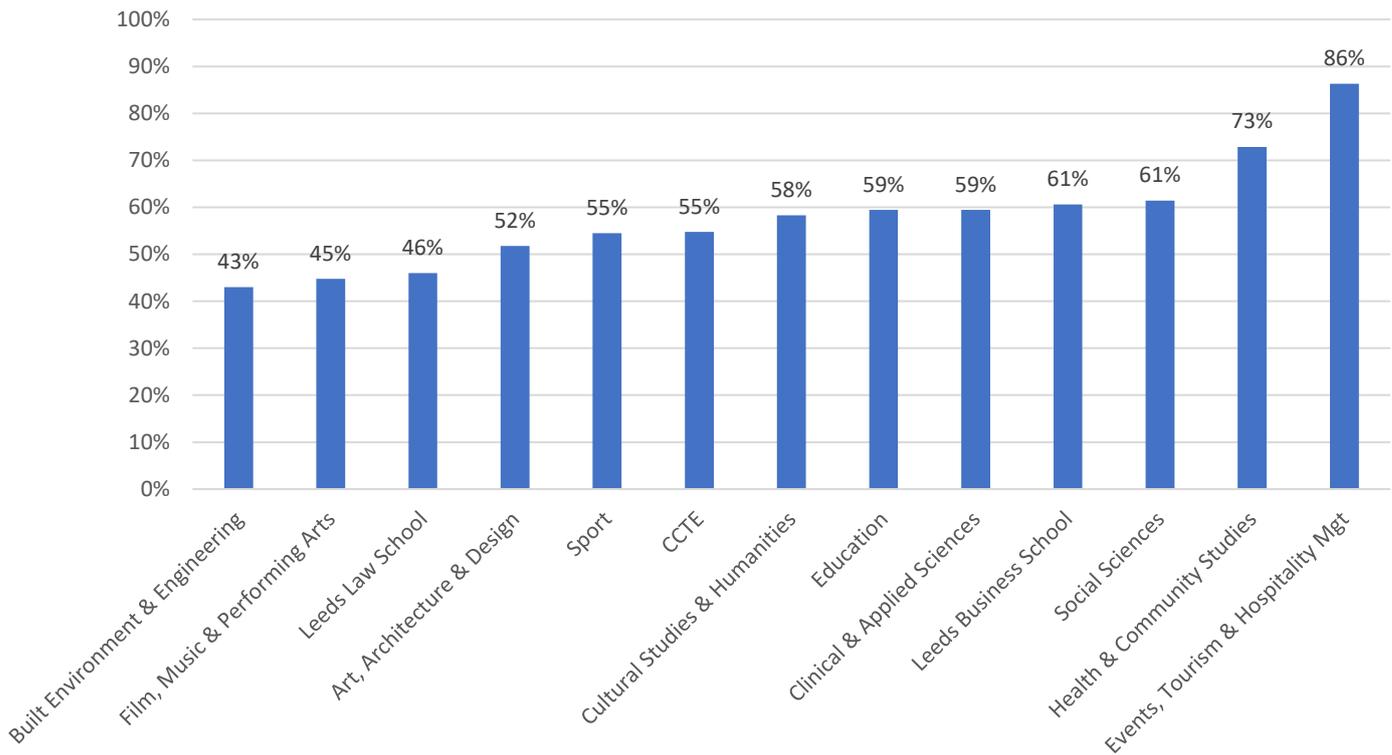


Figure 1: Percentage who 'definitely agree' or 'agree' with Q.26 split by school

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 opportunity's students have to provide feedback and whether they feel this feedback has been acted on.

For all 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 that students overall feel that they have opportunities to feedback, but it is not as clear to them how this feedback is addressed.

The divide in scores between the questions was largest for the School of Built Environment & Engineering followed by Leeds Law School. The School of Events, Tourism & Hospitality Management showed the least difference followed the School of Health & Community Studies. These splits reflect the scores from last year's NSS and indicates that some Schools have not made progress in their approach to addressing feedback over the year. This suggests that there needs to be an improvement by Schools in using the School Forums to complete the feedback loop and respond to our School and Course Reps.

Q23 & Q25 % Agree - School

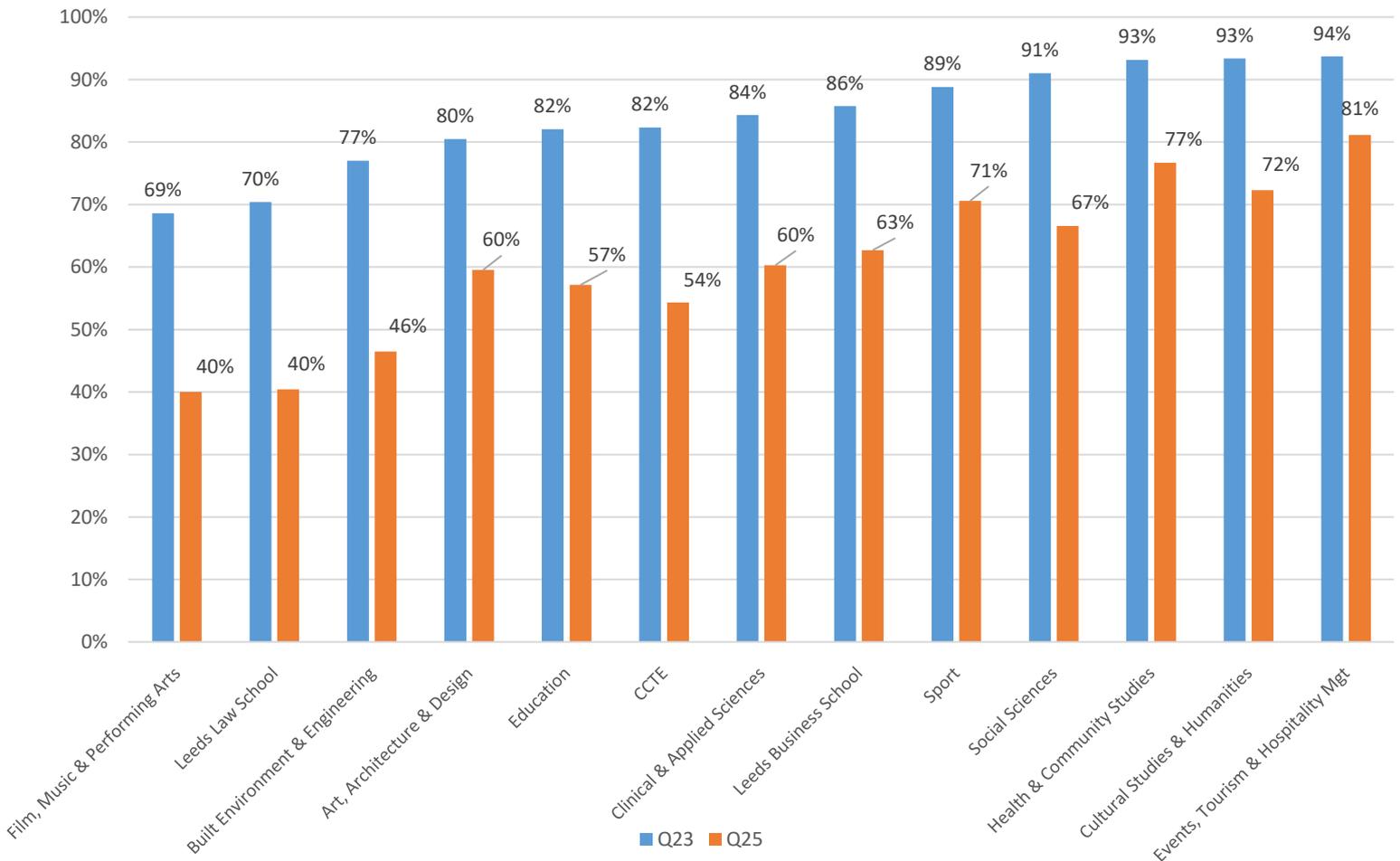


Figure 2: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by school

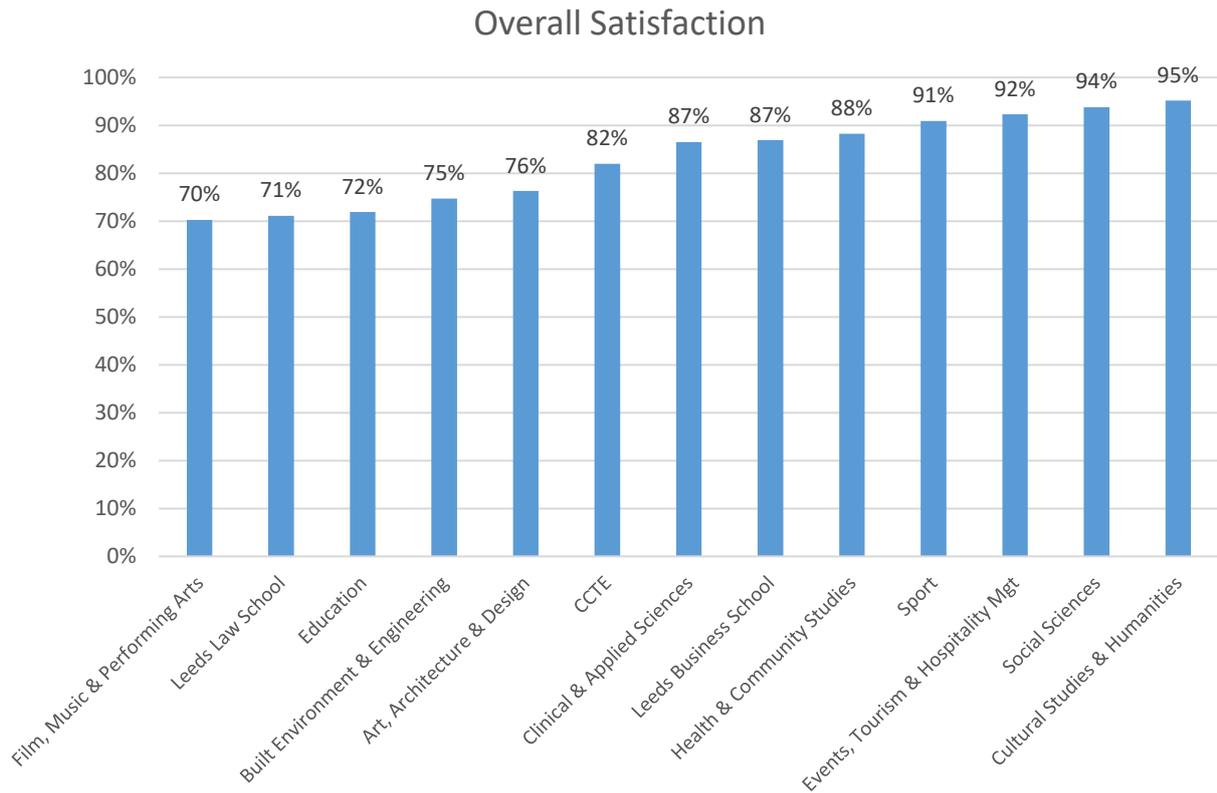


Figure 3: Overall satisfaction scores split by school

Figure 3 shows the overall satisfaction of students with Leeds Beckett University as a whole, split by academic School. As seen in Q.26 the scores vary between Schools; however, the level of agreement is higher.

Students in Cultural Studies & Humanities had the highest overall satisfaction at 95%. This School also saw the biggest increase in satisfaction from the previous year, increasing by 13.25 percentage points. Increases in scores were also seen for Carnegie School of Sport, the School of Clinical & Applied Sciences and the School of Health and Community Studies.

The scores for all other Schools decreased from last year. The biggest drop was in Leeds Law School, where overall satisfaction fell by 19.93 percentage points.

3.3 Age

Figure 4 shows the percentage who 'definitely agree' or 'agree' with Q.26 split by the age of respondents. A slightly higher percentage of young students completed the NSS compared to mature students (79% compared to 75%).

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

The percentage agreeing has dropped very slightly for young students (only 0.1 percentage points) and for mature students (60.77% last year compared to 57.91% this year). For both groups of students, the percentage agreeing is higher than the agreement sector-wide.

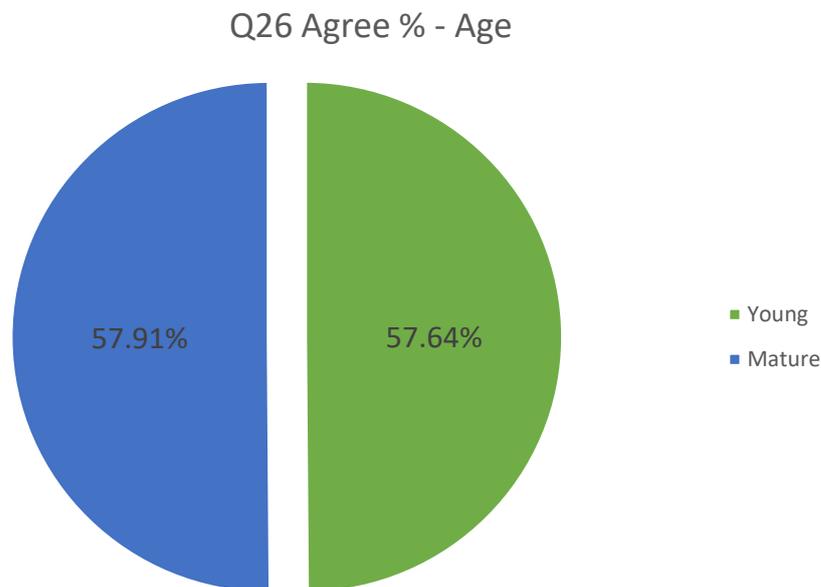


Figure 4: Percentage who 'definitely agree' or 'agree' with Q.26 split by Age

For Q.23, concerning course feedback a similar split was found. 86.06% of mature students agreed with the statement, compared to 84.53% of young students. These results are lower than last year but for mature students is higher than the sector-wide average, but lower for young students.

It seems that mature students are slightly 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 information on students of different ages.

Very little difference was seen in the overall satisfaction of students when split by age. 84% of young students were satisfied with the University compared to 85% of mature students. These scores are slightly lower than last year but remain above the sector average. As previously mentioned, the NSS only splitting students into young and mature may have an impact on these scores and a bigger difference may be found if the ages were further split.

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. 82% of individuals with a specific learning disability, 78% who declared 'other disability' and 78% of those with no known disability responded.

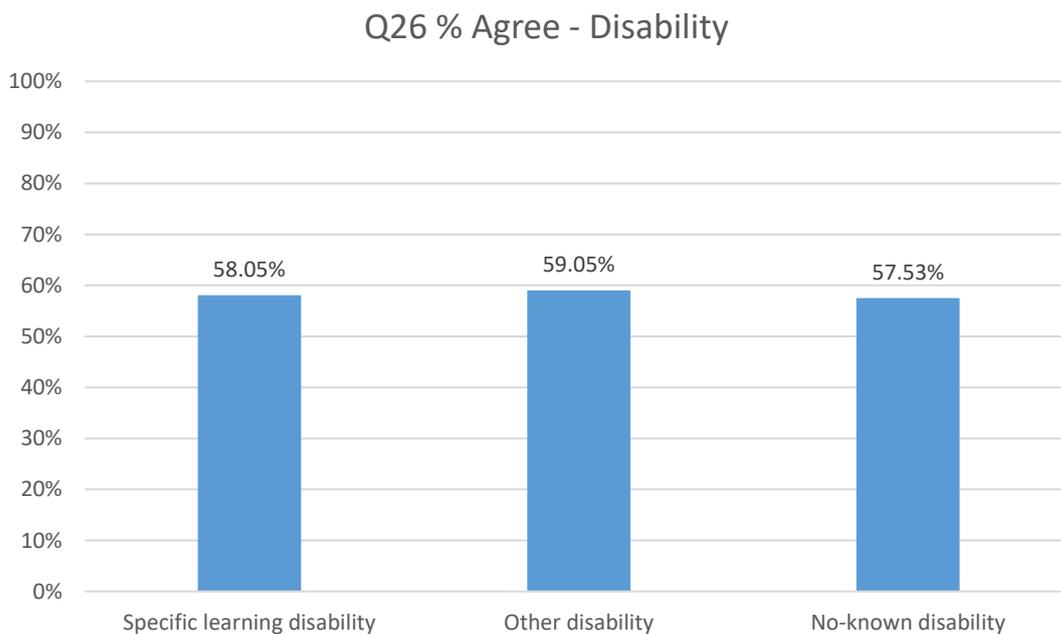


Figure 5: Percentage who 'definitely agree' or 'agree' with Q.26 split by disability

Figure 5 shows the percentage agreeing with Q.26 split by disability. No large variance was seen between any of the groups. Individuals who had declared a disability described as other had the highest percentage of agreement (59.05%), followed by those with a specific learning disability (58.05%) and those with no-known disability had the lowest percentage of agreement (57.53%). The results for the specific learning disability group and the other disability are both higher the percentage who agree across the whole of Leeds Beckett University and the sector-wide average.

Compared with last year's results, the percentage agreeing with this statement has decreased for those with no-known disability but increased for students with a specific learning disability or disability described as other.

Interestingly, the percentage of students in receipt of Disabled Students' Allowance who agree with this statement is considerably lower at 56.69%. This identifies an additional subset of students who may not understand or be involved in the SU, although this is an increase on last year's level of agreement.

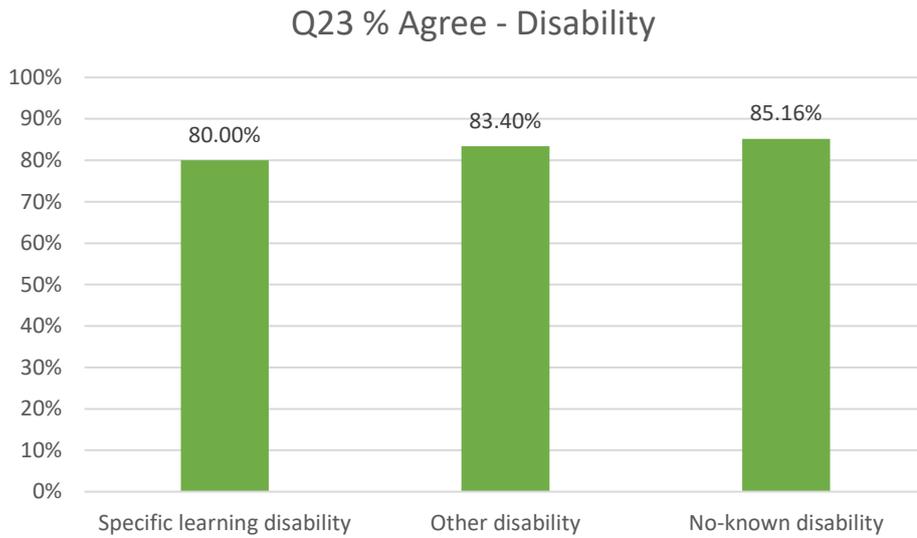


Figure 6: Percentage who 'definitely agree' or 'agree' with Q.23 split by disability

For Q.23 agreement was lower across all groups than it was last year. Individuals who had declared no-known disability had the highest percentage of agreement, which differs from 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.

For students with a specific learning disability their agreement with having opportunities to provide feedback has dropped 5.59 percentage points since last year.

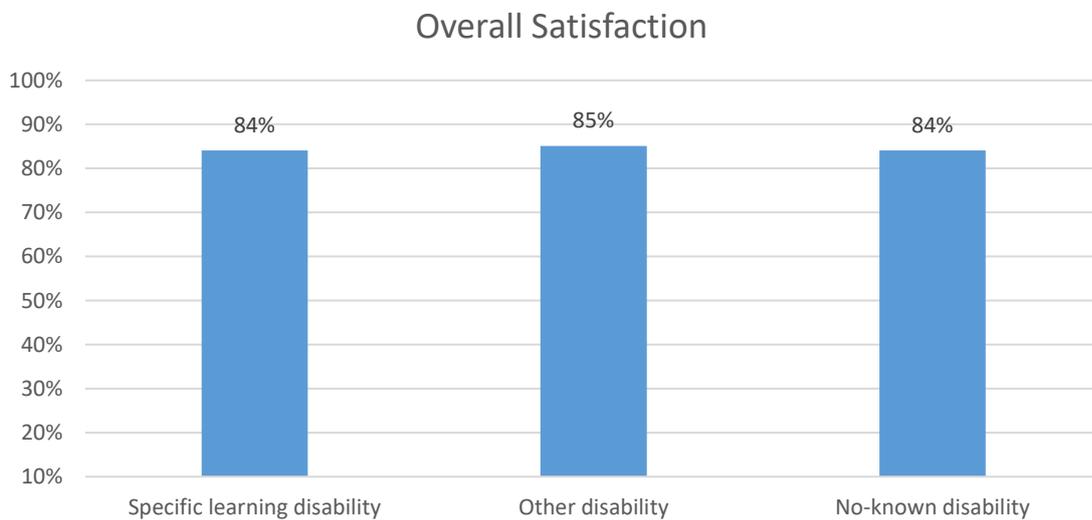


Figure 7: Overall satisfaction scores split by disability

As can be seen from

Figure 7, there is little to no difference in overall satisfaction when split by type of disability. The overall satisfaction of students with a disability described as ‘other’ has increased since last year. Scores for all groups remain above the sector average.

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 8 shows the percentage who agree with Q.26 split by domicile. EU students were the group who least agreed with the statement at 56.82%, which is less than the percentage that agree across the whole of Leeds Beckett University. Students whose domicile is defined as ‘Other’ had the highest agreement at 69.79%.

Compared to last year’s results, agreement has decreased for UK and EU students but increased for considerably for students whose domicile is defined as ‘Other’. In addition, the results for all groups remain higher than the percentage who agree sector-wide. This increase in agreement from International students could reflect the work done across the SU to engage and support International students during their time at Leeds Beckett University.

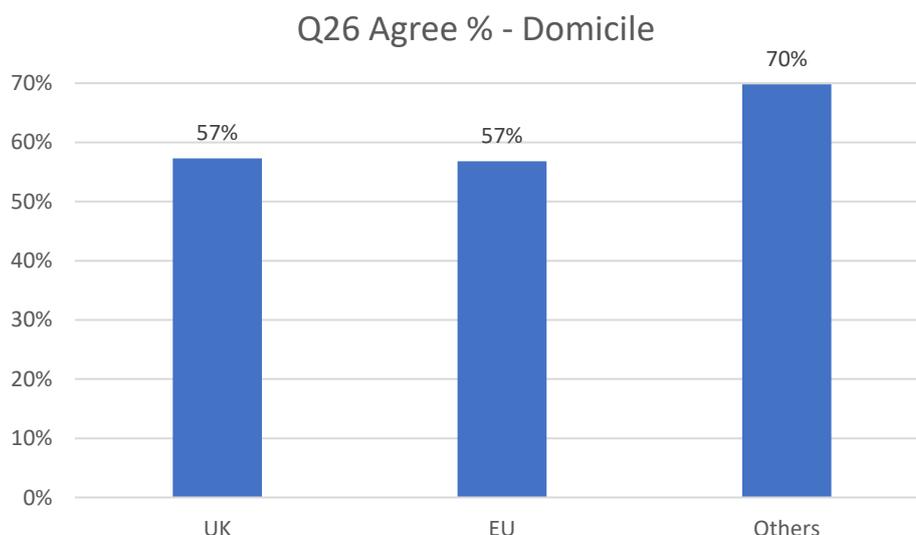


Figure 8: Percentage who ‘definitely agree’ or ‘agree’ with Q.26 split by domicile

For Q.23, students from Other domiciles also agreed the least with the statement at 80.58% compared to 84.82% for UK students and 86.67% for EU students. This is change from last year where students from other domiciles had the highest agreement with this statement. The agreement from EU students regarding this statement has increased considerably from 79.55% last year to 86.67% this year.

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 61.66% agreeing that it is clear how student feedback on the course has been acted on. The gaps between the scores for these questions indicate that although students agree they have the opportunities to give feedback they do not feel these have been clearly acted on.

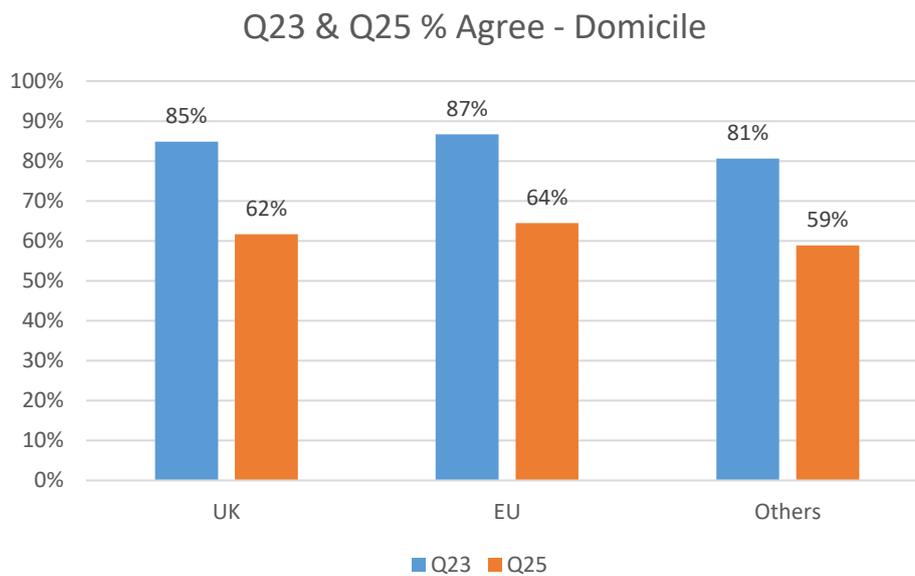


Figure 9: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by domicile

Last year students whose domicile is defined as 'Other' scored the SU highest on Q.26 and this trend has continued indicating that the SU in its representation of students' academic interests in resonating with International students. However, the scores given by this group of students for Q.23 and Q.25 have fallen drastically from last year, this may suggest that International students are unhappy with the avenues available for them to provide feedback (there may be a link here with the changes to module evaluation) and feel that their feedback is not being clearly acted upon.

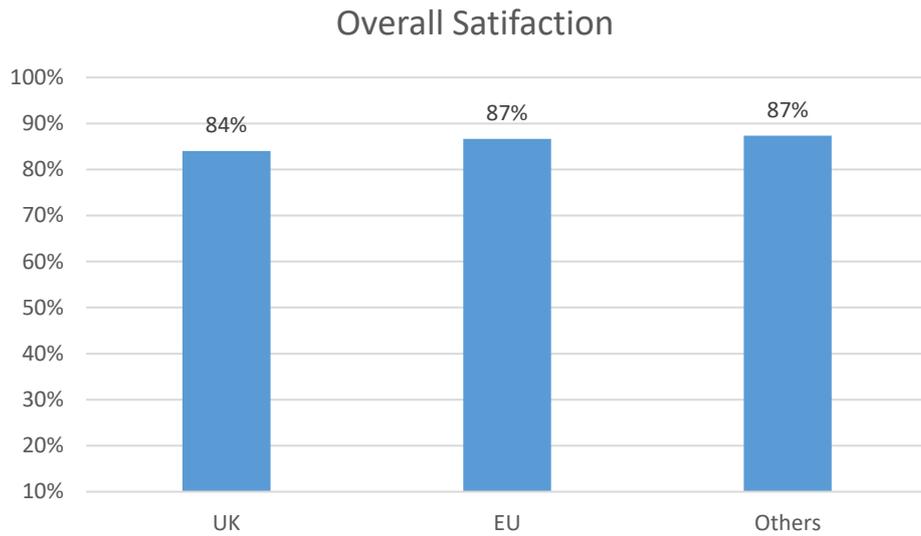


Figure 10: Overall satisfaction scores split by domicile

There is little difference in overall satisfaction between students from different domiciles. International and EU students are most satisfied overall than UK students. Overall satisfaction has reduced for all groups since last year but remain above the sector average.

3.6 Ethnicity

Figure 11 shows the percentage of students who ‘definitely agree’ or ‘agree’ with Q.26 split by ethnicity. These results varied more than other demographic groups.

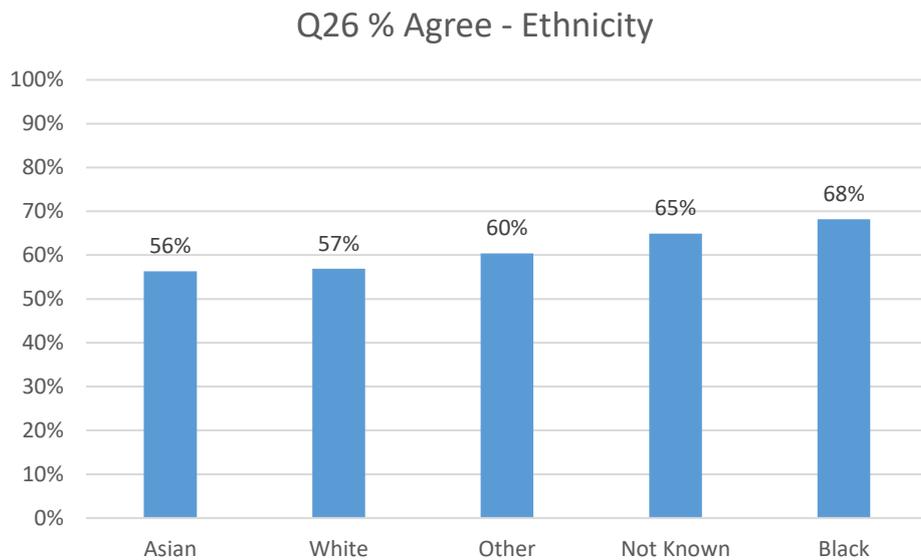


Figure 11: Percentage who ‘definitely agree’ or ‘agree’ with Q.26 split by ethnicity

Encouragingly, the highest percentage of agreement was seen in the ‘Black’ group with 68.22% agreement. This is an incredible increase of almost 13 percentage points since last year and is 8 percentage points higher than the sector-wide average.

This year the NSS also included a split for BAME and white students. 59.71% of BAME students agreed with the statement compared to 56.86% of white students.

This is positive news for the Students’ Union and is related to the work done across the organisation to engage, represent and support Black and BAME students through the establishment of the BAME Ambassador scheme and the My Racist Campus campaign. A comment received stated that *“my answer regarding the Students’ Union representing student’s academic interests refers to the BAME attainment gap at LBU being higher than the national average. The SU are working on this and hopefully the gap will be narrower and eliminated in the future”*.

Asian students scored the Students’ Union lowest with 56.33% agreement and White students scored the SU 56.86%, both are a decrease from the previous year. The agreement level for students whose identify was included in ‘Not Known’ has increased slightly since the previous year as has those identifying as ‘Other’.

Black, Not Known, White and Other students remain above the sector-wide average whilst the score of Asian students at Leeds Beckett University has fallen slightly below the average.

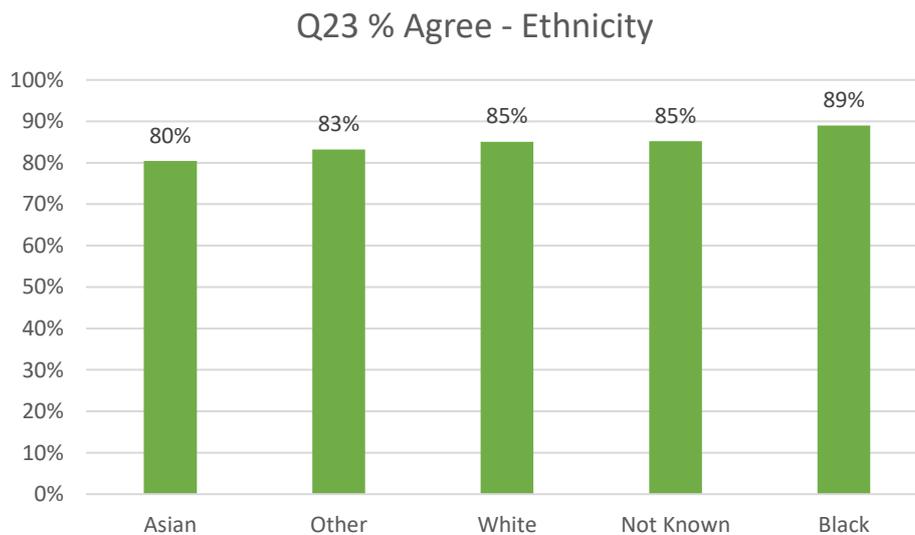


Figure 12: Percentage who ‘definitely agree’ or ‘agree’ with Q.23 split by ethnicity

Q.23, shown in Figure 12, reveals different levels of agreement between the ethnic groups included in the NSS. Students defined as ‘Black’ gave the highest score compared to the other ethnic groups included. As with Q.26, the ‘Asian’ group gave the lowest score with 80.46 %. However, all these scores remain high and show that no ethnic group feels as they do not have the opportunity to feed back on their course.

Although Asian students felt they had less opportunities to provide feedback on their course than students of other ethnicity’s did, they were most likely to agree it was clear how feedback had been acted on. The decrease in scores for Asian students is reflected across the NSS and potentially

indicates that there is a feeling of dissatisfaction with the University across Asian students which may be something to consider in future work.

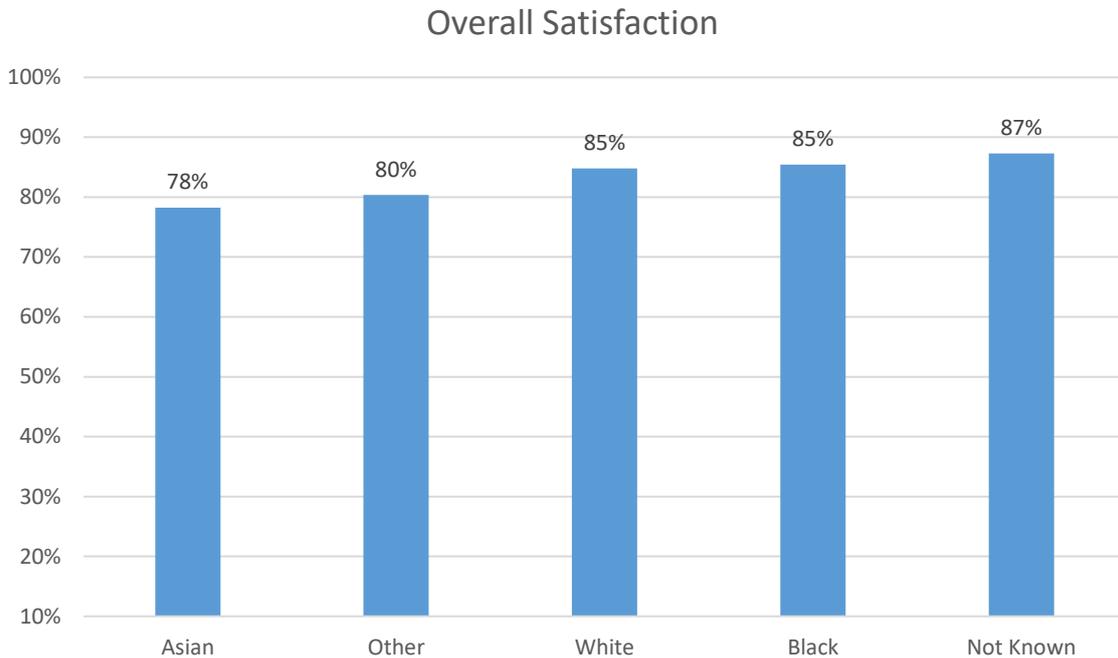


Figure 13: Overall satisfaction scores split by ethnicity

Figure 13 shows overall satisfaction when split by ethnicity. Similar to the findings for questions 23 and 26, Black and students with a 'Not Known' ethnicity had the highest overall satisfaction.

Asian students had the lowest overall satisfaction of all ethnicity groups.

All scores have reduced slightly from last year and only the overall satisfaction of Black and White students remain above the sector average.

3.7 Gender

Figure 14 shows the percentage who 'definitely agree' or 'agree' with Q.26 split by the gender of the respondents. A considerably higher number of female students completed the NSS in comparison to male students (82% compared to 73%).

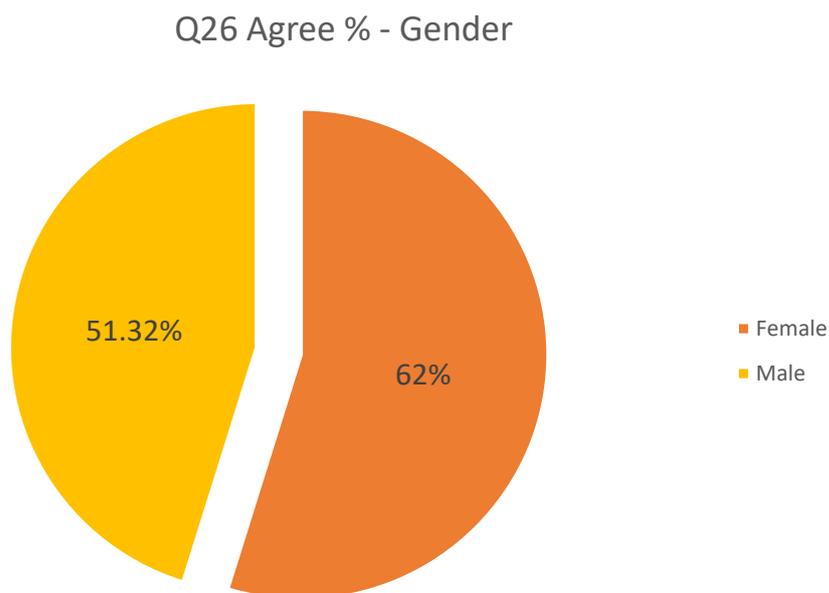


Figure 14: Percentage who 'definitely agree' or 'agree' with Q.26 split by gender

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 14. Furthermore, the percentage who 'definitely agree' or 'agree' with the statement has remained the same since last year for female students but decreased for male students. Female students remain higher than the sector-wide average whilst male students have dropped below this. It would be useful for the NSS to introduce other genders into the data to allow for a comparison that better represents students.

For Q.23 a difference between female and male students was also seen, but not to the same degree as Q.26. 86.35% of female students agreed with the statement compared to 82.43% of male students, both figures have decreased since last year's survey and are below the sector-wide average.

There was little difference in the overall satisfaction of students when split by gender. 85% of female students were satisfied with Leeds Beckett University as a whole compared to 83% of male students. Scores for both groups of students have decreased since last year but remain above the sector average.

3.8 Mode of Study

Figure 15 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 full-time students completed the survey in comparison to part-time students (79% compared to 66%).

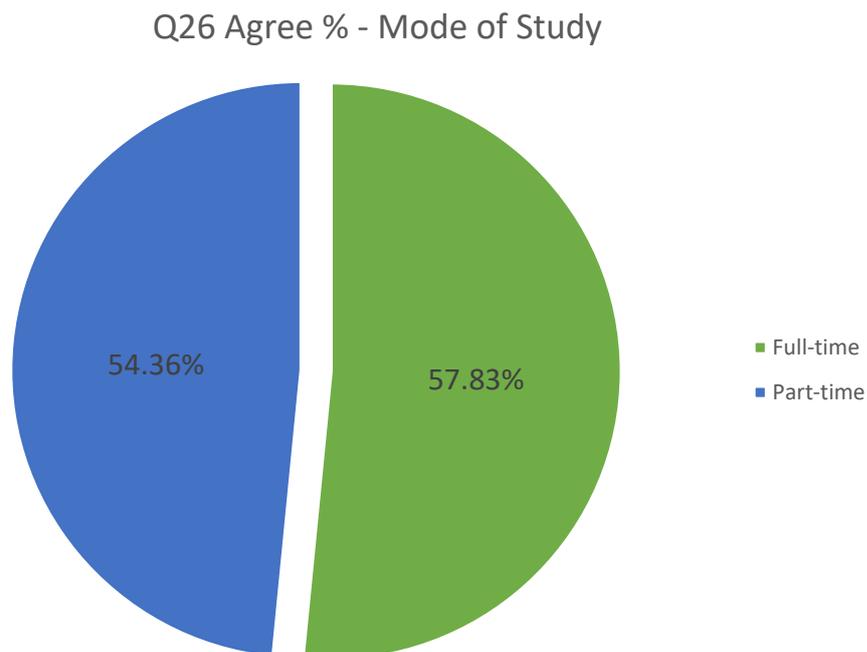


Figure 15: Percentage who 'definitely agree' or 'agree' with Q.26 split by mode of study

The findings showed a difference between the percentage of full-time students who agreed with the statement and the percentage of part-time students who agreed, 57.83% compared to 54.36%. Both figures have decreased slightly 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. 84.83% of full-time students agreed that they have had opportunities to provide feedback on their course compared to 82.42% of part-time students. Both scores have dropped since last year but sit above the sector-wide average. More advertisement of our feedback form which allows students to submit feedback about their course at any time may help to influence the agreement percentage here.

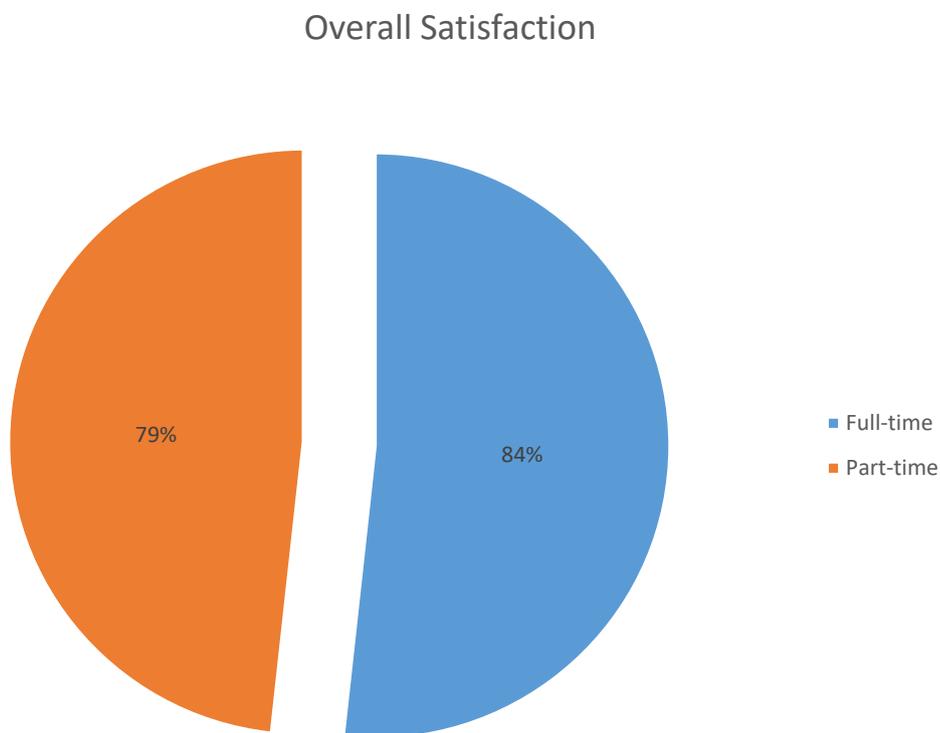


Figure 16: Overall satisfaction scores split by mode of study

Full-time students had a higher level of overall satisfaction than part-time students, 84% compared to 79%. These scores have both decreased since last year, with the biggest decrease seen for part-time students. The overall satisfaction of part-time students is about 6 percentage points below the sector average.

3.9 NHS Students

Figure 17 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 (87% compared to 78%).

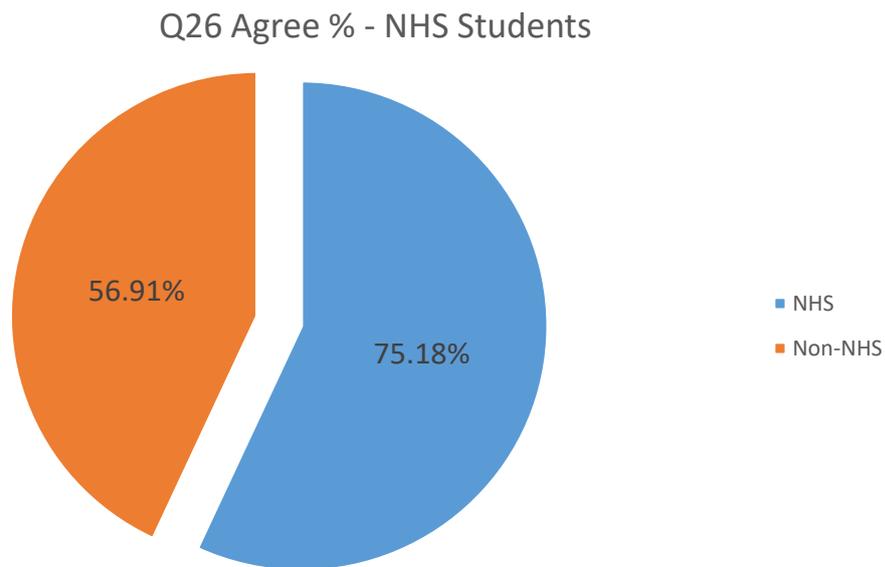


Figure 17: Percentage who 'definitely agree' or 'agree' with Q.26 split by NHS students

The findings show a difference between the percentages of NHS students who agree with the statement compared to non-NHS students, 75.18% compared to 56.91%. The agreement of non-NHS students has slightly decreased since last year whilst the agreement for NHS students has increased considerably. Both remain higher than the sector-wide average.

For Q.23 (Figure 18), 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 95.14% of NHS students agreeing (up from 93.53% last year) and 84.26% of non-NHS students.

The findings for Q.25 (Figure 18) 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 88.19% of NHS students agreeing that it is clear how students' feedback on their course is acted upon in comparison to only 60.45% of non-NHS students. This is an increase of almost 8 percentage points for NHS students and a slight drop for non-NHS students compared to last year. 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.

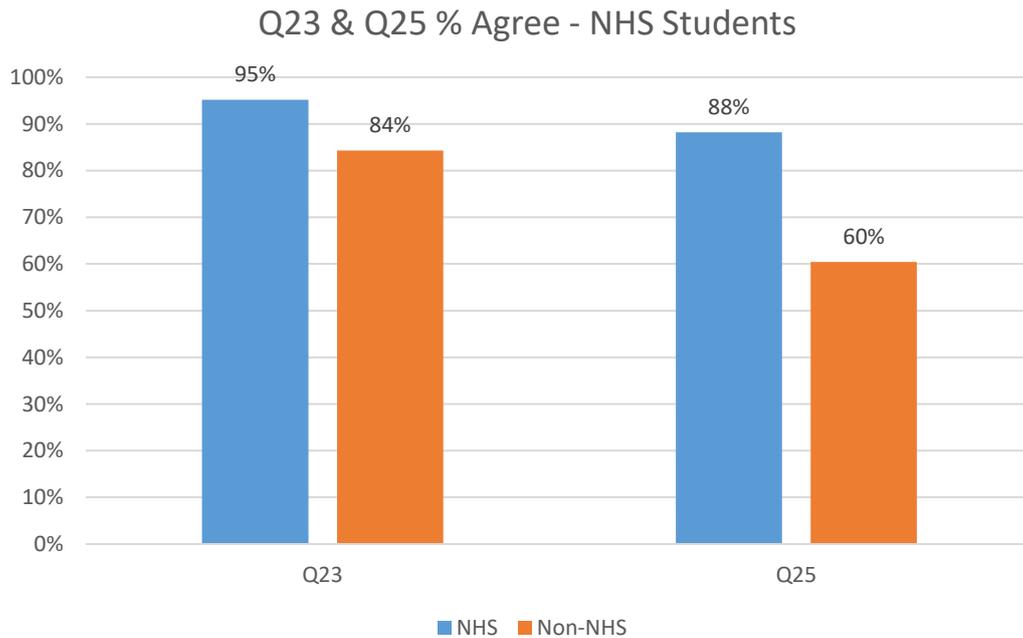


Figure 18: Percentage who 'definitely agree' or 'agree' with Q.23 and Q.25 split by NHS students

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.

Similarly, NHS students had a higher level of satisfaction with Leeds Beckett than non-NHS students, 95% compared to 84%. NHS student's satisfaction has increased since last year as well as being higher than that of the sector.

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 addition, the report examines student's overall satisfaction to investigate whether satisfaction differs across the demographics of Leeds Beckett students.

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.

Findings of key interest include:

- School
 - There were large differences in the scores given across the Schools ranging from 43.02% to 86.33% agreement. Although the scores for Q.23 were not as dramatically varied there were differences between Schools. The scores for both questions indicate that academic representation by the Students' Union is very School specific and although having the opportunity to provide feedback is evident across the Schools, the quality of this varies. The Leeds Law School saw a drastic drop in the agreement with Q.26 compared to last year, indicating that more needs to be done to evidence how the SU represents their academic interests. Examples of good practice can be taken from the Leeds Business School, Carnegie School of Sport or School of Computing, Creative Technologies and Engineering who scored the SU higher this year than last year.

- Domicile

- There was an increase in the score for Q.26 given by International students, this is promising given the support offered to the International Students' Campaign and work of the International Students' Rep.

→ Ethnicity

- There has been an almost a complete reversal in the scores for Q.26 with a 13-percentage point increase for Black students. The drop-in scores for Q.26 and Q.23 for Asian students are concerning and is reflected across the NSS, a focus for the upcoming year could be to find out more about why Asian students do not feel they have the opportunity for feedback or their academic interests represented.

→ 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. Considering these 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 the questions examined. The score for Q.23 was particularly high at 95.14% 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.

Appendix C: Leeds Beckett Going Green

When People and Planet's Green League table launched in 2007 Leeds Beckett came top as the greenest university.

But now with only 12 years left to avert catastrophic climate change, Leeds Beckett is at 66th in the league table having not taken substantial enough action.

With nation states including the UK falling well behind on their climate change commitments the UN is placing its hopes in non-state actors like universities to make up the difference. But we're falling short! As a university, a centre of learning and research, we should be leading the way in the critical movement towards a truly sustainable society.

As students, staff and associates of Leeds Beckett we ask the university to commit to the demands below, recognising the imminent devastating impact of unchecked climate change and thus the need for prompt ambitious action on the university's part.

The Beckett's Got to Go Green Campaign demands:

- Work towards improving Leeds Beckett's People and Planet score.
- Commit to a carbon emissions reduction of 75% by 2030.
- Commit to no future investment in fossil fuel industries.
- Promote green jobs to students over fossil fuel jobs.
- To ensure wherever possible students are provided with the skills and knowledge to build and thrive in a zero carbon future.
- Increase investment in renewables: doubling the university's own power generation by 2030.
- Extend zero waste to landfill policy to university accommodation.
- Include university accommodation in sustainable strategy.
- Improve recycling facilities around university.
- Reduce the amount of waste around the university with a zero waste agenda.
- Put in place a sustainable food policy.
- Commit to engaging students and staff with the sustainability strategy and promote environmental and ethical practices with projects, events and courses.

Appendix D: School Forum Feedback

1. For the academic year, 2018/19, 1,002 course representatives were appointed, 50% of whom were trained. The School with the largest number of appointed course representatives was the Carnegie School of Sport with 150 reps. The School with the largest percentage of trained course representatives was the School of Cultural Studies & Humanities with 77% of reps being trained.
2. The themes below summarise the student feedback raised in School Forums throughout the academic year 2018/19. These are split into the NSS categories as they are on the School Forum agenda.
3. Teaching and Learning
 - a. Communication
 - i. Students within Leeds Business School, studying International Business and Accounting & Finance fed back that there were inconsistencies in assignment information and what certain relevant terminology means.
 - ii. Fashion Marketing students fed back about communication issues between seminar tutors with differing information being received on the 'Marketing' module for example.
 - iii. Students in the Carnegie School of Education noted communication issues with placement officers telling people different things, for example a student wanted to complete a social work placement but felt once starting the course that placements were mostly based around teaching.
 - b. Module/Course Content
 - i. Landscape Architecture students commented that students with non-creative backgrounds can find it difficult to adjust to course content.
 - ii. Students from the School of Film, Music & Performing Arts noted that comparable courses at other University's allow their students to make and submit more practical work and the restrictions on the use of kit and equipment are incompatible with developing necessary skills and experience.
 - iii. A Level 4 student in the School of Clinical & Applied reported issues with group work including people not being placed in a group leading to them missing practicals.
 - iv. In the School of Social Sciences, it was highlighted that students choose to study the Criminology and Psychology course to learn how to apply psychology to crime, not to learn about criminology alone.
 - c. Software/Resources
 - i. Computing, Creative Technologies & Engineering students raised problems with the software platforms they use for assessments and requested access to more industry software.
 - ii. Throughout the School of Art, Architecture & Design students commented on the need for increased software training and the issues they had had with using certain software.
 - iii. Students in the School of Built Environment & Engineering fed back on the need for specific resources, for example A3 paper.
4. Assessment and Feedback
 - a. Feedback

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

5. Academic Support

a. Availability

- i. Students on the International Business course fed back that the level of support available on tutors varies and this can mean students feel disconnected from their tutors.
- ii. Dance students fed back that they received mixed availability from tutors and that it is difficult to receive responses from tutors who were also working professionals. Other students in the School of Film, Music &

Performing Arts commented that they still have not met their academic advisor and find it intimidating to schedule a meeting with them.

- iii. Students on multiple courses within the Carnegie School of Sport commented that they were struggling and asking for help by email but not receiving timely responses.

b. Placements

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

6. Organisation and Management

- a. Timetabling was raised as an issue across most of the Schools. Issues included some students have four-hour gaps in their teaching, other fed back that their timetables were not released until their new modules began and some students commented that there were frequent last-minute changes to their timetables and sessions booked whilst on placement.

b. Communication

- i. Fashion students highlighted that they have received different information about what and how to hand work in.
- ii. Building Surveying students in the School of Built Environment & Engineering raised that there had been a miscommunication between the law lecturer and tutor with students given different information about a test.
- iii. A few courses within the School of Clinical & Applied Sciences had experienced problems with lectures being cancelled and this was causing problems for commuter students.
- iv. Communication between lecturers and students on the Counselling & Mental Health was disorganised with a lack of transparency.

7. Learning Resources

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

8. Learning Community

a. Cohesion

- i. Music Technology students noted that interaction between courses is too late in the academic year and should start earlier to encourage

collaboration. Similarly, Audio Engineering students requested joint modules with Music Production students due to the overlap between their subjects.

- ii. Events Management students commented that they do feel a sense of community but there could be more cohesion and collaboration between this course and the Sports Events classes.
- b. Placement
- i. A student who had spent a year abroad commented that they do not feel part of a community on the English Literature course.
 - ii. Youth Work & Community Development students commented that when they go on placement they can feel quite isolated, especially as a lot of the supporting staff are part time and returning to university can affect them a lot.

9. Student Voice

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

10. Student Services

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

information on open days, support throughout the semester had been less visible.

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

Schedule of Business

Purpose of Report

To summarise the Committee's plan of work for the 2019/20 academic year.

Action Requested

The report is **for information and to note**

Key Issues

None

Appendices

n/a

Finance / Resource Implications

None

Legal / Regulatory Implications

None

Reportable Events

Is this an Office for Students Reportable Event¹? **No**

Author

Name: Kate Harvey, Secretariat Manager

Date: November 2019

¹ The University is required to report particular significant events to the Office for Students under condition F3(i).

The University's approach is set out in its Reportable Events Procedure. Further advice can be sought from the University Secretary's Office.

Board of Governors – Schedule of Business 2019/20

| 02 October 2019 Away Day | 22 November 2019 | 20 March 2020 | 01 May 2020 Away Day | 15 May 2020 | 10 July 2020 |
|---|--|--|-------------------------|-------------------------------------|--|
| Approval of non-regulated tuition fees 2020/21 | Strategic Plan KPI progress update | Annual review of financial regulations | TBC | Annual Health & Safety Audit Report | Approval of Annual revenue & capital budgets 2020/21 |
| Access & Participation Plan – Approval of Plan to 2024/25 | Audit Committee Annual Report and Opinion | | | Draft Schedule of Meetings 2020/21 | Approval of Financial Forecast |
| | Internal Audit Annual Report and Opinion 2018/19 | | | | Corporate Risk Register – Annual Review (appended to the Audit Committee report) |
| | External Auditors Management Letter | | | | Approval of risk management policy (appended to the Audit Committee report) |
| | Financial statements for the year ended 31 July 2019 | | | | Board and Committee Memberships 2020/21 |
| | Confirmation of National Pay Award 2019/20 (Matters Arising) | | | | Operating Framework for Remuneration Reviews 2019/20 |
| | Annual review & remuneration of Committee Chairs | | | | Approval of non-regulated tuition fees 2021/22 |
| | Annual review & remuneration of the Chair of the Board | | | | |
| | Prevent duty annual report | | | | |
| | Approval of Sport Committee proposal (Academic Board summary report) | | | | |
| | Estates Masterplan – final report | | | | |
| | OfS – Condition of Registration F3: Provision of Information | | | | |
| | OfS Annual Accountability Return 2018/19 | | | | |

Standing Items

1. Minutes of last meeting
2. Chair's Report
3. Vice Chancellor's Report
4. SU Report
5. Financial and capital expenditure update report
6. Student recruitment update
7. Academic Assurance Report
8. Health & Safety update
9. OfS reportable events
10. Update reports from Academic Board, Finance, Staffing and Resources, Audit, Governance & Nominations and Senior Staff Remuneration Committees
11. Schedule of Business 2019/20