

## ACADEMIC BOARD

Minutes of the meeting of the Academic Board held on Wednesday 2 March 2016.

**Present:** Jane Harrington (Chair), Martin Boddy, Lauren Conen, Robert Elvin, Manuel Frutos-Perez, Callum Gladwish, Georgina Gough, Sarah Green, Catherine Hobbs, Lynne Lawrance, Mandy Lee, Glenn Lyons, Stuart McClean, Lamine Mahdjoubi, Jo Midgley, Adam Pinfold, Jack Polson, Peter Rawlings, Darren Reynolds, Gerry Rice (for Steven Neill), Jeanette Sakel, Fiona Tolmie, Donna Whitehead, Aylwin Yafele.

**In attendance:** Paul Bilotto; John Clarke, Derek Norris, Alastair Osborn; Gail Wilson, Delia Bean (minutes)

**Observers:** Sarah Hickie (SU)

**Apologies:** Jason Briddon, Clayton Davies, Rachel Cowie, Lucy Dumbell, Alex Gilkison, Chris Gledhill, Helen Lloyd Wildman; Steven Neill, Glenn Parry, Rachel Sales, Rosie Scott-Ward, Steve West, Tracy Willis

### AB16.03.1 Welcome and Introductions

The Chair welcomed the new Academic Board members:

Dr Aylwin Yafele (FBL)  
Alex Franklin (ACE) (absent)  
Dr Stuart McClean (HAS)  
Dr Georgina Gough (FET)

### AB16.03.2 Minutes and Matters Arising

*Paper AB16/03/01 was received*

#### AB16.03.2.1 Minutes

The minutes of the meeting held Wednesday 16 December 2015 were **approved**.

#### AB16.03.2.2 Min AB15.12.3 refers: Final Response to the HE Green Paper Consultation

*Paper AB16/03/12 was received*

The Head of Teaching and Learning Enhancement updated members on the final response to the HE Green Paper consultation. This response took into account the feedback received from Academic Board 16 December 2015 and outcomes from discussions held with the University Alliance and the Government. The final response was submitted on 15 January 2016.

#### AB16.03.2.3 Min AB15.12.14 refers: External Examining – Thematic Review findings

The Head of Teaching and Learning Enhancement reported on the positive feedback from the thematic review, including practice-based learning and innovative approaches to assessment and feedback. Areas for enhancement included feedback to students and moderation, consistent use of full marking scale, academic literacy and maintaining average score consistency. These would be addressed through Learning 2020.

#### AB16.03.2.4 Min AB15.12.9 refers: To note the results of the recent Faculty Board Elections

*Paper AB16/03/02 was received*

The Chair reported that the three Faculties, Business and Law (FBL), Art, Creative Industries and Education (ACE) and Health and Applied Sciences (HAS) had each elected 9 Faculty Board members. The Faculty of Environment and Technology had elected 3 members and still had Faculty Board vacancies. Members noted that

voting turnout was only 14% and that staff engagement with some Faculty Boards was low. FET had begun an analysis of low engagement factors and Academic Board agreed to review the remit and context of Faculty Boards in a working group.

**ACTION: Head of Governance**

## ITEMS FOR DISCUSSION

### AB16.03.3 **Development of the Hartpury Quality Enhancement Framework**

*Paper AB16/03/03 was received*

AB16.03.3.1 The Head of Teaching and Learning Enhancement noted Hartpury College's progress towards achieving Taught Degree Awarding Powers (TDAP), part of which would be to replace the University's Quality Management Enhancement Framework (QMEF) with a Hartpury-specific Quality Enhancement Framework (HQEF). Hartpury had requested to adapt the University's QMEF to produce HQEF and to operationalise the new framework, subject to approval, from September 2016.

Academic Board **agreed** the actions and timelines of this proposal.

### AB16.03.4 **Overview of Inclusivity 2020 – New Single Equality Scheme**

*Paper AB16/03/04 was received and Single Equality Scheme impact reports were tabled*

The Equality & Diversity Manager presented an overview of Inclusivity 2020 and informed Academic Board that:

- i. the University was required to publish its current Equality and Diversity objectives online.
- ii. Inclusivity 2020 would comprise a thematic overview and action plan and would cross-reference all inclusivity-related University activity and Strategy 2020 (e.g. Widening Participation, Well-Being and Prevent).
- iii. Governance for Inclusivity 2020 lay with the Equality Management Group, chaired by the Deputy Vice-Chancellor and Chief Operating Officer, with representatives from Faculties and Services.

Members noted that:

- i. all actions on the plan had current 'owners'
- ii. colleagues were encouraged to contribute those activities that had not been previously identified
- iii. Inclusivity 2020 could be discussed at Faculty Boards to ensure a joined-up approach and to engage staff in the project
- iv. Inclusivity 2020 would be discussed at both the Staff Voice and UWE Champions groups
- v. Inclusivity 2020 would be presented to the Board of Governors on 19 July 2016 as part of the annual update.

Academic Board **endorsed** Inclusivity 2020 in its thematic approach and relationship to Strategy 2020.

## ITEMS FOR APPROVAL

### AB16.03.5.1 **Quality Assurance Agency Action Plan**

*Paper AB16/03/05 was received*

The Institutional Review Project Manager introduced the QAA Action plan, the publication of which was the final stage of the QAA Higher Education Review. The QAA Action plan would address how the University would respond to the recommendation and affirmations and how good practice would be maintained, communicated and expanded. The Head of Teaching and Learning Enhancement noted that a comprehensive review of the QAA review experience had gleaned lessons learnt, and outcomes achieved.

- AB16.03.5.2 Members noted that
- i. the amount of information published online as part of QAA Action Plan would contain less detail than the full University Action Plan
  - ii. guidelines (Expectation A2.1 implementation of the revised examination board guidelines) circulated in previous years had not delivered consistency throughout the University
  - iii. The Chair reported that the revised guidelines had closely defined the circumstances in which discretion could be applied.

Academic Board **approved** the action plan in principle, subject to changes to the detail in the action for the recommendation on training Postgraduate Research Students.

**AB16.03.6.1 The Prevent Duty**

*Paper AB16/03/06 was received*

The Pro Vice-Chancellor (Student Experience) briefed members on the key provisions of the new Duty, the monitoring framework, UWE's approach to implementation of the Duty, consultation with staff, unions and students, and areas of risk. Members noted that students had engaged with the process and supported the University's approach to Prevent. During consultation, students had raised inclusivity issues and the University would be working with students to improve communications and inclusivity.

AB16.03.6.2 Members noted that:

- i. Higher Education Institutions had a statutory duty under the Counter Terrorism and Security Act 2015, to have "due regard to the need to prevent individuals from being drawn into terrorism."
- ii. the University had developed pragmatic approach to meeting the requirement of Prevent and that this was reflected in the new and revised policies and procedures presented to Academic Board
- iii. Health students required a different level of detail in the safeguarding policy
- iv. the University was considering HEFCE Prevent training for key staff
- v. the University was required to hold records of external speakers
- vi. the administrative function described in the procedural guidance should ensure a minimal and straightforward approach to booking external speakers and analysing the risk involved
- vii. Estates and IT Services would monitor the bookings procedure and would review turnaround time for room bookings
- viii. a communications strategy was in place
- ix. feedback from staff and students should be directed to the Prevent Institutional Co-ordinator in Student Services.

The University would submit its Prevent policies to HEFCE as the monitoring body on 1 April 2016, from which date, the policies and procedures would come into being.

Academic Board **approved**:

- 1 the revised UWE **Safeguarding** Policy (subject to Health amendments)
- 2 the **new** policy on **Gender Segregation**.

Academic Board **endorsed** to the Board of Governors:

- 1 the new **External Speakers** Policy (and associated procedural guidance)
- 2 the revised **Freedom of Speech** Policy.

**AB16.03.7 Proposal for a New Integrated Masters Award in FBL**

*Paper AB16/03/07 was received*

The Associate Dean, Learning and Teaching (FBL) introduced the proposal for an additional award of MBus (Master of Business) for inclusion in approved FBL UWE awards. This would comprise a four year integrated Bachelors/Masters Award in Business to facilitate the development of new programmes and the progress of International students to postgraduate study.

Academic Board **approved** the proposal of a new four-year integrated Masters Award of MBus (Master of Business).

**AB16.03.8 Proposal for Student Self-Certification**

*Paper AB16/03/08 was received*

The Vice President, Education (VP Education) of the Students' Union introduced the proposal for student self-certification of absence for assessment. The Regulations Working Group had discussed and endorsed this proposal. VP Education noted that self-certification would complement the Early Intervention Scheme and mirror work-based practice.

AB16.03.8.1 Members noted that:

- i. this proposal currently applied to one assessment, in one academic year and there might be options to extend this to a period of time or to more than one assessment per year
- ii. self-certification was for ad-hoc exceptional situations that were without evidence
- iii. self-certification was not to be used in place of extenuating circumstances, only exceptionally where student could not provide evidence
- iv. there would be implications for students' group work and practice assessments
- v. students would not have to give details in the self-certificate submission
- vi. self-certification would be recorded by the student system
- vii. students would receive a message on well-being and support on submission of a self-certificate

Academic Board **endorsed** the proposal and **agreed** that the options and issues raised above should be discussed further at the Regulations Working Group and revisions to the proposal be brought back to Academic Board 18 May 2016.

**Action: Head of Learning and Teaching Enhancement**

**REPORTS AND UPDATES**

**AB16.03.9 Vice Chancellor's Report**

*Paper AB16/03/09 was received*

The Chair noted the Vice Chancellor's report and highlighted key University issues:

- Student recruitment and numbers
- Faculty planning
- a fundamental review of regulations – including the simplification of extenuating circumstances
- an update to Quality Management and Enhancement Framework led by the Head of Teaching and Learning
- Strategy 2020 - mid-point review of process

Members noted that the University should review and determine the course of action on apprenticeships, particularly health apprenticeships.

**Action: Deputy Vice-Chancellor and Provost**

**AB16.03.10 Update from UWE Student Representatives**

*Paper AB16/03/09 was received*

Members received an update from the Vice President, Education, of the Students' Union including details of the 'Be the Best You Can Be Campaign' which sought to highlight, and support students through, exam and assessment stress, and the hosting of a popular 'puppy room' initiative.

The Chair noted how effective the working partnership between the University and the Students' Union had been this year.

**AB16.03.11.1 Updates from Faculty Boards**

Recent Faculty Boards had had a single item agenda to discuss: the Five-year plan for Strategy 2020.

**AB16.03.11.2 Faculty of Business and Law (FBL)**

The Pro Vice-Chancellor and Executive Dean reported that FBL Faculty Board had discussed the following in relation to the Five-year plan:

- i. the spirit of entrepreneurship and how to disseminate this throughout the Faculty
- ii. external engagement
- iii. identifying clear routes and career pathways in reward and teaching excellence
- iv. how to enable research activity for those staff who do not receive a research grant

**AB16.03.11.3 Faculty of Arts & Creative Industries and Education (ACE)**

The Associate Dean reported that ACE Faculty Board had discussed the following in relation to the Five-year plan:

- the City Campus and branding advantages
- challenges for Professional services based at City Campus
- involvement of students in the Faculty's vision
- civic engagement; inclusiveness and curriculum in this context

**AB16.03.11.4 Faculty of Health and Applied Sciences (HAS)**

The Associate Dean Quality Teaching and Learning reported that the most recent HAS Faculty Board had been cancelled and that other Forums had been used to discuss the five-year plan instead.

**AB16.03.15.4 Faculty of Environment and Technology (FET)**

The Senior Lecturer in Education for Sustainable Development reported that FET Faculty Board discussed the perception, remit and purpose of Faculty Board following the low member figures and lack of return candidates.

**ITEMS TO NOTE**

**AB16.03.16 Response to the HE Green Paper Consultation**

Paper AB16/03/12 was received and noted.

**AB16.03.17 Academic Board Chair's Actions Undertaken since the Last Meeting**

Paper AB16/03/13 was received and noted.

**AB16.03.20 Any Other Business**

There was no further business.

**AB16.03.20 Dates of future meetings**

All meetings scheduled to be held from 14:00 - 17:00 in the Dartington Suite.

Wednesday 18 May 2016

Wednesday 6 July 2016