

**Monday 24 June 2013
Roscoe Room, Egerton Court**

Present:

Mr T Aldus	Professor D Meehan
Mr L Appleton	Professor P Vickerman
Ms M Box	Professor N Weatherill (Chair)
Dr I Bradshaw	Professor R Webster
Professor S Davies	Ms K Wilkinson
Mr P Evans	Mrs C Williams
Ms K Johnston	Dr L Wright
Professor P Lisboa	Dr J Yates
Dr M Meadows	Professor A Young

In Attendance:

Ms J Gresham	Miss L Sutcliffe (Minute Secretary)
Ms J Hargreaves	Mrs D Tipping (Committee Secretary)
Mr M Power	Mr W Turnbull
Ms S Spiers	

Apologies:

Mr R Dawson	Dr P Livsey
Dr A Douglas	Ms J Murphy
Ms J Guthrie	Mr C Reid
Mr S Kenny	Professor P Wheeler

AB 13.27

MINUTES

The minutes of the meeting held on 11 March 2013 were approved as a correct record.

AB 13.28

MATTERS ARISING NOT SHOWN ELSEWHERE ON THE AGENDA

AB 13.19 Update on Election Process for Academic Board Members and Further Changes to Academic Board Membership for Approval.

REPORTED

Update on election process for Academic Board Members

That the Academic Board membership elections for the period 1 September 2013 to 31 August 2015 closed on Friday 21 June 2013 at 12noon.

Votes had been counted and candidates were to be informed before the results were formally announced.

The Strategy Delivery Forum (SDF) and Professoriat categories did not proceed to election as the required number of nominations were received, with one vacancy remaining in the

SDF and Professoriat (Education, Health and Community) categories.

A call for nominations for the Staff Governor (Academic Board Nominee) would be announced amongst the newly appointed Academic Board membership shortly. In addition, a second call for nominations would be announced to fill the remaining SDF and Professoriat (Education, Health and Community) vacancies.

An induction for new members would be arranged at an appropriate time.

COMMENTED

That the election process would be reviewed and, if appropriate, amended accordingly to allow multiple voting during the election of multiple members for one category.

REPORTED

Further changes to Academic Board membership for approval

The Chairman had made the following changes to the Academic Board membership and sought the approval of Academic Board:

1. Increase the Professoriat by one, which meant reducing the Non-Teaching category by one
2. The Director of Research became an ex-officio member (previously an attendee) and the Director of Library & Student Support became an Attendee (previously ex-officio)

COMMENTED

That the post of Director of Library & Student Support has been re-aligned as the Director of Library Services.

APPROVED

That the proposed amendments to the Academic Board membership were approved, subject to approval by the Board of Governors on 1 July 2013.

AB 13.29

VICE CHANCELLOR & CHIEF EXECUTIVE REPORT

RECEIVED

The oral report of the Vice Chancellor & Chief Executive.

REPORTED

LJMU Teaching and Learning Conference

That the Conference was a splendid and well attended event with good discussions and good papers presented. Over 300 participants attended the event, with national and international external delegates in attendance. The Conference outcomes would be posted to the 'What Works' website shortly.

The Vice Chancellor & Chief Executive extended thanks to all who took part in the Conference on behalf of Academic Board.

REPORTEDRecruitment

Whilst the University had received applications for undergraduate full-time programmes, converting those applications into students was not as strong. First choice conversions were down on the previous year, however, insurance choices had increased. The external environment and the number of offers made by LJMU were contributing factors. The Strategic Management Team (SMT) would develop a policy to address recruitment and manage the Clearing process rather than issue guidelines as per previous recruitment activities.

REPORTEDAstrophysics Research Institute

That the Astrophysics Research Institute had successfully relocated from Lairdside to the Science Park.

REPORTEDBudget 2013/14

That the University would assign £200,000 for PhD Studentships and a new Teaching Fellowship to increase the number of doctoral students. The purpose of the Teaching Fellowships was to promote excellent teaching and learning in the University. This decision was a positive step to strengthen its research position.

REPORTEDMBE Award for Staff Member

Lynne Condell, Student Funding Manager, was awarded an MBE in the Queen's Birthday Honours List in recognition of her services to Higher Education. Lynne was recognised for the important role she played both within LJMU and also on the national scene in relation to student welfare and finance.

ACTION

The Chairman would send Lynne congratulations for her outstanding achievement on behalf of Academic Board.

REPORTEDLiverpool Business School Students

Seven students from the Liverpool Business School won the Best Presentation award at a Dragon's Den-style event in the city centre. Their company, The Teabox Company, provides high quality loose leaf tea online. The Company was set to proceed to the European finals in July. Congratulations were extended to the students on behalf of Academic Board.

AB 13.30

RE-ALIGNMENT OF THE UNIVERSITY STRUCTURE**RECEIVED**

The oral report of the Vice Chancellor & Chief Executive.

REPORTED

That the re-alignment of the University structure included:

- Pro Vice Chancellor (Education)
- Pro Vice Chancellor (External Engagement)
- Pro Vice Chancellor (Scholarship, Research & Knowledge Transfer)
- Three Deputy Chief Executives to manage the professional services
- 4 Deans to manage the faculties
- 1 Director of Strategy Management

The Faculties of Health & Applied Social Sciences and Education, Community and Leisure had been merged to create the Faculty of Education, Health & Community.

Roles within schools had been clarified and each faculty was encouraged to develop research centers. Faculty roles were defined as:

- Three Associate Deans (Research & Knowledge Transfer, Education and Quality Enhancement & Assurance)
- Faculty Registrars
- In addition, each faculty would be assigned a HR Adviser and a Management Accountant

Open Forums were introduced and encouraged across the University.

It was recognised that the re-alignment had a significant impact on staff but it was important that the University operated under one structure, which would be beneficial both internally and externally.

The re-aligned structure would go live on 1 August 2013.

AB 13.31

ESTATE PLANNING

RECEIVED

The oral report of the Vice Chancellor & Chief Executive.

REPORTED

That the Capital Development Programme was progressing well and that work had been conducted with the Chairman of the Board of Governors to agree a suitable Governance structure. It was agreed that PRINCE 2 methodology would be used. The Governance structure would include the following:

- Governance Board – to be chaired by the Chairman of the Board of Governors.
- Programme Board – to be chaired by the Vice Chancellor & Chief Executive. Membership would include key

stakeholders, including a representative from Academic Board. The purpose of the Programme Board was to ensure that the Capital Development Programme progressed on target.

It was the University's intention to begin work on the Copperas Hill site during January 2014 with expected completion during 2017.

AB 13.32

GRADUANDS' REPORTS

RECEIVED

The oral report of the Vice Chancellor & Chief Executive.

REPORTED

That the Vice-Chancellor & Chief Executive, in his capacity as the Chairman of the Academic Board, had approved the Graduands Reports as follows:

GRADUANDS REPORT 2012/2013 – DECEMBER 2012
GRADUANDS REPORT 2012/2013 - JANUARY 2013
GRADUANDS REPORT 2012/2013 – FEBRUARY 2013

AB 13.33

PARTNER NAMES ON CERTIFICATES AND TRANSCRIPTS

RECEIVED

The report of the Head of Quality (Academic Enhancement Unit).

PURPOSE

To inform Academic Board of a proposed policy change in relation to award certificates and the outcome of the consultations.

REPORTED

That existing University policy stated that partner names always appeared on certificates and that the only exception was for distance taught programmes, where partners had no explicit involvement in the delivery or support of the programme. With the publication of the new Chapter 10 of the QAA UK Quality Code, it was felt that the time was right to revisit this policy and confirm future practice.

The practice of inserting partner names onto certificates was generally welcomed by UK partners, mainly due to a sense of pride of the programmes that they delivered. Overseas partners and students studying for LJMU awards overseas were less positive and would prefer that the certificate only list LJMU as the awarding institution.

Consultation took place with the Institutional Review Preparation Steering Group, the Collaborative Academic Standards and Enhancement Panel (CASEP) and the Academic Standards and Enhancement Committee (ASEC).

The Institutional Review Preparation Steering Group and CASEP supported the current policy to continue to insert the partner names on the certificate. However, there was less support for the continuation of the current policy at ASEC. ASEC members having more direct experience with students.

In response to the consultations ASEC agreed to propose the following wording to Academic Board for approval:

“Partner names always appear on certificates, except where the programme is purely distance taught with no partner involvement in teaching, learning, assessment or student support. Where statutory requirements over-ride this, this is noted and agreed at validation, after receipt of formal documentation supporting this.”

The agreed policy would be communicated to all existing partners and to any new prospective partners.

APPROVED

That Academic Board approved the recommended wording proposed by ASEC.

AB 13.34

UPDATE ON REVIEWING GRADUATE SKILLS AND PERSONAL DEVELOPMENT PLANNING, INCLUDING DRAFT POLICY ON PERSONAL TUTORS

RECEIVED

The report of the Pro Vice Chancellor (Education) presented by the Director of the Academic Enhancement Unit.

PURPOSE

To present to Academic Board the following:

1. An update on actions relating to the review of Graduate Skills and Personal Development Planning as agreed by Academic Board on 11 March 2013.
2. A draft institutional policy for Personal Tutors for approval

RECOMMENDATIONS

To approve the draft institutional policy for Personal Tutors for implementation from academic year 2013-14.

REPORTED

That Graduate Skills and Personal Development Planning was reviewed and reported to Academic Board on 11 March 2013. At that meeting a number of actions were recommended, which would be addressed in two phases. The first phase, for implementation from September 2013, focussed on:

1. The development of a Personal Tutoring Policy
2. The cessation of separate certification for Graduate Skills for 2013 entrants

The purpose of the Personal Tutoring Policy was to define institutional expectations of the role and nature of staff and student engagement with that role. The principle expectations of the Policy are that:

1. All students on award bearing taught programmes will be allocated a named Personal Tutor who will be a member of academic staff from the Programme Team/subject area
2. In addition to any group tutorials or informal meetings, Personal Tutors would meet with their tutees individually at least twice per academic year for a progress review

COMMENTED

The Personal Tutoring Policy was welcomed by Academic Board in general.

However, it would be useful to develop a pro-forma to keep a record of all meetings that had taken place. Such a pro-forma would need careful thought and consultation with users before implementation. Provision of a template for students to complete and email to their Personal Tutors in advance of the scheduled meetings would be useful for both parties.

It would be useful if the Policy was more specific about the support that would be offered to struggling students.

As some programmes have 10 to 15 students per level, the Policy should be phased in to comply with the 15 student limit per tutor. The recent increase in staffing numbers would overcome such problems but would take time.

It was imperative that the University responded swiftly to assign Personal Tutors, especially during Clearing, as level four was critical for engaging with students. In addition, the Policy applied to students on Foundation programmes, as well as those progressing direct to level five and six.

That assigning one week out of the academic calendar would be useful to dedicate to PDP for both staff and students. However, students had a tendency to confuse PDP weeks with reading weeks and as such, an institutional approach would be needed. Such an approach was useful to programmes with large student numbers but there was concern about the loss of a full week of teaching and learning.

APPROVED

The draft institutional Personal Tutoring Policy was approved.

ACADEMIC FRAMEWORK REVIEW

RECEIVED

The report of the Director of the Academic Enhancement Unit.

PURPOSE

To update Academic Board on the Academic Framework Review, to seek their views on the proposal relating to the timing of referral assessments and to seek approval for the proposed recommendations arising from the review outcomes.

RECOMMENDATIONS

That Academic Board approve the seven recommendations within the body of the report.

A number of refinements to the regulations for 2013/14 are recommended for approval:

1. Criteria for the award of credit by compensation / exceptional second referral to be simplified by removing the requirement that the student must have attempted the final assessment in the module
2. Entitlement to award has been clarified to specify circumstances in which an assessment board may determine that an award not be recommended for conferral. Also the sequential process of award recommendation (assessment board) and conferral (Academic Board) has been clarified.
3. Responsibility for chairing assessment boards is more clearly articulated, from 'Director or nominee' to 'Director or approved alternate'.
4. Descriptions of the Awards of the University have been more closely aligned with the Framework for Higher Education Qualifications.
5. Further guidance on the moderation process to be developed for Methods of Practice 2013-14.
6. Further guidance to be developed to support the use of extensions, alternative assessment and waivers.

In addition, the longer term planning of the Framework was considered and following consultations it was recommended that:

7. Further consultation and discussion on possible module credit size should be carried out. The management of such a change would also need careful consideration.

REPORTED

That the Academic Framework Review Group was established to consider the impact of the Framework since its implementation for the 2011-12 academic year and to discuss possible future developments. The consultation and subsequent discussions indicated that the University community were broadly comfortable with the Academic Framework and regarded the

changes introduced in 2011 as beneficial. However, the review drew attention to the following:

- Curriculum Structures
- Assessment Boards
- Student Progression
- Honours Classification
- Timing of Referral Assessments

Longer term planning of the Framework considered changing the credit size of modules. However, further consultation was needed to discuss the possible credit size and management of such a change.

Timing of Referral Assessments

A model was proposed with the referral week commencing 28 July 2014. Responses to this question expressed concern relating to summer workload, the inability to take leave, impact of staff with family/childcare responsibilities, impact on research and difficulties in finding external examiners. However, the majority of respondents wanted the calendar to be changed but were not in agreement with the suggested model. An earlier referral week was suggested and was approved in principle by the Academic Planning Panel and the Strategic Management Team (SMT), pending consultation with LiverpoolSU and the Joint Consultative and Negotiating Committee. The review group felt that the advantages of bringing the referral assessments forward to students were significant.

COMMENTED

That it was pleasing that the inclusion of postgraduate programmes had been considered within the review.

Discussion took place as to the benefits of using the 1% borderline calculation when marking. Level marks should be considered to 1 decimal place to ensure that LJMU marks are in line with the sector and in the spirit of natural justice. Assessment Boards do not make any adjustments to marks. Marking practice needed to be clear, consistent and transparent to ensure that no students are disadvantaged.

ACTION

That marking practice would be discussed and reported back to Academic Board with any proposed recommendation.

COMMENTED

In relation to the timing of referral assessments, LiverpoolSU had concerns whether Student Advice and Welfare could cope with increased demands on their services. They were also concerned about the lack of student consultation. Allocating students four weeks to prepare for referral assessments was

demanding but LiverpoolSU felt that it would benefit students as long as the relevant support was provided.

As the appeal window was three weeks, appeals would need to be fast tracked to fit in with the timing of referral assessments. However, the University needed to educate students and LiverpoolSU as to what constituted an academic appeal. For example, students often submitted appeals against late Extenuating Circumstances.

The drawback of the current timing of referral assessments was related to communication not timing. Giving students and staff four weeks to prepare for and sit an assessment and to mark referral assessments was not enough.

The proposed timing of referral assessments was unfair to staff as this would provide for little or no possibility to take leave during the summer months. In addition, students would seek the support of academic staff once notified of the referral assessment dates and it was of concern as to how that support would be provided. The work life balance of academics would be changed significantly should these changes be implemented.

The timing of referral assessments was split across the sector. It was noted that there had been a massive reduction in the number of students failing, which could be attributed to the recently introduced attendance monitoring policy.

Academic Board members could not identify clear pedagogic reasons for bringing the timing of referral assessments forward.

AGREED

That the timing of referral assessments would not be amended for the 2014/15 Academic Calendar. The impact of this decision meant that the student experience for the 2014 student body would be unaltered. The review group would consult further with the student body and report back to Academic Board its recommendations.

The six remaining recommendations of the report were approved, with the caveat that recommendation three be amended to state that the Registrar and Deputy Chief Executive approve any suggested alternative chair of an assessment board in the absence of the Director.

ACTION

The review group to conduct further consultations relating to the timing of referral assessments and report back to Academic Board.

AB 13.36	<u>QUALITY AUDIT ACTIVITY AND OUTCOMES 2012-13</u>
RECEIVED	The report of the Director of the Academic Enhancement Unit.
PURPOSE	To inform Academic Board of the internal audit activity that had taken place during 2012-13.
REPORTED	That for academic years 2012-13, 2013-14 and 2014-15, the planned set of audits had been managed around the need to ensure the University was in line with the expectations of the next QAA Institutional Review scheduled to take place in 2015-16.
AB 13.37	<u>COLLABORATIVE PARTNERSHIP WITH THE LIVERPOOL INSTITUTE FOR PERFORMING ARTS (LIPA)</u>
Secretary's note:	This item was not discussed at Academic Board pending further consultations.
AB 13.38	<u>TOP 10 PRIORITIES FOR STUDENTS</u>
RECEIVED	The report of the LiverpoolSU Vice President (Academic Quality).
REPORTED	<p>That the aim of the Faculty Student Voice Reports was to articulate what students had been telling LiverpoolSU over the previous six months and to encourage LJMU to work with LiverpoolSU to resolve any issues. The top ten priorities included:</p> <ol style="list-style-type: none"> 1. Assessment Mapping 2. Deadlines for Assessment Feedback 3. Clear and Informative Timetables 4. Group Work 5. Clarity on Reading and PDP Weeks 6. Preparedness for the Workplace 7. Placements 8. Seminars and Small Group Learning 9. Effective Use of Blackboard for Lecture Notes 10. Improved Temperature Control in Teaching Rooms
COMMENTED	<p>That the report was welcomed by the faculties. However, it was challenging to act on the recommendations based on the small number of responses from the Student body.</p> <p>Face-to-face discussions between LiverpoolSU and the faculties were extremely useful.</p>

COMMITTEE REPORTS

Academic Standards and Enhancement Committee (ASEC)

RECEIVED Minutes of the meeting held on 17 April 2013.

NOTED Academic Board noted the contents of the minutes.

University Research & Scholarship Committee (URSC)

RECEIVED Minutes of the meetings held on 12 March 2013, 10 April 2013 and 8 May 2013.

REPORTED That REF planning remained a major topic of the meeting and was progressing well.

Research Degrees Committee (RDC)

RECEIVED Minutes of the meeting held on 25 April 2013.

REPORTED That the introduction of e-thesis would be in place commencing 1 August 2013 and would be mandatory for all.

REPORTED That the PRES had now closed and achieved a 50% response rate overall.

REPORTED That the Maternity Leave Policy had been extended to include all students rather than a separate policy created solely for postgraduate research students.

Research Ethics Committee (REC)

RECEIVED Minutes of the meeting held on 28 March 2013, 2 May and 6 June 2013.

REPORTED That one Lay member of the REC had recently retired but had agreed to continue involvement with proportionate review. The REC would consider the recruitment of a new Lay member at its next meeting.

Social & Economic Engagement Committee

RECEIVED Minutes of the meeting held on 26 March 2013 and 29 April 2013.

REPORTED That the Committee discussed the development of a policy to govern the creation and approval of advanced practice centres within the University. The draft policy would be reported to SMT when appropriate.

AB 13.40

PROGRAMME OF BUSINESS 2013-14

RECEIVED

For information, a copy of the Academic Board Programme of Business 2013-14.

AB 13.41

ANY OTHER BUSINESS

REPORTED

Times Higher Top 100 Universities Under 50 Years

That LJMU has continued to be ranked one of the 100 best 'young' institutions in the world.

That LJMU, in its 21st year, should celebrate its position for research performance.

REPORTED

Education Committee and Quality Assurance & Enhancement Committee

Meetings of both committees will be brought forward to take place before the meeting of Academic Board to assist with reporting lines.

REPORTED

League Tables

That the Times and the Sunday Times League Tables will be merged to create one league table.

REPORTED

The Chairman thanked the outgoing LiverpoolSU sabbatical officer, Tom Aldus, for his significant contribution to the University and to Academic Board.

REPORTED

The Chairman thanked all retiring Academic Board members for their contributions over the last two years.

AB 13.42

DATE OF NEXT MEETING

Monday 23 September 2013, 9.30am

LIVERPOOL JOHN MOORES UNIVERSITY

ACADEMIC BOARD

Action Point Control Register – Status of Open Action Points as at 23 September 2013

Minute	Action	By Whom	By When	Status
AB 13.29	<u>Vice Chancellor & Chief Executive Report</u> The Chairman would send Lynne the congratulations of Academic Board for her outstanding achievement.	Vice Chancellor & Chief Executive	Immediate	Active
AB 13.35	<u>Academic Framework Review</u> That marking practice would be discussed and reported back to Academic Board with any proposed recommendations.	Director of the Academic Enhancement Unit	23 September 2013	Active
AB 13.35	<u>Academic Framework Review</u> The review group to conduct further consultations relating to the timing of referral assessments and report back to Academic Board.	Director of the Academic Enhancement Unit	23 September 2013	Active