



## MINUTES ACADEMIC BOARD

*Key abbreviations/acronyms used in these Minutes:*

HEFCE	Higher Education Funding Council for England
SMT	Strategic Management Team
NSS	National Student Survey
LJMU	Liverpool John Moores University
SDF	Strategy Delivery Forum
PGR	Postgraduate Research
PGT	Postgraduate Taught
BIS	Department for Business, Innovation and Skills
ERDF	European Regional Development Fund
REF	Research Excellence Framework
HE	Higher Education
HEI	Higher Education Institution
QAA	Quality Assurance Agency

**Date:** **Wednesday 2 December 2015**

**Venue:** **Roscoe Room, Egerton Court**

**Present:** Professor Nigel Weatherill (Vice Chancellor & Chief Executive) – Chair  
Professor Ahmed Al-Shamma'a (Dean, Faculty of Engineering and Technology)  
Mr Jamie Bennett (LiverpoolSU Vice President, Academic Quality)  
Professor Laura Bishop (Professor in Hominid Palaeoecology)  
Dr Pauline Brooks (Reader in Dance Performance and Pedagogy)  
Mr Raymond Burns (Library Assistant)  
Professor Peter Byers (Pro-Vice-Chancellor, Education)  
Ms Aisling Davis (LiverpoolSU Vice President, Community Engagement)  
Mr Terry Dray (Director, Graduate Advancement & Employer Engagement)  
Dr Elaine Hemers (Programme Leader)  
Dr Raphaela Kane (Director, School of Nursing and Allied Health)  
Professor Robin Leatherbarrow (Pro-Vice-Chancellor, Research, Scholarship & Knowledge Transfer)  
Professor Paulo Lisboa (Professor in Mathematics)  
Ms Sarah Maclennan (Senior Lecturer)  
Ms Liz McGough (Academic Registrar)  
Mr Chris McMahan (Senior Lecturer)  
Professor Joseph Moran (Professor in English & Cultural History)

Mr Mark Power (Registrar & Deputy Chief Executive)  
Professor Anne Scott (Dean, Faculty of Education, Health and Community)  
Ms Lorraine Sebastian-Francois (LiverpoolSU President)  
Dr Andrew Shaw (Reader)  
Professor Peter Wheeler (Dean, Faculty of Science)  
Mr Mark Woods (Senior Lecturer)  
Dr Joe Yates (Executive Dean, Faculty of Arts, Professional and Social Studies)

**Apologies:**

Mr Colin Davies (Director, Estate Management)  
Dr Edward Harcourt (Pro-Vice-Chancellor, External Engagement)  
Ms Janet Martin (Director, Marketing & Corporate Communications)  
Professor Padam Simkhada (Professor of International Public Health)  
Mr James Stephenson (LiverpoolSU Vice President, Activities)  
Professor Caroline Wilkinson (Director, Liverpool School of Art and Design)

**In attendance:**

Ms Julie Bertolini (Finance Director & Deputy Chief Executive and University Secretary)  
Dr Dave Harriss (Item AB 15.088)  
Dr Caroline Robson (Director of Strategic Planning)  
Professor Julie Sheldon (Dean, Graduate School and Chair, Research Degrees Committee) (Item AB 15.090, AB 15.091)  
Miss Lynn Sutcliffe (Secretary)  
Ms Heather Thrift (Director of Library Services)  
Professor Phil Vickerman (Executive Director to the Vice-Chancellor for Strategic Initiatives and Enhancement)

<b>PRELIMINARY FORMAL BUSINESS</b>
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**AB 15.076**

**Minutes of Previous Meeting**

The minutes of the meeting held on the 30 September 2015 (AB 15/094) were agreed as an accurate record of the meeting with the following amendment to paragraph two, item AB 15.070:

*The PG Cert in Teaching and Learning in HE had been delivered at partner college Kolej Teknologi YPC in Kuala Lumpur to support off-shore staff in support of the 914 students enrolled there.*

The minutes of the 28 October 2015 (AB 15/095) were agreed as an accurate record of the meeting.

**Matters Arising Not Covered on the Agenda**

Action Point AB 15.09 (ii) Research Ethics Committee

Action Point AB 15.09 (ii) was considered under item AB 15.088.

Action Point AB 15.055 Matters Arising

Academic Board would receive the report of the Pro-Vice-Chancellor (External Engagement) relating to the Student International Opportunities Fund at its meeting of Wednesday 3 February 2016.

Action Point AB 15.057 Matters Arising

Action Point AB 15.057 was considered under item AB 15.081.

Action Point AB 15.070 (i) Pro-Vice-Chancellor Briefings (External Engagement)

Academic Board would receive the report of the Pro-Vice-Chancellor (External Engagement) relating to the partnership with Southern Connecticut State University at its meeting of Wednesday 3 February 2016.

Action Point AB 15.070 (ii) Pro-Vice-Chancellor Briefings (External Engagement)

Academic Board would receive the report of the Pro-Vice-Chancellor (External Engagement) relating to work conducted with arts and cultural partners at its meeting of Wednesday 3 February 2016.

Action Point AB 15.070 (iii) Pro-Vice-Chancellor Briefings (Research, Scholarship & Knowledge Transfer)

Action Point AB 15.070 (iii) was considered under item AB 15.086.

Action Point AB 15.076 Self-Evaluation Document (SED) for HE Review

That an email had been shared with the Strategy Delivery Forum (SDF) announcing the next steps of the process in preparation of the QAA Review. A copy of the SED would be shared with all staff shortly via the internal website and an email announcing its availability would be communicated accordingly.

Preparations for the QAA review continued and would include the drafting of a list of job roles that the University anticipated the QAA would wish to meet. It was anticipated that the final listing from the QAA would be received week commencing 11 January 2016.

The University would also receive the first request for evidence from the QAA during week commencing 7 December 2015, which would provide some insight to the QAA lines of enquiry.

The SED was a very professional document and Academic Board thanked all involved for their contribution. Staff were encouraged to engage with the SED.

**AB 15.078**

**MEMBERSHIP ISSUES**

**Received:**

A report from the Committee Secretary.

**Reported:**

That following a call for nominations, the Board of Governors formally approved Michelle Laing (Senior Lecturer, Nursing & Allied Health) and Ian Wroot (Programme Leader for Architecture) to serve on the Board of Governors as Academic Board Governors (Academic Board Nominees). Michelle and Ian attended their first meeting of the Board on 16 November 2015.

**Reported:**

That Academic Board members had been informed by email of the decision of the Nominations Committee to extend the term of office of Staff Governors and Academic Board members by one year to bring them into line with the period of office of external Governors. Therefore, the term of office for elected Academic Board members was for a three year period. The current elected members would serve for a three year period, ending on 31 August 2018.

**Commented:**

That Academic Board members could serve for two consecutive terms of three years.

<b>ITEMS FOR REVIEW</b>
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**AB 15.079**

**PROFILE OF GRADUATES**

**Received:**

A report from the Registrar & Deputy Chief Executive (AB 15/096).

**Purpose:**

To provide Academic Board with an overview of the number and nature of awards conferred by LJMU in the 2014/15 academic

year, the distribution of classifications within conferred honours degrees and to highlight characteristics of the Graduate body.

**Recommended:** That Academic Board note the content of the report.

**Reported:** The report provided an overview of the number and nature of awards conferred by LJMU in the 2014/15 academic year and the distribution of classifications within conferred honours degrees.

That a total of 8,304 awards were conferred by the University in 2014/15, of which 4,835 were classified honours degrees. The University's 'good honours' rate stood at 75%, which was 7% above the University's benchmark.

**Commented:** That the LiverpoolSU welcomed the information provided in the report but were disappointed with the attainment of International graduates in addition to those with a disability or from a BME background.

Information relating to the awards conferred on students from a BME background would be interrogated further and reported back to Academic Board.

The University was reviewing the attainment of International students and a review was underway to consider the volume of students declaring a disability

The performance of male students as opposed to female students was discussed. The gender performance within LJMU reflected performance at secondary school level and was recognised by government as a sector issue. However, further action was needed internally to ensure that LJMU gender imbalances were addressed. The University sought to improve the performance of all students and must ensure that all students engaged with the programme of study.

Under the new criteria of the Academic Framework Regulations, modelling had been completed to investigate the impact of dropping the worst module. If the worst module was not dropped, the rate for achieving 'good honours' degrees institutionally would drop by three or four percent.

**Action:** Registrar & Deputy Chief Executive [MP].

**AB 15.080**

**ANALYSIS OF 2015/16 FULL-TIME NEW  
UNDERGRADUATE STUDENTS SEMESTER ONE  
WITHDRAWALS**

**Received:** A report from the Registrar & Deputy Chief Executive (AB 15/097).

**Purpose:** To provide Academic Board with updated information on full-time undergraduate students withdrawing within 13 months of starting a degree course.

**Recommended:** That Academic Board note the rate of withdrawal at institutional, faculty and school level.

**Reported:** That the report provided an update following report AB 15.08 Analysis of Full-Time New Undergraduate Students Semester One Withdrawals presented to Academic Board previously.

That the availability of enhanced figures relating to withdrawals during 2014/15 demonstrated that there had been a further deterioration in retention rates, dropping to 15.54% compared to 12.23% in 2013/14 and 12.28% in 2012/13.

A programme of actions had been implemented across all schools and faculties to improve retention rates and all withdrawal rates would be monitored closely.

**Commented:** That it was recognised that schools and faculties had work to do to improve retention rates. However, it was suggested that retention was an institutional problem rather than isolated programme issues.

The emphasis on 'academic failure' was misplaced and its very definition was misleading. Withdrawal for 'financial reasons' could not be easily separated from 'academic failure' as financial difficulty could lead to academic failure, in addition to many other reasons, such as, mental health and anti-social behaviour within accommodation. Counselling and student support available also played a vital role in student retention and the level of service should be considered.

It was recognised that the definition of 'academic failure' was broad, and that financial reasoning probably contributed to academic failure. However, such detailed analysis was not available as withdrawal for 'financial reasons' were reported direct from the student. Further work was underway to interrogate the category of 'academic failure'.

It was unclear as to the reason for the increase in the number of withdrawals as the methodology for calculating the retention

rates had not changed, in addition no changes to the Academic Framework Regulations had been made. As such, schools were asked to take action to improve retention rates.

The University offered Counselling and support services to students, however, it was difficult to address issues of lifestyle amongst students. Due to volume of students seeking support, the Counselling services were under pressure. However, the experience of LJMU reflected that of the sector. The SMT monitored support services via monthly monitoring reports. In addition, retention was being considered collectively and was a standing item for all School Management Teams, Faculty Management Teams, the Strategy Delivery Forum (SDF) and SMT.

That it would be helpful to review the number of modules where students failed to submit work. This would enable the University to differentiate between academic failure and failure to engage and take the most appropriate action.

There were a number of students who decided within the first month that they did not wish to stay on programme but chose to remain registered at LJMU for the first year because they were locked into rental agreements for 12 months. Discussions with accommodation providers to release students from such rental agreements would improve retention figures.

The University was investigating use of specialist software to track early indicators leading to withdrawals.

That the demographics of students required review. Students local to the area tended to feel less integrated with University life or may be persuaded to enter full-time employment. Efforts to integrate such students could have a positive impact on retention rates.

The impact of running two parallel Academic Framework Regulations starting in academic year 2016/17 was of concern in relation to the volume of support offered to students. Retention of students was a very high priority for the University and support services were offered to students with further support services being considered.

Many of LJMU's student body were from a disadvantaged background and a risk-based approach to identify drivers for withdrawals was needed to offer the most appropriate support to students.

**Noted:**

That Academic Board noted the Analysis of 2015/16 Full-Time Undergraduate Students Semester One Withdrawals.

**AB 15.081**                    **ANALYSIS OF FULL-TIME UNDERGRADUATE STUDENTS LEAVING WITHIN 13 MONTHS: IMPACT OF RECRUITMENT THROUGH CLEARING VERSUS THE MAIN UCAS CYCLE**

**Received:**                    A report from the Registrar & Deputy Chief Executive and the Pro-Vice-Chancellor (Education) (AB 15/098).

**Purpose:**                      To provide Academic Board with an analysis of the rates for newly recruited full-time undergraduate students withdrawing within 13 months of starting a degree as a function of whether the students had been recruited through (i) clearing or (ii) the main UCAS cycle. The analysis covered the period for those recruited during 2014/15, 2013/14 and 2012/13.

**Reported:**                    That although the withdrawal rate was higher for those recruited via clearing (19% as opposed to 15 % for those recruited via UCAS), it did not materially affect overall retention rates due to the volume of students recruited through the main UCAS cycle.

**Noted:**                        Academic Board noted the analysis of full-time undergraduate students leaving within 13 months.

**AB 15.082**                    **ACADEMIC BOARD ACTION PLAN: GOVERNANCE EFFECTIVENESS REVIEW**

**Received:**                    A report from the Committee Secretary (AB 15/099).

**Purpose:**                      To inform Academic Board of the work in progress in relation to the 'Governance Effectiveness Review 2015', including proposed recommendations and action plans for taking this work forward.

**Recommended:**            That Academic Board note the Action Plan with a view to progressing any outstanding actions until such time as all actions have been duly discharged.

**Reported:**                    That Academic Board continued to progress the actions which emerged from the Academic Board Effectiveness Review, with the majority of items discharged. In particular, Academic Board were asked to note:

- That discussions in relation to the review of the Articles of Government and in the context of the Academic Board membership were ongoing.
- That two items relating to the outcomes of the QAA Review due in February 2016 remained open.



<b>ITEMS FOR APPROVAL/ENDORSEMENT</b>
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**AB 15.083                    LJMU MEMBERSHIP AT PARTNER INSTITUTIONS**

**Received:**                    A report from the Vice Chancellor & Chief Executive.

**Reported:**                    As Academic Board was responsible for the nomination, removal and replacement of its representatives on external academic bodies and with the recent retirement of the Executive Dean of the Faculty of Arts, Professional and Social Studies a vacancy on the Dublin Business School Academic Board had been created, Chair's action had been taken to appoint the Dean of the Liverpool Business School to fill this vacancy.

**Approved:**                    Academic Board approved the appointment of the Dean of the Liverpool Business School.

**AB 15.084                    GRADUANDS REPORT: AUGUST 2015 AND OCTOBER-NOVEMBER 2015**

**Received:**                    An oral report from the Vice Chancellor & Chief Executive was received for information.

**Approved:**                    That the Vice Chancellor and Chief Executive, in his capacity as the Chairman of the Academic Board, approved the Graduant Reports for September 2015 and October-November 2015.

<b>ITEMS FOR INFORMATION</b>
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**AB 15.085                    ANNUAL VALIDATION AND REVIEW ACTIVITY 2014/15**

**Received:**                    A report from the Academic Registrar presented by the Registrar & Deputy Chief Executive (AB 15/100).

**Purpose:**                      To inform Academic Board of the activity in relation to the validation and programme review processes that took place during 2014/15.

**Recommended:**            That Academic Quality Services monitor the implementation of the new Suspension/Closure Process in Academic Year 2015/16.

**Reported:**                    That collaborative activity was reduced to newly validated programmes, which contributed to the overall decrease in collaborative activity from the previous year.

There were no major issues reported across the institution and good practice identified via validation would be reported to

Education Committee with a view to sharing that good practice widely.

The processes for closure of programmes for collaborative provision were aligned to internal processes to ensure the integrity of the student experience. The processes would be monitored across academic year 2015/16.

**Commented:** That the sharing of good practice was welcomed.

Feedback from the Course Reps was would be included in future reports.

**Noted:** That Academic Board noted the validation and review activity for 2014/15.

**AB 15.086**      **SENSOR CITY ACTIVITY**

**Received:** A report from the Pro-Vice-Chancellor (Research, Scholarship & Knowledge Transfer) (AB 15/101).

**Purpose:** To update Academic Board on the current status of the Sensor City project.

**Reported:** The Sensor City project was a joint project between LJMU and the University of Liverpool to create one of the initial University Enterprise Zones (UEZs), designed to engage universities more directly in business start-up.

Sensor City would create a business incubator/accelerator with the specific remit of generating opportunities in the general area of sensor technology.

The funding involved £5million from BIS, plus £3million jointly from LJMU and the University of Liverpool, £5million from ERDF funding and £2million to be generated from company investment during the first five years of operation. The bid for ERDF funding had been submitted and an outcome was due shortly.

The building project had progressed to stage four and an application for planning permission had been submitted. It was proposed that the building would be located to the North of the Copperas Hill site with a ground breaking ceremony planned to take place during February/March 2016.

**Commented:** That the Director of Graduate Advancement and Employer Engagement would welcome an invitation to attend planned

industry engagement events to widen the network of employers engaging with LJMU students.

**Noted:** That Academic Board noted the Sensor City Activity.

**AB 15.087** **ASSESSMENT BOARD ANNUAL REPORT**

**Received:** A report from the Academic Registrar presented by the Registrar & Deputy Chief Executive (AB 15/102).

**Purpose:** To assure Academic Board of the appropriate conduct of Assessment Boards in the Academic Year 2014/15.

**Reported:** That Academic Board provide institutional oversight of Assessment Boards. Each validated programme of the University leading to an award of the University was subject to Assessment Board approval which must be conducted within the Academic Framework Regulations.

That the recommendations were in progress.

**Noted:** That Academic Board noted the Assessment Board Annual Report.

**AB 15.088** **RESEARCH ETHICS COMMITTEE ANNUAL REPORT**

**Received:** A report from the Chair, Research Ethics Committee (AB 15/103).

**Purpose:** To present to Academic Board the Annual Report of the University's Research Ethics Committee 2014/15.

**Reported:** That there were various changes to the membership of Research Ethics Committee, in particular to the Chair and Deputy Chair positions.

That lay membership and the REC member training remained outstanding issues from the previous annual report and would be prioritised moving forward.

REC meetings saw an improvement in attendance from the previous year, however, membership was an ongoing issue. It should be noted that members were volunteers with no recognition on the workload allocation model. As such, members needed to consider teaching and research responsibilities when reading applications for ethical approval. Due to the workload commitment, members were formally

recognised and thanked for their rigour when considering applications.

A total of 280 studies were submitted for ethical review in 2014/15 compared to 244 in the previous year. The Faculty of Arts, Professional and Social Science had experienced a significant increase. In addition, applications for full review had increased from the Faculty of Science which marked an increase in more ethically challenging studies.

The University implemented Faculty-based REC's for the School of Humanities and Social Sciences and the School of Law.

In comparison to the sector, the LJMU REC had areas of very good practice and good practice, with the aim of being recognised for best practice in the sector.

**Commented:**

Colleagues taking the time to consider applications for ethical approval were noted and thanked for their contributions.

That the issue of appointing lay members remained very challenging and the suggestions of Academic Board members to offer incentives to lay members would be welcomed. It was suggested that lay members of Research Ethics Committee be offered a role in the graduation ceremonies via formal VIP invitations as a means to incentivise lay membership.

The School of Nursing and Allied Health had recently developed the way in which it worked with the general public following the requirement to involve lay members in interview processes. When reviewing these processes the involvement of the School REC was considered and, as such, Nursing and Allied Health could make some contributions to the issue of lay membership of the University REC.

The impact of the workload allocation model on school REC's was quite significant as a lot of staff worked part-time. The University was keen to look at ways to make the processes more efficient whilst maintaining rigour.

That the lack of representation of the Faculty of Engineering and Technology on the Research Ethics Committee was an ongoing problem and was impacting negatively on students progressing to PhD that required a soft-touch review. Staff discussions had taken place to fill vacancies and training for committee members was needed. In addition, the different grades of research required different levels of review. The Chair of Research Ethics Committee would seek a member of Faculty staff to sit on the Research Ethics Committee.

**Action:** Chair, University Research Ethics Committee [DH].

**AB 15.089** **POSTGRADUATE TAUGHT EXPERIENCE SURVEY (PTES) REPORT**

**Received:** A report from the Pro-Vice-Chancellor (Education) (AB 15/104).

**Purpose:** To provide Academic Board with an up-date on the outcomes of PTES 2015.

**Reported:** That the data presented was institutional-level with Faculty-level data reported direct to each Faculty.

That the response rate of 32% has increased by 7% from 2014, and was 3% higher than the sector response rate. LJMU sat firmly in the sector top quartile in all categories of the PTES.

**Commented:** That although the information was positive, it was not possible to use certain parts of the data as it must remain confidential. As a voluntary survey, 104 institutions overall had opted-in to conduct the survey.

That a comparative analysis of postgraduate taught destination of leavers against our competitors had been undertaken and LJMU was outperforming all competitors.

That the LiverpoolSU had added a category for Postgraduate students who teach to the Amazing Teachers Awards.

**Noted:** That Academic Board noted the Postgraduate Taught Experience Survey.

**AB 15.090** **RESEARCH DEGREES COMMITTEE ANNUAL REPORT**

**Received:** A report from the Chair, Research Degrees Committee (AB 15/105).

**Purpose:** To provide Academic Board with the Annual Report of the Research Degrees Committee.

**Reported:** A total of 205 new postgraduate research students were enrolled during 2014/15 which represented a 42% overall increase on numbers from 2013/14. Part-time enrolments remained static.

Due to the high standard at entry level, there were 45 applications for PhD direct, representing a 98% increase.

There had been an increase in the range of training events and engagement was good.

Overall there were 95 PhD awards during 2014/15, an increase from the previous year.

At the end of 2014/15, 29 applications for registration remained outstanding due to the need for full, unconditional ethical approval of research projects involving human tissue. The time taken to grant ethical approval was of concern and would be discussed further with the Chair of Research Ethics Committee.

The number of applications for leave of absence was also cause for concern and suggested that possible institutional actions could be taken to support students.

**Commented:** The process of gauging student satisfaction was being reviewed. Exit questionnaires were completed for all students (those who complete and those who do not complete), however, the data derived was not meaningful and did not reflect the responses of other surveys.

That the poor standard of English for some international students had been identified. Study Group, LJMU's partner offering English classes, had more recently offered classes for postgraduate students, which were accessed by large numbers. In addition, the Graduate School were investigating providing targeted support for international students with the LiverpoolSU.

That there was concern within the Faculty of Engineering and Technology in relation to the time taken to receive ethical approval. Within the Faculty, 27 students had exceeded four years to complete and in some instances it had taken one full year to receive ethical approval. Associated with the extended time to complete were the financial implications to both the student and the Faculty. It was noted that the level of ethical approval needed required careful consideration as most cases within the Faculty of Engineering and Technology required a 'soft-touch' review only.

**Noted:** That Academic Board noted the Research Degrees Committee Annual Report.

**AB 15.091** **PGR COMPLETION RATE ANNUAL REPORT**

**Received:** A report from the Chair, Research Degrees Committee (AB 15/106).

**Purpose:** To provide Academic Board with information relating to Postgraduate Research (PGR) student completion rates between 2004 and 2011.

**Reported:** That although not excelling, LJMU completion rates were not bad overall. To date, both the number of starters and the percentage of those completing a research degree had exceeded HEFCE projections. However, peer group comparisons had shown sector-wide changes which suggested that the projections were understated.

LJMU was performing well in the North-West but not so well when compared to its peer group.

The amount of time taken to complete was of concern, with a number of full time students across all Faculties completing within five years as opposed to four years as outlined in the Research Degree Regulations. The increased time for completion posed a reputational risk to the University and, as such, the Graduate School was looking at providing targeted support for students, particularly in the writing-up phase.

**Commented:** Many students and supervisors were not aware of the importance of completing within four years. Directors of Studies should stress the importance of completion and make a distinction between submission and completion. The quality of supervisor training was being reviewed to include milestone awareness.

It was of concern that that there had been a 50% increase in the number of students to have suspended their studies or taken a leave of absence. Of particular concern were students suspending studies in year two and three. Leave of absence was more common for part-time students in the second year of study and although this can be an indicator of withdrawal it was not always the case.

A PhD Forum to update students on requirements and to share good practice was suggested. The LiverpoolSU was exploring the possibility of introducing a PhD Society and message board to provide peer support for PGR students.

That students should be required to identify that completion of work could be achieved within three years to facilitate timely completion and the Director of Studies should be able to predict timely completion via annual monitoring.

That supervisor training was key to timely completion and a similar programme to the 3i's training would be useful. Currently, the training was very much process-led rather than

academic-led. In addition, a community of supervisors would enhance awareness across the institution.

**Noted:** That Academic Board noted the PGR Completion Rates.

**AB 15.092** **LIVERPOOLSU UPDATE REPORT**

**Received:** A report from the Vice President (Academic Quality) was received for information.

**Reported:** **Course Rep Training**

That a total of 1,146 Course Reps had been named across LJMU. A total of 519 Course Reps had received training from LiverpoolSU, of which 307 were received training throughout October and November. 288 of those trained were undergraduate students and 19 were postgraduate students. The remaining 212 Course Reps had received training in previous years.

**Academic Priorities**

The LiverpoolSU asked 1,920 students what their academic priorities were for the year. Across the four Faculties, the overwhelming responses included teaching quality and placements. Faculty events had been held across all Faculties which had provided students with an opportunity to find out more about placements.

The responses in relation to teaching quality would be fed into the LiverpoolSU Student Voice report.

**LiverpoolSU Strategic Plan**

The Strategic Plan was print ready and would be shared with key stakeholders shortly. A copy of the Strategic Plan would be shared with members of Academic Board.

The plan was split into three key areas: Academic Success; Liverpool as a City; and Employability.

**Commented:** That there was no further data underpinning the academic priorities identified by the students surveyed.

**Action:** Vice-President (Academic Quality) **[JB]**.

**AB 15.093** **VICE CHANCELLOR & CHIEF EXECUTIVE'S REPORT**



**Received:** An oral report from the Vice Chancellor & Chief Executive.

**Reported:** **Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice Consultation Paper**

That LJMU was participating fully in the consultation and had been asked by Universities UK (UUK) to hold a meeting of approximately 20 Vice Chancellors from the North to debate the detail of the consultation paper. A formal response would be made by the middle of January 2016.

The Teaching Excellence Framework was the most significant section for HEI's in that the implications could include a possible increase in fees and the implications of having a multi-tiered sector. Widening participation was a clear target, in addition to other metrics such as employability. Some institutions had identified that they would like to see the Teaching Excellence Framework and Research Excellence Framework integrated.

The views of LJMU would be fed into the various consultation meetings and the formal response to the consultation paper.

#### **Annual HEFCE Visit**

The Annual HEFCE Visit took place on Friday 4 December 2015, which went very well. HEFCE were unaware of how the HE sector would be regulated moving forward.

**Commented:** That picking up on media reports, the feeling was that the HE sector was being privatised and that some institutions would not be sustainable moving forward.

The University would oppose the possibility of combining the Teaching Excellence Framework and the Research Excellence Framework.

#### **AB 15.094 PRO-VICE-CHANCELLOR BRIEFINGS**

**Received:** The report of the Pro-Vice-Chancellor (Education) (AB 15/107).

**Reported:** That the Research and Practice in Higher Education Seminars had commenced and, to date, had been well attended by a good cross-section of staff.

The Teaching and Learning Recognition Scheme had been reviewed and modified.

LJM U-Share, which provided a searchable online library of curriculum enhancement projects to share good practice, had been launched.

That the Academic Framework Review was reported to SMT on a monthly basis and the following two additional groups had been established:

- Assessment Boards; and
- Extenuating Circumstances/Fit to Sit.

Preparations for the QAA HE Review continued and were on schedule. The SED had been submitted with approximately 900 pieces of evidence and the student written submission.

**Commented:** More detail in relation to the Recognition Scheme would be issued shortly.

**Received:** The report of the Pro-Vice Chancellor (External Engagement) (AB 15/108).

**Commented:** That the University had received a significant gift of £500,000 over a five-year period from Bathgate to support student entrepreneurial activity through the Centre for Entrepreneurship. The fund was open to all students across all levels to apply for an award of between £250 and £1000. The purpose of the gift was to engage students and give them some competitive edge upon graduation.

**Received:** The report of the Pro-Vice-Chancellor (Research, Scholarship & Knowledge Transfer) (AB 15/109).

**Reported:** The following initiatives were very much in the early stages:

### **Health Initiative**

The Institute for Health Research (IHR) would be revitalised, with the Executive Dean of Education, Health and Community as the contact. The purpose of the Institute was to promote health research across the faculties.

### **Digital and Creative Initiative**

To bring together colleagues from the faculties and Open Labs to create a working group to establish a centre for digital and creative technologies.

### **Sport Initiative**

Discussions were underway to capitalize on the success of Sport and Exercise Science in the recent Research Excellence Framework (REF) and covered high performance sport and sports injuries.

**Commented:** That a recent meeting had taken place with the Digital Worlds Institute, based in Florida, who were keen to work with the University.

The initiatives were intended to catalyse collaborative multi-disciplinary interactions between different schools and faculties with the intention to bring staff across the institution together to enhance existing research and enterprise activity.

**AB 15.095**                    **CURRENT TOPICAL BRIEFINGS**

**Received:** The report of the Finance Director & Deputy Chief Executive (AB 15/110).

**Reported:** That all projects were progressing as planned and were within budget.

The Copperas Hill project was progressing well and it was hoped that a contract to move to Stage Four of the project, at which point the building design would be frozen, would be agreed.

**Commented:** That a number of issues in the Redmond's Building had been reported to Estate Management that had gone unresolved. Although the building was very good, there were complaints about the building that, in some instances, resulted in tutorials moving to the John Foster Building.

The University also received very good and positive comments about the Redmond's Building and that any issues should be reported through the appropriate channels for further action in a timely manner.

That the Executive Dean of Arts, Professional Social Science (APSS), and the Interim Dean previously, had met with staff representatives within the Redmond's Building and had discussed the issue of staff spaces and the allocation of teaching space. The issues relating to teaching spaces were not known but would be discussed further with the Faculty Estates Group. The Dean would meet with the staff concerned before the next meeting to progress any outstanding issues.

That Academic Board would receive a report highlighting the issues reported to Estate Management in relation to the

Redmond's Building and the remedies put in place to address those issues.

That the Joint Consultative and Negotiating Committee had recently discussed the Redmond's Building. The National Student Survey (NSS) 2015 specifically asked students to comment on the physical environment of the University and students reported that they were overwhelmingly satisfied with the Redmond's Building.

The University must, and would, ensure that lessons learned would be considered when developing the Copperas Hill site. It was the intention to provide as much natural ventilation to the Copperas Hill Building as was possible to ensure that staff and students were comfortable. It was not best use of space for up to ten staff members to share an office space with glass walls as appropriate support could not be offered to students.

That it was important to work in partnership with Liverpool City Council so that the buildings and the physical environment flourished. It was important for LJMU to feed such issues/comments into Estate Management who had an open dialogue with Liverpool City Council.

- Action:**
- (i) The Executive Dean, Faculty of Arts, Professional and Social Studies.
  - (ii) The Finance Director (University Secretary) and Deputy Chief Executive.

**Received:** The report of the Registrar & Deputy Chief Executive (AB 15/111).

**Reported:** That the system updates required to implement the changes to the Academic Framework were progressing well.

The offer of Microsoft 365 was now a closed project and had been very successful.

That Planning and Resources Committee had considered several versions of the proposed software portfolio and were close to finalising the project.

**AB 15.096**                      **MINUTES OF REPORTING COMMITTEES**

**Received:**                      **Education Committee (AB 15/112, AB 15/113)**

The minutes of the meetings on 21 September 2015 and 14 October 2015 were presented for comment and noting.

**Received: International Policy Committee (AB 15/114)**

The minutes of the meetings on 5 October 2015 were presented for comment and noting.

**Received: Quality, Assurance & Enhancement Committee (AB 15/115 and AB 15/116)**

The minutes of the meetings on 7 September 2015 and 14 October 2015 were presented for comment and noting.

**Received: Research, Scholarship & Knowledge Transfer Committee (AB 15/117 and AB 15/118)**

The minutes of the meeting on 10 September 2015 and 8 October 2015 were presented for comment and noting.

**Received: Social & Economic Engagement Committee (AB 15/119)**

The minutes of the meetings on 20 July 2015 were presented for comment and noting.

**AB 15.097 HEALTH AND SAFETY**

Academic Board were assured that following the tragic events in Paris recently, efforts had been made to ensure the security of the University and its students.

**AB 15.098 Any Other Business**

There was no other business to report.

**AB 15.099 Date of Next Meeting**

2pm on Wednesday 3 February 2016 in the Roscoe Room at Egerton Court.

**LIVERPOOL JOHN MOORES UNIVERSITY**

**ACADEMIC BOARD**

**Action Point Control Register – Status of Open Action Points as at 3 February 2016**

<b>Minute</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Status</b>
<b>AB 14.43</b>	<u>Vice Chancellor &amp; Chief Executive's Report</u> Academic Board members to consider how they would like to interact more with staff across the University and provide any suggestions to the Chair as and when appropriate.	<b>Academic Board members</b>	<b>Ongoing</b>	<b>Open</b>
<b>AB 14.54 (ii)</b>	<u>Pro-Vice-Chancellor Briefing (AB 14/73)</u> Announcements from the International Student Experience Working Group would be reported to Academic Board.	<b>Pro-Vice-Chancellor (External Engagement)</b>	<b>30 September 2015</b>	<b>Discharged</b>
<b>AB 15.09 (ii)</b>	<u>Research Ethics Committee</u> To include statistical information on active involvement with proportionate reviews in relation to attendance statistics.	<b>Chair, Research Ethics Committee</b>	<b>2 December 2015</b>	<b>Discharged</b>
<b>AB 15.15 (i)</b>	<u>Matters Arising (Committee Reports)</u> That Academic Board would be informed of the final executive committee structure once agreed by the Board of Governors'.	<b>Vice Chancellor &amp; Chief Executive</b>	<b>30 September 2015</b>	<b>Discharged</b>

<b>Minute</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Status</b>
<b>AB 15.16</b> <b>(ii)</b>	<u>Academic Board Effectiveness Review</u> The Action Plan will be presented to the Academic Board as a standing item until such time as the recommendations have been implemented.	<b>Vice Chancellor &amp; Chief Executive</b>	<b>Ongoing</b>	<b>Open</b>
<b>AB 15.16</b> <b>(v)</b>	<u>Academic Board Effectiveness Review</u> The development of Academic Board profiles for inclusion on the new University website would be considered.	<b>Academic Board Secretary</b>	<b>30 September 2015</b>	<b>Discharged</b>
<b>AB 15.17</b> <b>(ii)</b>	<u>Pro-Vice-Chancellor Briefings (External Engagement)</u> That Academic Board would receive an update from the working group established to explore the partnership with privately owned publisher, Elliot & Thompson, to develop a University imprint.	<b>Pro-Vice-Chancellor (External Engagement)</b>	<b>30 September 2015</b>	<b>Discharged</b>
<b>AB 15.37</b>	<u>Academic Board Membership &amp; Terms of Office Policy</u> The Chairman of Academic Board to provide an update at its next meeting as to the outcome of the report to the Board of Governors' on Monday 6 July 2015.	<b>Vice Chancellor &amp; Chief Executive</b>	<b>30 September 2015</b>	<b>Discharged</b>
<b>AB 15.39</b>	<u>Proposed amendments to the Academic Framework Regulations 2015/16</u> To further consider the wording contained within the Regulations relating to changes to programmes for consideration by Education Committee and onward reporting for approval by Academic Board.	<b>Registrar &amp; Deputy Chief Executive and Head of Academic Quality</b>	<b>30 September 2015</b>	<b>Discharged</b>

<b>Minute</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Status</b>
<b>AB 15.43</b>	<u>Current Topical Briefings</u> To add a briefing on the 'Digital University' to the Academic Board programme of business.	<b>Academic Board Secretary</b>	<b>Immediately</b>	<b>Discharged</b>
<b>AB 15.48</b>	<u>Composition of the Student Body 2013/14</u> To insert the Composition of the Student Body onto the Academic Board programme of business as an annual report.	<b>Academic Board Secretary</b>	<b>Immediately</b>	<b>Discharged</b>
<b>AB 15.50</b>	<u>Study Abroad</u> A summary report and the established processes relating to Study Abroad would be reported to Academic Board at an appropriate time.	<b>PVC (External Engagement)</b>	<b>Next appropriate meeting</b>	<b>Discharged</b>
<b>AB 15.055</b>	<u>Matters Arising</u> Academic Board would receive an update as to the discussions of the International Policy Committee in relation to the Student International Opportunities Fund.	<b>PVC (External Engagement)</b>	<b>3 February 2016</b>	<b>Active</b>
<b>AB 15.057</b>	<u>Analysis of Full Time Undergraduate Students Leaving within 13 Months</u> That a further analysis would be completed and reported to Academic Board for further discussion and review of the actions presented.	<b>PVC (Education) and the Registrar &amp; Deputy Chief Executive</b>	<b>2 December 2015</b>	<b>Discharged</b>
<b>AB 15.070 (i)</b>	<u>Pro-Vice-Chancellors Briefings</u>	<b>PVC (External Engagement)</b>	<b>Next appropriate meeting</b>	<b>Active</b>



<b>Minute</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Status</b>
	Academic Board to receive a report in relation to the development of the partnership with Southern Connecticut State University.			
<b>AB 15.070 (ii)</b>	<u>Pro-Vice-Chancellors Briefings</u> Academic Board to receive a report in relation to the work conducted with arts and cultural partners.	<b>PVC (External Engagement)</b>	<b>Next appropriate meeting</b>	<b>Active</b>
<b>AB 15.070 (iii)</b>	<u>Pro-Vice-Chancellors Briefings</u> Academic Board to receive a report in relation to Sensor City Activity.	<b>PVC (Research, Scholarship &amp; Knowledge Transfer)</b>	<b>2 December 2015</b>	<b>Discharged</b>
<b>AB 15.076</b>	<u>Self-Evaluation Document (SED) for HE Review</u> That the SED would be communicated to all staff via a wide-ranging communication following submission to the QAA.	<b>PVC (Education)</b>	<b>2 December 2015</b>	<b>Discharged</b>
<b>AB 15.079</b>	<u>Profile of Graduates</u> Information relating to the awards conferred on students from a BME background would be interrogated and reported to Academic Board to improve attainment rates.	<b>Registrar &amp; Deputy Chief Executive</b>	<b>3 February 2016</b>	<b>Active</b>
<b>AB 15.088</b>	<u>Research Ethics Committee</u> The Chair of Research Ethics Committee would seek a member of Faculty staff to sit on the Research Ethics Committee.	<b>Chair, University Research Ethics Committee</b>	<b>3 February 2016</b>	<b>Active</b>

<b>Minute</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Status</b>
<b>AB 15.092</b>	<u>LIVERPOOLSU Update Report</u> Academic Board to receive a copy of the LiverpoolSU Strategic Plan.	<b>Vice-President (Academic Quality)</b>	<b>Immediately</b>	<b>Active</b>
<b>AB 15.095 (i)</b>	<u>Current Topical Briefing (Estate Update)</u> Executive Dean to meet with staff regarding the concerns raised within the Redmond's Building.	<b>Executive Dean, Faculty Arts, Professional and Social Science</b>	<b>Immediately</b>	<b>Active</b>
<b>AB 15.095 (ii)</b>	<u>Current Topical Briefing (Estate Update)</u> Academic Board to receive a report highlighting the issues reported to Estate Management in relation to the Redmond's Building and the remedies put in place to address those issues.	<b>Finance Director (University Secretary) and Deputy Chief Executive</b>	<b>3 February 2016</b>	<b>Active</b>