



MINUTES  
**ACADEMIC BOARD**  
REF: AB 15/095

*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
OIA	Office of the Independent Adjudicator
PGR	Postgraduate Research
PGT	Postgraduate Taught
EHC	Faculty of Education, Health & Community
FET	Faculty of Engineering & Technology
APSS	Faculty of Arts, Professional & Social Studies
SCS	Faculty of Science
SED	Self-Evaluation Document
HER	Higher Education Review
HERSG	Higher Education Review Steering Group
QAA	Quality Assurance Agency
HEI	Higher Education Institution
HE	Higher Education

**Date:** **Wednesday 28 October 2015**

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

**Present:** Professor Nigel Weatherill (Vice Chancellor & Chief Executive) – Chair  
Mr Raymond Burns (Library Assistant)  
Professor Peter Byers (Pro-Vice-Chancellor, Education)  
Mr Colin Davies (Director, Estate Management)  
Mr Terry Dray (Director, Graduate Advancement & Employer Engagement)  
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 Janet Martin (Director, Marketing & Corporate Communications)  
Mr Chris McMahan (Senior Lecturer)  
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 Padam Simkhada (Professor of International Public Health)

Professor Peter Wheeler (Dean, Faculty of Science)

**Apologies:** 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)  
Ms Aisling Davis (LiverpoolSU Vice President, Community Engagement)  
Dr Edward Harcourt (Pro-Vice-Chancellor, External Engagement)  
Dr Elaine Hemers (Programme Leader)  
Ms Sarah Maclennan (Senior Lecturer)  
Professor Joseph Moran (Professor in English & Cultural History)  
Mr James Stephenson (LiverpoolSU Vice President, Activities)  
Professor Phil Vickerman (Acting Dean, Faculty of Arts, Professional & Social Studies)  
Professor Caroline Wilkinson (Director, Liverpool School of Art and Design)  
Mr Mark Woods (Senior Lecturer)

**In attendance:** Ms Julie Bertolini (Finance Director & Deputy Chief Executive and University Secretary)  
Dr Caroline Robson (Director of Strategic Planning)  
Miss Lynn Sutcliffe (Secretary)  
Ms Heather Thrift (Director of Library Services)  
Ms Yvonne Turnbull (Head of Student Advice & Wellbeing)  
Ms Emma Williams (Head of Academic Quality) (Item AB 15.077 only)

**AB 15.076**                    **Matters Arising Not Covered on the Agenda**

**Received:**                There were no matters arising.

**AB 15.077**                    **SELF-EVALUATION DOCUMENT (SED) FOR HE REVIEW**

**Received:**                A report from the Head of Academic Quality (AB 15/094) was received for approval.

**Purpose:**                    To seek Academic Board approval of the Self-Evaluation Document (SED), prior to submission to the Quality Assurance Agency (QAA) for Higher Education Review (HER) on 16 November 2015.

**Recommended:** That Academic Board consider whether the SED demonstrates how each expectation of the UK Quality Code for Education has been met.

**Reported:** That the extraordinary meeting of Academic Board was called to consider and provide approval of the SED in preparation of the HER. The hard work from colleagues across the University in preparing the substantial SED was acknowledged. Ultimately, the SED was the product of a wide ranging effort from across LJMU, advice from external consultants had been taken and a number of groups had been established to consider the production of the SED and preparations for the HER.

That the SED was presented to Academic Board for approval as the first stage of the HER.

Activities in preparation for HER had been overseen by the Higher Education Review Steering Group (HERSG), chaired by the Pro-Vice-Chancellor (Education) and included:

- Mapping and auditing of University policies and procedures against the expectations of the UK Quality Code for Higher Education (the Quality Code);
- Providing content to inform drafts of the SED, an activity which was led initially by the Academic Registrar and then by the Head of Academic Quality;
- Briefings on the Quality Code and HER had been carried out by the Head of Academic Quality for SMT, SDF, Faculty Quality Assurance and Enhancement Committees, Faculty Education Committees, Faculty Research Degrees Committees, School Management Team meetings, School and Faculty Forums and Professional Services staff; and
- Input on the SED had come from members of HERSG (which included representation from the LiverpoolSU), School Directors, Programme Leaders, Directors of Professional Services (and individuals within teams), internal critical reviewers, external critical reviewers, and University-wide consultation.

The purpose of the SED was for the University to demonstrate, with evidence, how it met the expectations of the HE sector for academic standards and quality, as outlined in the UK Quality Code for Higher Education. This would be considered by the Review team alongside the Student Written Submission, and triangulated with evidence provided from meetings with students, staff and partner colleagues during the Review visit in February 2016.

The SED was endorsed, subject to revision, by Quality Assurance and Enhancement Committee on 7 September 2015 and by SMT on 13 October 2015, subject to further revision. The SED would also be shared with the Board of Governors.

The SED must be submitted to the QAA on 16 November 2015, along with the associated evidence base.

There was still significant activity required in indexing, collating and quality assuring the evidence base, as indicated in the footnotes of the SED. Minor amendments to the following sections had already been identified and would be updated following Academic Board:

- Section B4.4 Library and Learning Resources, paragraph 180 would include minor amendments that would not substantially change the document; and
- Section B2 (paragraph 123) was repeated at Section B4 (paragraph 186), therefore one of these paragraphs would be removed completely from the document.

The SED Editorial Board would have responsibility for final editing and proof-reading prior to submission. Academic Board members were invited to review the SED in its entirety and provide comments relating to typographical errors to the Head of Academic Quality as early as possible.

It was confirmed that the SED was not evidence in itself that the University was meeting the expectations of the Quality Code, moreover the SED was the narrative to the evidence base.

**Commented:** That the SED was a remarkable document pulling together a lot of information about LJMU, which would be extremely useful to all staff to highlight the work of the University. The opportunity to share the document post submission would be taken and all staff would be encouraged to read and engage with the information available. The SED contained “bottom-up” information and provided a rich insight to activity being conducted across LJMU.

**Action:** The SED would be communicated to all staff via a wide-ranging communication following submission to the QAA. [Pro-Vice Chancellor (Education)] **[PB]**

**Commented:** That the SED contained a lot of material for the sharing of best practice, which should be extracted and channelled effectively to staff to inform teaching and learning.

The QAA had previously been very clear of the expectation of effective communication to students. In relation to research, it was very difficult to locate information on the website and details regarding Faculty Research Degrees Committees were not visible at all. It was noted that the evidence base was available, it was just not that visible or apparent on the website.

The Graduate School had been re-aligned to report to the Registrar & Deputy Chief Executive following a recent restructure and work was ongoing to develop the web pages of the Graduate School. It was acknowledged that this was an important area to address, however, given the transitional period following the implementation of the new website it remained a difficult task to provide a deadline for.

It was noted that further work was required in relation to the Research and Scholarship Strategy and its connectivity to other University-wide policies relating to teaching and learning.

The QAA had identified that HEIs tended to focus on undergraduate provision at the expense of research students and so the SED sought to bring in research students throughout.

That the engagement of staff required to meet with the QAA was of concern as they would need time and support to familiarise themselves with the SED and the evidence base. For example, little was known in relation to LJMU Share.

LJMU Share was developed as part of the Teaching & Learning Academy with the aim to share best practice. As it was launched very recently staff knowledge would be limited. However, the University would be given an indication of the type of groups that the reviewers would want to meet and efforts were underway to identify and prepare large groups of staff who would then be broken down into smaller groups to be trained and briefed accordingly. The University had planned to conduct mock panels with external contributors and there was a general expectation that all staff involved in meetings with the reviewers would have read the SED. It would be wise to select staff more experienced with QAA processes than newly appointed staff to meet with reviewers.

It should be noted that any questions raised by the QAA in relation to particular collaborative partners would be documented and addressed within the committee structure record.

That it was a positive reflection of the work conducted so far to produce the draft SED that more comments were not made by Academic Board at this stage in the process.

The Board of Governors had been kept informed and received regular updates in relation to preparations for the HER and the SED and Governors had made it clear that they would take the advice of Academic Board in relation to approving the SED. The Chair's Group of the Board of Governors had recently agreed to receive the Academic Board approved version.

**Approved:** Academic Board approved the Self-Evaluation Document (SED) for submission to the Quality Assurance Agency (QAA) in preparation for the Higher Education Review (HER).

**Secretary's Note:** That submission of the SED was required between 16 November and 18 November 2015. The original submission date set by LJMU had been revised to 18 November 2015.

**AB 15.078**                      **2016/17 ACADEMIC CALENDAR**

**Received:** A report from the Registrar & Deputy Chief Executive (AB 15/095) was received for approval.

**Purpose:** To agree the LJMU Academic Calendar for 2016/17.

**Recommended:** That the Academic Board approve the 2016/17 Academic Calendar for immediate publication.

**Reported:** The draft 2016/17 had been considered by the Academic Framework Project Implementation Group and the Education Committee and was designed to facilitate phased transitioning of the implementation of changes to the Academic Framework for 2016/17.

The calendar featured 'common' start and end points for Levels 3, 4 and 7 provision (semesterised) and Level 5 and 6 provision (year-long).

**Commented:** That the academic calendar, when published, would refer to "Standard Programmes".

Concern was raised as to the tight deadline for marking examination scripts during the January 2017 assessment period. Assessments were scheduled to take place week commencing 9 January 2017 and 16 January 2017 with a mark finalisation date of 3 February 2017. This allowed for a two-week marking window of examination scripts week commencing 23 January 2017, which coincided with the commencement of teaching and, as such, lecturers would be

required to complete marking whilst completing teaching responsibilities. There was concern that the quality of the marking would be effected and that, possibly, some lecturers would set shorter/easier examination questions to limit the workload impact of marking whilst teaching. This situation would be present for the next five years if approved. Students had identified previously that the quality of marking was key to them. It was noted that other HEIs were able to ensure a clear gap in teaching following the assessment period to enable marking.

It was expected that lecturers would be able to manage their time appropriately to complete marking duties alongside teaching responsibilities. As the assessment period fell over a two-week period, those examinations taking place in week 1 of the assessment period would have considerably longer than two-weeks to complete marking.

That as there was a one-week clear gap following the assessment period during May 2017 and the mark finalisation date of 2 June 2017, the same teaching free week should be inserted following the January 2017 assessment period.

That as the turnaround time for providing feedback to students was the driver for the mark finalisation deadline of 3 February 2017, it was suggested to set the deadline in line with the Directed Study Week (week commencing 20 February 2017) as this was the date for marks to be released.

The academic calendar 2016/17, as presented to Academic Board, had been considered at length by Education Committee, with faculty representatives in attendance, and recommended that the original mark finalisation deadline of 27 January 2017 be moved back one-week to 3 February 2017. Therefore, the calendar presented to Academic Board had progressed through the formal committee structure with all faculty representatives agreeing that the proposed calendar was feasible and no discontent was expressed by Education Committee. It was noted that the inclusion of a marking week following the January 2017 assessment period was not considered by Education Committee and was considered by the Academic Framework Project Implementation Group inappropriate for students to have a fragmented semester and one week of inactivity by the Academic Framework Project Implementation Group. It was confirmed that the Education Committee included LiverpoolSU representation, however the Academic Framework Implementation Group did not. Any issues with the timing of assessment and marking would have been picked up by faculty representatives on both the

Education Committee and the Academic Framework Project Implementation Group.

It was recommended that those with large cohorts of students, concentrated within the Liverpool Business School, should be timetabled to complete examinations early on in the assessment period to lengthen the time available for marking. In addition, the academic calendar 2016/17, as presented, was applicable to Level 4 for 2016/17 only and the comments received could be reflected upon for 2017/18.

That the overlay of academic frameworks was an unusual event. The University should be confident that strategic timetabling of large cohorts early on in the assessment period was possible and sufficient modelling could have identified this. However, as just one cohort of students was affected it was possible to say with certainty that the proposed calendar was feasible.

That shifting the calendar back by one week would impact negatively on the Notification of Results Day, which would put significant pressure on students.

**Agreed:** Academic Board agreed that, as the proposed academic calendar 2016/17 had been extensively debated through the relevant processes, it should be approved with the caveat that examinations with large cohorts of students would be scheduled to take place at the beginning of the assessment period.

**Approved:** The 2016/17 academic calendar was approved, as presented, with the caveat that examinations for modules with large cohorts of students would be timetabled at the start of the January 2017 assessment period to allow for marking to take place by the marking deadline of 3 February 2017.

**AB 15.079**

**DATE OF NEXT MEETING**

Wednesday 2 December 2015 at 2pm in the Roscoe Room, Egerton Court.



**LIVERPOOL JOHN MOORES UNIVERSITY**

**ACADEMIC BOARD**

**Action Point Control Register – Status of Open Action Points as at 2 December 2015**

<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>Active</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 (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 (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 (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	<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>
	consideration by Education Committee and onward reporting for approval by Academic Board.			
<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>2 December 2015</b>	<b>Active</b>

<b>Minute</b>	<b>Action</b>	<b>By Whom</b>	<b>By When</b>	<b>Status</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>Active</b>
<b>AB 15.070 (i)</b>	<u>Pro-Vice-Chancellors Briefings</u> Academic Board to receive a report in relation to the development of the partnership with Southern Connecticut State University.	<b>PVC (External Engagement)</b>	<b>Next appropriate meeting</b>	<b>Active</b>
<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>Active</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>Active</b>