

CONFIRMED

LIVERPOOL HOPE UNIVERSITY

MEETING OF ACADEMIC COMMITTEE

Minutes of the Meeting held on Wednesday 20th October 2021

PRESENT: Dr P Haughan (in the Chair), Professor D Bolt,
Professor S Kelly, Mr I McKenna, Ms C Priestley
Dr K Wagner, Professor C Wakefield, Dr C Walsh, Dr N Rao
(representing Prof. Bamber)

By Invitation: Ms G Mair (item 5ii)

Apologies: Ms S Anton

Secretariat: Mr D Dykins

1. Minutes of the previous meeting

Members had received the minutes of the Academic Committee held on 26th May 2021. These were **APPROVED** as an accurate record.

2. Matters Arising

- i) Terms of Reference for School Academic Committee: Members had received the Terms of Reference for School Academic Committees. Dr Haughan explained that she had highlighted items that needed reporting to the University Academic Committee. On student representation, she noted that a course representative could be invited, but other students could also be approached instead if it were appropriate. Members suggested including peer observations of staff and making the APP more prominent.

Action: Dr Haughan to make final amendments

Members **RECOMMENDED FOR APPROVAL** the ToR for School Academic Committees.

- ii) Feedback to Schools on University Committees: Mr Dykins explained that following all key meetings, items for note are forwarded to relevant members of staff. Members of each meeting can receive these, as well as UEMs and Heads of Schools and Departments. If there is anyone else that would like to be copied into these, then they should contact Mr Dykins to be added to the distribution list.
- iii) PLD Courses and clarity of guidance on trading up to Masters Registration: Mr Dykins had received assurances from PLD that all marketing flyers have clear information about opportunities and that individual conversations take place prior to registration to remind students of this. There are also sessions at the end of PLD PG Certs to discuss next steps, progression routes and how they can use APL

CONFIRMED

- iv) Review of RAG, ROG and SAA Role: Dr Walsh noted that the structure of Groups had already been amended and a useful Q&A section included in the format. She requested that this be properly reviewed at a later meeting.
- v) It was confirmed that documentation for iMBA to allow experiential learning credits at Université Catholique de Lille had been signed off.
- vi) It was noted that the External Examiner, Aidanopolou-Read will start in September 2021, not June as previously advised.

3. Course Approval and Review

i) Course Approvals and Reapprovals

A number of courses were confirmed as having successfully completed the Approval/Reapproval process.

Members **RECOMMENDED FOR APPROVAL** the courses listed in Appendix 1.

Other courses required action:

- The Major in Musical Theatre has an outstanding condition to fulfil.
- It was noted that the BA Criminology (Reapproval) had been granted exceptional Chair's action so that the first four weeks of the course could be delivered. The new subject lead has rewritten and reworked elements of the course and there remain elements waiting to be fully approved.
- Masters of Humanities (MHum) is currently being reviewed and will be received in the December meeting.
- Major in Human Biology: it was noted that this had been fully signed off earlier in the year
- PG Cert in Understanding Autism and Inclusive Learning: Although there was no formal course proposal provided, Dr Rao explained that PLD already run a 30-credit module in this area and that in response to demand from the sector they would like to offer a second module in November. As this would be a further 30-credit module, repackaging this as a PGCert should make it more marketable. An exception had been approved at USET so this did not need to go through a co-design process. An external advisor was employed to scrutinise the documentation. Dr Bolt said that it was common practice to include people with the disability in the design process as it is essential that knowledge is derived from people who have autism. Dr Haughan said she would request a formal review after the first iteration of the course to make sure this issue is addressed.

Action: Dr Haughan to request a review of the course after its first iteration

ii) New Course Proposals

Members had received course specifications for the following courses:

CONFIRMED

- PG Cert Musculoskeletal (MSK) Ultrasound; Dr Wakefield said the initial plan was that this would be taught by Honorary Fellows following a challenge a member of staff would be identified to provide student support. The need for minor alterations to the Course Specification were noted.
- BA Youth and Community Development

Members recommended that all the above proposed courses move to the next stage of development.

iii) Withdrawals/Suspensions for 2021-22

Members had received the list of current suspensions/withdrawals which can be found in Appendix 2. The following courses need to be added to the list and USET to be notified:

- BSc Physical Activity Nutrition and health (Withdrawal)
- BSc Physical Education Sports Sciences (Carmel College, Withdrawal)
- BA History at Holy Cross is suspended for 2021/22

Action: Mr Dykins to note at USET

Members **RECOMMENDED FOR APPROVAL** the withdrawal/suspension of these courses.

iv) Curriculum Overviews

Members had received the Curriculum overviews for information, which gave an overview of proposed provision for 2022-23.

It was noted that the term *Years* has to be removed from ITE provision documentation where *Early Years* is referred to, e.g. Early Education Primary (3-7), Early Childhood etc.

Action: if Members note any discrepancies with the Overview, they should contact Mr Dykins directly.

4. Learning, Teaching and Assessment

i) ARE Reports

Members had received most of the ARE Reports. There was a discussion of issues raised. Differences in presentation of the Reports was noted, particularly from Psychology. It was agreed that guidance will need to be more detailed in the coming year. The CAPA ARE was not available and is to follow.

Dr Walsh noted that only one School ARE specifically mentioned the APP and stressed the importance of highlighting the success of students that fall under the APP as this is needed in order to be able to respond to OfS requirements. There is a specific list of questions which Schools need to address and the responses are required as soon as possible.

Action: Dr Walsh to contact Heads to request missing information regarding the APP. Heads to provide this by the end of November 2021.

Members **APPROVED** the ARE Reports received.

CONFIRMED

ii) School External Examiner Reports (and Response)

Members had received Reports and Responses from the majority of Schools. The Business School was commended in the way discussed how to distil and share good practice across the School, including around the consistency of feedback. Education had received a positive report overall with some recommendations as there was some disparity in school mentor training and access to Moodle and handbooks. Social Sciences External Examiner feedback noted the importance of the “realness” of the assessment tasks used by Subjects in the School. The Registrar noted that the HEAR should resemble a CV with informative details of assessments, but that was not always the case. It was noted that the Law response was short as most issues were dealt with exceptionally via Emergency Regulations. This year there is a fresh start with a new Head of School and new staff.

Action: Dr Walsh to give an update on the Law School assessments at the next meeting; and to consider good practice in terms of listing assessment titles for transcripts

Consistency of feedback is an issue across Schools and it was agreed that a Community of Practice would be created to look at developing guidance. This would also involve Ms Priestley.

Action: Dr Haughan to discuss with Ms Murray regarding the setting up of a new COP group, which will include Ms Priestley

Report format: there were some instances of duplication. It was agreed that the report format would be reviewed before used again next year.

Action: Dr Walsh to review the format of the form

It was noted that on Covid, measures had been written into emergency regulations and captured in documentation. External Examiners were kept fully informed at all time. Some comments on Covid are included in responses.

Certain Schools/Departments had provided only the Response document and not the School/Department Examiners report. It became clear that a School/Department examiner was not in place in some areas. MCS&E, Psychology, Geography & Environmental Science and Health Sciences will be asked to appoint School/Department examiner if one is not already in place.

Action: Dr Walsh to require the above Schools/Departments to share details of their School/Department examiner.

iii) Identification of staff training and development needs

There were no specific training needs identified on this occasion. Dr Wakefield noted that in Sciences there is a shortage of SAAs, though simple queries can be dealt with by Heads of year. It was agreed that this would be reviewed alongside the role of the SAA.

Action: Dr Walsh to reflect on how to move forward with this

iv) Report on Learning & Teaching Day

Members had received the Report of the day which was well attended.

CONFIRMED

5. The Student Journey

i) Student Numbers for 1st Term 2021

Members had received the report on numbers for information.

ii) Graduate Outcomes (GO) Report

Members had received the Report which was presented by Mrs Mair. She advised that this now replaces the DLHE and is organised by HESA via an outside contractor. This, the first Report of its kind, focuses upon 2019 graduates who were surveyed 15 months after graduation as opposed to 6 months with DLHE. The University's response rate was 54.48% whereas previously with DLHE it had had a rate of at least 80%. Although this is described as experimental data for the first iteration, it is being used by external parties for league tables etc. The University has seen a significant downturn in outcomes as it has no control over the data, unlike with DLHE. It focuses purely on graduate professional level employment. Only 473 responses were eligible to be used as the survey only looked at undergraduate first-degree students, giving a score of 57.9% compared to the last DLHE which was around 79%. Hope's response rate is higher than average, and rises to 67.46% as an overall figure including all other students.

Ms Mair noted that the table was broken down by School and Subject. Dr Haughan said she had set up a Student Employment Action Group to work with representatives from Schools to consider strategies for getting response rates and graduate employment higher. One reason for the lower response rate is that the survey is done via email with a link to a form which takes approximately 30 mins to complete. There was also some confusion amongst graduates with some of the questions as well as survey fatigue. The key will be to educate graduates on how to fill in the form, though the University already send out guidelines and FAQs and set up workshops, but the 15-month delay makes this challenging.

The Careers and Employability team is currently being restructured and rebadged so there will be a dedicated member of the team assigned to each School who will liaise with the School to advise on areas such as encouraging placements and arranging for alumni and employers to visit to talk to students. Ms Mair requested support from academic colleagues to help identify how professional skills are developed in subjects.

Members requested a copy of the GO questionnaire so that academics can help to prepare students for the survey.

Action: Ms Mair to pass the survey questions to Schools/Departments

iii) Data Group Report: Student Achievement

Members had received the Data Group Report of degree classifications and degree outcomes. Dr Walsh explained that the report compares data with the previous four years and highlighted some concerns about borderline scales, though overall the data had improved. She noted an increase in positive outcomes for 2019/20 awards, possibly due in part to the No Detriment policy. For 2020-21 there was very little change and there are indications that the data is normalising, with no dips or inflationary rises. Overall, the data suggests that students were not disadvantaged by the assessment process used in the pandemic years, though a different pattern of results in St Mary's was noted. PG distinction classifications have increased.

Dr Walsh noted that the QAA have proposed that all HEIs should have one of four degree algorithms, and not use more than one. For the last few years the University has used a 25/75

CONFIRMED

model alongside a 10/30/60 model. The student is given the best of the two outcomes. For 2020/21 awards the better results have shifted more to use the latter algorithm. Dr Walsh is examining why this might be.

Progression Data: there was a decline in progression from the Foundation Year where there also appear to have been some disparities in engagement, assessment and curriculum. It was agreed that attendance monitoring is key to highlight issues early rather than later.

6. Monitoring and Evaluation

i) Student Protection Plan

Members had received the Student Protection Plan.

ii) Student Voice: Verbal update from the Students' Union on the student mood

Ms Priestley said that on the whole the mood was very positive and recent events organised by the Student's Union showed an impressive level of engagement. The Freshers' Fare had all levels attending and broke previous attendance records; sports fixtures have also increased significantly. Dr Bolt said he was aware that Level I students are appreciative for what has happened with societies. Ms Priestley highlighted a concern about student safety out in the city at night and said she would be visiting classes about safety, and had secured free self-defence courses. There are also lots of campaigns to raise awareness.

Encouraging students to wear masks is proving challenging for both staff and the Students' Union. Dr Haughan noted that the University had changed its messaging on boards to encourage students to wear masks as a way of not going back to online teaching.

Overall, students seem very happy with the University facilities, though Ms Priestley had picked up on some anxiety from Level H students about examinations as they have not sat an exam since their A-Levels. She was considering strategies to prepare students for this; Mr McKenna said that the Business School is setting time aside to give students practice, and it was suggested that the Exam Hall could be opened two weeks prior to the start of examinations so that students can visit and see the venue.

Dr Wakefield noted that there was a need to look at the future format of examinations in the longer term given the changing nature of hand-written verses typing skills.

iii) Ofsted Report

Members had received the Ofsted Report and commentary, which included actions taken so far, following the publication of the report. There will be an update on Ofsted in the December meeting which Professor Newport will be invited to attend.

iv) NSS Outcome

Members had received the School/Department NSS Action Plans. Dr Haughan has set up an action groups looking at overarching outcomes and at the detail of the local plans. Overall, the plans at subject-level look thorough.

Action: Mr Dykins to share School/Department Action Plans with all Heads of Schools/Departments and the Action Group to facilitate the sharing of good practice.

CONFIRMED

7. Registrar

i) Minutes of RAG and ROG Meetings

Members had received the minutes of the Joint RAG and ROG meeting held on 6th October 2021 and ROG meetings held on 5th May 2021. Dr Walsh noted that a new feature of meetings is a Q&A session, and this produced very useful discussions. One issue raised was about the consistency and structure of portfolios which did not always reflect the learning journey, but rather would a series of isolated assessments.

Action: Dr Walsh to produce a paper on student portfolios as a means of assessment for submission to an ALT meeting

ii) External Examiner Nominations

Members had received for consideration the following new nominations and extension of tenure/reallocation of duties:

Subject	Name	Institution	Commence	Comments
Criminology BA/MA/BAC (Major)	*Dr Melanie Flynn	University of Huddersfield	September 2021	RECOMMENDED FOR APPROVAL
MA Creative Music Practice; BA Musical Theatre	*Dr McGuinness	University of West London	September 2021	RECOMMENDED FOR APPROVAL
Sport & Exercise Science / Human Sciences for Sport / (Applied Sport Science)	Mr Hunter	London South Bank University	October 2021	RECOMMENDED FOR APPROVAL
MSc Ecology and Environmental Management	Dr Ray	Nottingham Trent University	September 2021	RECOMMENDED FOR APPROVAL
BA Business Management	Dr O'Brien	Falmouth University	September 2021	RECOMMENDED FOR APPROVAL
BA Social Work	Ms Mano	Anglia Ruskin University	September 2021	RECOMMENDED FOR APPROVAL

For Dr Hunter, Professor Wakefield advised that he will join an experienced team and would be an experienced Sport and Physical Education external examiner, unless otherwise advised on experience. Ms Mano's appointment to Social Work was significant as the area is currently being re-accredited, and was approved though her experience is limited.

Subject	Name	Nature of Request
BA Social Policy Major MA Social Policy	*Dr Warren	Reallocation of duties

**To note as Chair's Action already taken*

Members **RECOMMENDED FOR APPROVAL** to Senate all the above External Examiners and amendments to Examiner appointments. Those without previous EE experience which could be problematic in long run when looking for mentors.

8. School Academic Committee Minutes including Network of Hope

CONFIRMED

Members had received minutes as follows: CAPA: 28th September 2021; Business: 6th October 2021; Education: 22nd September 2021; MCS&E: 6th October 2021; NoH EAQ: 21st April 2021; Humanities: 30th September and 13th October 2021; Law: 13th October 2021; and Social Sciences: 13th October 2021.

Mr McKenna highlighted that for Business the School has decided to instigate a small working group to work on the APP and will use Ms Anna Rothery (Honorary Fellow of the University). Dr Rao noted that Education were checking assessments to ensure their descriptors are matching the Universal ones. Ofsted updates are also a feature of each meeting as is the APP.

9. Partnership & Accreditations Committee Minutes

Members had received the PAC minutes of 12th October 2021. It was noted that there was no representative from the School of Education in attendance at the meeting. The BPS accreditation for the 4-year course (to include the Foundation Year) has not yet been submitted, though discussions with the Department have been had and the submission should be imminent. This will be confirmed at the Academic Committee meeting in December. It was noted that the Social Work submission re-accreditation would take place shortly and, as the schedule and focus of the visit from Social Work England in January will be received late November, the document(s) will be made available at the December Academic Committee.

10. Student Services Group Minutes

Members had received the Student Services Group minutes of 10th May 2021. It was agreed that an additional support guide for students would be requested from the Library study skills team to give relevant information on exams, online support, study skills etc.

11. Any Other Business

Student Voice Committee: Dr Haughan said that the draft Quality Handbook 14 *Guidance on the Operation of Student Voice Committees* had recently been completed. It will be circulated to the Committee for comment before Senate so that this can be presented at Senate.

Action: Mr Dykins to circulate QH14 to colleagues for comment prior to Senate

On conducting Peer reviews: The Committee agreed that the process of peer review should continue in the conventional pre-pandemic manner. Each School/Department should agree the reviewer/reviewee convention they will use. In some cases the reviewer could be from outside their School if this was deemed helpful.

It was agreed that at the December meeting L&T Day in Schools would be discussed.

12. Dates for Future Meetings: can be found [here](#)

CONFIRMED

Appendix 1

Course Approvals and Reapprovals

- BASH Level H Psychology (Reapproval)
- BASH Fine Art (Reapproval)
- Major Film and Visual Culture (Reapproval)
- BASH Film, TV, Radio and Media production (Approval)
- MA Creative Music Practice (Approval)
- BScH Applied Biomedical health [MMAP] (**AC 132 enclosed**); first iteration and already putting MMAP through to allow it to be part of another award.
- BSc Sport and Exercise (Reapproval) (**AC 133 enclosed**)
- PG Cert SpLD Dyslexia – Online delivery [MMAP]
- Assessment changes EDAM014 and EDAM015 [MMAP]
- National Tutoring Programme (PLD)

CONFIRMED

Appendix 2

Withdrawals

- PGDE
- BSc Physical Activity Nutrition and health (Withdrawal)
- BSc Physical Education Sports Sciences (Carmel College, Withdrawal)

Suspensions for 2021-22

- MA English Literature (Oct 21 entry only)
- MA English Literature with Professional Writing (Oct 21 entry only)
- MA English Literature and Professional Writing (Oct 21 entry only)
- PG Cert in Professional Writing (Oct 21 entry only)
- BSc Data Science 2021-22)
- MRes Food & Nutritional Science (2021-22)
- FY Sport at Carmel College (2021-22)
- BADH Applied Childhood & Youth (2021-22)
- BSc/MSci Clinical Nutrition. (2021-22)
- BA History at Holy Cross (2021-22)

Suspensions for 2022-23

- MA Strategic Leadership (Jan and October 2022-23)
- MBA Educational Leadership (Jan and October 2022-23)
- MA Leading for Educational Advantage (Jan and October 2022-23)
- MA/MEd Leading in Education (Jan and October 2022-23)