CONFIRMED

LIVERPOOL HOPE UNIVERSITY

MEETING OF ACADEMIC COMMITTEE

Minutes of the Meeting held on 18th October 2023

PRESENT: Dr P Haughan (in the Chair), Professor D Bolt, Ms J Egerton, Professor S Kelly, Mr I McKenna, Ms S Murray, Mr N Thorley, Associate Professor K Wagner, Professor C Wakefield, Dr C Walsh

Secretariat: Mr D Dykins

Apologies: Professor P McGrail, Ms S Haimes

1. Minutes of the previous meeting

Members had received the minutes of the Academic Committee held on 30th May 2023. These were **APPROVED** as an accurate record..

2. Matters Arising

i) Anonymised Marking: the report will be submitted to the Committee at the next meeting.

ii) Inclusive COP Recommendations: Mr Thorley noted that the COP had met up in September and was in the process of revising the checklist

iii) LSPs will be discussed at the next meeting.

iv) Foundation Year: Prof McGrail reported that Dr Liam Owens is currently working with Mr. Rhys Jones, Head of Initiation Teacher Training. to arrange a series of workshops for Level F tutors to be held across the year.

Action: Mr Dykins to request a timetable for workshops

3. Terms of Reference for School Academic Committees

Members had received the current Terms of Reference. Dr Haughan has already requested that Heads check that they follow the current ToRs. It was suggested that the Partnerships & Accreditation Lead, where they exist in the Schools/Departments, should be invited to meetings. The Head of School/Department should be cc-ed into all minutes from the School Academic Committee.

Members **RECOMMENDED FOR APPROVAL TO SENATE** the revised ToR.

4. Course Approval and Review

i) It was noted that the Definitive Documents for the following courses had been reviewed as the final stage in the reapproval process. Members **RECOMMENDED FOR APPROVAL TO SENATE** the following courses:

- BASH Health and Social Care
- BASH Sport Management
- BASH Business Management
- BAC Business Management
- BASH Marketing
- BAC Health and Wellbeing (Undergraduate Major)
- BAC Marketing (Undergraduate Major)
- BAC Dance
- BASH Graphic Design
- BAC Social Care
- BASH Sociology
- BAC Sociology
- MA Sociology
- MA Social Policy

i) New Course Proposal**:** MSc Digital Marketing Management: Members had received the proposed Course Specification for the MSc Digital Marketing Management, which will replace the MA in Marketing Management; the MA Marketing Management will be withdrawn for 2024-25, though there will be a final round of recruitment in January.

Members **RECOMMENDED THAT THE PROPOSAL BE TAKEN FORWARD TO CO-DESIGN.**

ii) Withdrawals/Suspensions: Members had received and noted courses suspensions and withdrawal for 2023-24, which can be found in Appendix 1. Dr Haughan explained that USET had reviewed student numbers and ascertained that a number of courses were not viable. It was noted that MA Performance is now MA Contemporary Performance and is not withdrawn.

iii) Curriculum Overview: this will be received at the meeting in December.

iv) Full Curriculum Portfolio Review: Dr Haughan advised that a full review of the curriculum is being planned

v) Foundation Year: Dr Haughan noted that the revised documentation for the Foundation Year has been signed off and Professor Lavalette will be doing an interim review at the end of Term 1.

vi) Quality Handbooks: QH2, QH3 and QH11 will be submitted to the December meeting.

5. Learning, Teaching and Assessment

i) ARE Reports: Members had received reports from each School/Department which were reviewed to ensure that an appropriate level of critical analysis of data was taking place. Generally, members thought that the quality of reports had improved compared to previous years. Dr Walsh said that on the APP section, she had distributed the Theory of Change model but projects being worked on were not always clear in AREs.

Comments on individual reports:

- The Business School: targets are needed, particularly in the APP section.
- CAPA: The Enhancement of Student Experience demonstrated good practice, as well as attempts to create a community within Creative Campus.
- Education: The use of Resilience Mentors was highlighted as good practice, along with part-time and bite-sized courses and consideration of employability.
- Geography and Environmental Sciences: There was good embedding of a sense of community particularly giving attention to individual students, and the use of Caerdeon.
- Health and Sports Sciences: The report was comprehensive and positive.
- Humanities: This was very reflective with a focus on curriculum review and mentoring, which could be another theme to take forward more generally.
- Law and Criminology: It was noted that many issues appear to refer to one rather than both subjects and there was a need to reflect more on combined Honours students and addressing support for low tariff students. Good practice included the Law Professional Stakeholders Group comprising Law alumni which meets undergraduate students twice a year.
- Maths, Computer Science and Engineering: Members felt that comments were too generic and requested that the report be revisited by the Department.
- Psychology: Members felt this was a considered report focussing on academic efficacy and resilience among students as a way of dealing with metrics and issues around attainment.
- Social Science: This report demonstrated a good level of reflection and was closer to the Transforming Access and Student Outcomes in HE (TASO) model in how they use their discretionary budget in line with social justice themes.

Action: Dr Haughan to consider best practice and take action on reports that require further consideration; Mr Dykins to include ARE Guidance on the Academic Committee agenda for May's meeting to give opportunity for reflection on the ARE process to ensure the effectiveness of the reports arising from the process.

ii) School External Examiner Reports (and Responses): Members had received Reports from all Schools/Departments. Generally, reports were very positive though there were recurring comments about turnaround times in order to prepare for exam boards and ChatGPT. The structure of the format will be reviewed to ensure that relevant provision and individual reports received are listed clearly; outstanding comments on individual reports that were not received will be reviewed at the December meeting.

Comments on School/Department reports:

- Business: Not all reports were received. An issue around second marking and moderation was highlighted, although clarity may be required as the University already had a published convention around marking and moderation.
- CAPA: Members agreed this was a satisfactory Report.
- Education: Members praised the thoroughness of the Report.
- Humanities: This was confusing to navigate as it had been produced in two parts. Dr Walsh will advise Prof Cuthbertson of the correct format so that it can be resubmitted to Academic Committee.
- Law and Criminology: It was felt that responses required more detail; administrators also need to be trained in producing reports.
- Psychology, Health Sciences, Geography and Maths, Computer Science and Engineering: The Report covers reports for three Schools/Departments, and several lacked detail and depth which members felt required addressing. Issues highlighted included access to Moodle for coursework and exam papers, and the lack of a

consistent policy on grading. These concerns were particularly concentrated on Maths courses.

Action: Mr Dykins to request individual External Examiner reports for MSCE which will be followed up with the HOS by Dr Walsh and Dr Haughan

- Social Sciences: It was noted that BA Social Work appeared to have a high failure rate due to referencing and members asked for assurances from the Department that students have had training in this area. There was also some confusion around marking, the numerical system and how these are required for entering onto SITS.

  Action: Mr Dykins to contact Prof Lavalette regarding referencing training; and to circulate the convention on marking and SITS to all Heads of Schools/Departments

iii) TEF Outcome: Dr Haughan reported that the University had officially been awarded Silver. Although this was disappointing it was a fair result given the metrics that were being referenced. Ms Murray will focus on actions behind the metrics to address areas of weakness. The full statement on the University's submission is now available and will be distributed in due course. Dr Haughan thanked Ms Murray and Dr Walsh for their hard work on the submission.

iv) TEF Working Group Minutes: Members had received the Minutes. Ms Murray said that representatives for almost all Schools are included in the Group. Current themes which were emerging included a need for Schools/Departments to do more of their own research rather than relying on the work of the Data Team and underpinning metrics to aim for a Gold Award in the next TEF. Ms Murray noted the strength of the student submission compared to those of other HEIs. *Education Gain* needs consideration on how to take this forward as it is likely to be prominent in the next TEF. The Group are also working on projects and activities that can be used as case studies, as well as a template framework using the TASO model so evidence is available. Mr Thorley has documented a process from the student aspect which can be progressed each year.

v) Identification of staff training and development needs: Members did not note any particular training needs, though Student Guidance on AI and training in this area for staff will remain under review. Ms Murray said that she was working on Staff Guidance following the CoP in this area which will be made available shortly.

vi) Degree Classification and consideration of the algorithm: Members had received the proposal. Dr Walsh explained that following guidance from QAA on best practice in algorithm design, it was agreed that the University should move away from the dual algorithm to a single one, though both algorithms that are currently in use are suggested by QAA. QAA also considers best practice to include no discounting at Level H or of core modules, and discounting a minimum number of credits only. UKSQA recommends a maximum of 2 percentage points though currently the University uses 2 rounded percentage points to denote the boundary. Analysis using historical data suggests that the 0/25/75 algorithm would be the preferred choice as very small numbers of students would have received a lower award based on this. Likewise, rounding up at the award level would have affected only a small proportion of the results last year.

Action: Dr Walsh to circulate recommendations to Schools and Departments and also to RAG and ROG.

Senate to be asked to debate the adoption of the single algorithm

vii) Student Guidance on AI: Members had received the Guidance and agreed that it is very important for both staff and students. Sessions for both should be considered.

Members **APPROVED** the document to go to the next ALT Meeting.

6. The Student Journey

(i)   Student Numbers for 1st Term: Members had received student numbers as they currently stand. Dr Haughan noted that these had changed after the October Assessment Board as another 44 students had continued into the next level following the Board.

(ii)   Graduate Outcomes Report: this will be received at the December meeting.

(iii)   Data Group Report, Student Achievement: Members had received the data on student achievement for 2022-23. Dr Walsh highlighted the degree inflation in the sector, though the University had returned to pre-pandemic levels for good degrees. Of concern is that when HESA data is published it will show that the University is below average in terms of the percentage of graduates with good degrees. This could be related to the APP as the University has a large number of students whose attainment may be affected by their background. She said she would also need to look further at combined hons students' outcomes as there is a disparity in achievement across subjects. Continuation data has improved though there are pockets of concerns which affect the metric. It was suggested that a section on degree classification could be incorporated into future AREs.

   Action: Dr Walsh to send the report and Data to Heads

(iv)   Voter Registration: Members had received the Plans for Voter Registration document for information.

(v)   APPIG Report: this will be received at the December meeting.

7.   Monitoring and Evaluation

(i)   Student Voice: Mr Thorley reported that 1,880 students attended the Freshers Fair and that the mood amongst students was generally high, with Level C students appearing more enthusiastic compared to last year.

(ii)   NSS Outcome and Action Plans: Members had received documentation from all Schools/Departments except for Psychology which will be received in December. A common theme was Course Rep training which there are plans to address. Most plans demonstrated a considered approach to addressing issues. Some plans did not demonstrate ownership of scores or responsibilities, and included standard expected approaches which need not have been included, such as attendance monitoring etc. There was also a lack of discursiveness and reflection (GES, Law & Criminology, MCSE) and Social Work needs to address why their outcomes were so low. Humanities noted IT limitations as some sites appear to be blocked.

   Action: Prof Kelly to check with Prof Cuthbertson on sites that are being blocked and to feedback to Mr Dykins for follow-up with ITS

   Initiatives which should be shared across Schools/Departments include:

   - The involvement of alumni (Business)

- The use of a survey; and any failed or non-submitted work to be accompanied by meeting with the student (Education)
- induction for Level I and reintroduction of personal tutor meetings at I and H (HSS)
- Weekly email to Level H students (Humanities)

8. Registrar

(i) Registrar's Business: Members had received the Registrar's paper. Dr Walsh noted minor amendments to BA/BSc, both with and without Foundation Year, and changes relating to the Postgraduate Programme Regulations Eligibility for Registration for durations of study to accommodate the MSc Advanced Musculoskeletal Practice which requires different durations to standard. There is also a minor change to reflect practice in relation to BA QTS to accommodate students who drop QTS. There is a new convention around exam arrangements and mitigating circumstances which will be advised to Student Life before it is progressed.

(ii) Programme Regulations: Members had received the PGCE Primary and PGCE Secondary regulations. These incorporate minor changes all relating to the external sector and requirements for entry with no change to process once on course.

Members **RECOMMENDED FOR APPROVAL TO SENATE** both PGCE sets of regulations.

(iii) External Examiner Nominations:

Members had received for consideration the following new nominations, all of whom have external examining experience. An application was received for Prof Gatzidis (MCSE) but there were concerns with the volume of work which he would be covering two examiners. Dr Haughan said she would discuss this further with the Department outside of the meeting. The two applications for Prof Jason Powell (Social Sciences) were confusing and this will also be discussed outside of the meeting.

Subject	Name	Institution	Commence	Comments
PhD in Communication and media sciences Master of Arts in Digital Media Bachelor Degree in Social Communication – Journalism	Dr Ivana Raquel Ebel	Edinburgh Napier University	September 2023	APPROVED
Creative Writing	Dr Isabel Galleymore	University of Birmingham	September 2023	APPROVED
Professional Development Programme in Learning and Teaching	Dr Anesa Hosein	University of Surrey	January 2023	APPROVED
BA Education	Dr Mark Pulsford	University of Warwick	September 2023	APPROVED

BA Musical Theatre	Dr Ian Sapiro	University of Leeds	October 2023	APPROVED

The following requests for existing examiners were also **APPROVED**.

Subject	Name	Nature of Request
MA English Literature	*Prof Kate McLoughlin	EXTENSION OF TENURE
Master in Creative Industries	*Mr Nikos Stavropoulos	REALLOCATION OF DUTIES
BA Music (Single Honours & Major) BA Music Production (Major) BA Digital Creativity (meant to come into effect in 23/24 but now suspended for 23/24)	*Dr Ewan Stefani	REALLOCATION OF DUTIES
Foundation Year	Mr Jack Bullock	EXTENSION OF TENURE and REALLOCATION OF DUTIES
Contemporary Fashion Design	Mr Jonathan Carson	EXTENSION OF TENURE
MA Education MA Interdisciplinary Studies Early Childhood block Developmental Psychology block	Ms Mary Dyer	EXTENSION OF TENURE
Foundation Year	Mr Gareth Henry	REALLOCATION OF DUTIES
UG and PGT History	Prof Roisín Higgins	EXTENSION OF TENURE
Integrated MEd (QTS)	Dr Ben Screech	EXTENSION OF TENURE

Approved by Chair's Action

Members also noted the removal of Dr Sara McGuiness as External Examiner for MA Creative Music Practice and BAC Musical Theatre; she will be replaced by Dr Sapiro.

9. School Academic Committee Minutes including Network of Hope

Members had received minutes as follows:

Business School 4th October 2023; CAPA 20th September 2023; Education 28th June and 4th October 2023; Geography and Environmental Science 10th May 2023; Health and Social Science 5th July and 4th October 2023; Humanities 4th October 2023; Law & Criminology 4th October 2023; Maths, Computer Science and Engineering 20th September and 4th October 2023; Psychology 21st July, 24th May and 29th June 2023; Social Sciences 4th October 2023; Law and Criminology 4th October 2023; Holy Cross 24th May and 4th October 2023.

Matters highlighted by members included accreditation; it was noted that there are still ongoing issues with BCS which are not recorded accurately in the minutes for MCSE. Colleagues noted that accreditations often have more stringent qualifying conditions than standard degrees which need managing within the relevant School/Department. It was encouraging to note that PLD activity is spreading beyond the School of Education. There was evidence of greater discussion of ARE reports in minutes, though action logs are not always clear for some Schools/Departments.

10. Partnership & Accreditations Committee Minutes

The minutes from 10th October will be received in December. However, Dr Bignold had noted that PAC had considered the annual reports from Schools/Departments for each partnership

or professional accreditation. She said that it was good to see the number of accreditations increasing for the benefits it provides to a wider group of students. Some reports had a good level of information which gives PAC confidence that the accreditation/partnership is being taken seriously. However, others had less information and it is harder to assure Academic Committee that all is in order. No report was received for several accreditations or partnerships which raises quality assurance concerns. The Chair of PAC has written to all Heads to remind them of their responsibilities to ensure that all requirements continue to be met; Schools/Departments also need to be proactive in communicating with their accrediting bodies post-approval. The Chair noted that she has asked that the Accreditations and Partnerships Office create a University wide log of all requirements linked to all accredited degrees and that this is subsequently used as a point of reference at all Assessment Boards and meetings of PAC.

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APPENDIX 1

<u>Withdrawals</u>

- BSc Biogeography
- BSc Environmental Change & Tourism
- BA Theology & Religious Studies
- MA Business Administration (Educational Leadership)
- MA Religious Education and Pedagogy
- MA Sport Management
- MA Education and Religious Education

<u>The following courses are suspended for 2023-24:</u>

- BAC Contemporary Performance
- BAC Digital Creativity
- BA Youth and Community Development
- MA Advanced Mentoring & Coaching and Education Leadership & Management
- MA Advanced Mentoring & Coaching and Pedagogy
- MA Autism and Education Leadership & Management
- MA Autism and SENCO
- MA Contemporary European Affairs
- MA Criminology
- MA English Literature
- MA Global Operations and Logistics Management
- MA International Cyber Law and Policy
- MA Mathematics
- MMin (Ministry)
- MA Theology, Philosophy & Religion
- MA Theology, Philosophy & Religious Studies