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| **CONFIRMED MINUTES OF THE MEETING HELD ON 05 OCTOBER 2022** |
| **PRESENT (via Zoom):**

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| Dr Sadiq Bhanbhro | Dr Tina Harness | Dr Alan Ruddock |
| Prof Claire Craig | Prof Sir Chris Husbands (Chair) | Prof Helen Scott |
| Dr Marjory Da Costa Abreu | Prof Kevin Kerrigan | Prof David Shepherd |
| Prof Rory Duncan | Dr Claire Ketnor | Misbah Ticklay |
| Dr Luke Desforges | Dr Neil McKay | Dr Lucian Tipi |
| Mobolaji Edun (from item 5.1) | Dr Christine O’Leary | Prof Chris Wigginton |
| Dr James Fenwick | Dayo Oladiti |  |
| Dr Iain Garner | Dr Rebecca Peake |  |

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| **APOLOGIES:**Dr Helen Best, Dr Samantha Giove, Prof Conor Moss, Sabahat Pathan, Dr Alison Purvis, Prof Toni Schwarz, Prof David Smith, Susan Wakefield |  |
| **IN ATTENDANCE:** |
| Michaela Boryslawskyj, University Secretary Professor Wayne Cranton, Dean of Research (item 5.2)Nikki Davies, Head of Student Policy Casework and ComplianceLeopold Green, Head of Academic Quality & Standards Ben Machin, Governance Senior Adviser (Secretary)Prof John Pymm, Director of Development and DiversityElizabeth Sturge, Students’ Union Research, Insight and Student Voice Manager (item 6.1)Pete Sweeney, Student Policy Casework and Compliance Senior Manager (item 6.4) |
| Ruth Thei, Head of Governance and Sector RegulationAlison Wells, Director of Academic Services |
| Agenda item  | 1 | **Opening of the meeting** | Minute Ref | AB/2022-10-05/1 |
| 1.1 | In opening the meeting, the Chair:* Noted the apologies received.
* Welcomed new staff and student members.
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| Agenda itemPaper Ref | 2AB/3/22/M | **Minutes of the Previous Meeting** | Minute Ref | AB/2022-10-05/2 |
| 2.1 | The Academic Board **approved** the minutes of the meeting on 29 June 2022 as a correct record. |
| Agenda item | 3 | **Matters arising and Academic Board Action Tracker** | Minute Ref | AB/2022-10-05/3 |
| 3.1 | There were no identified matters arising or outstanding actions to report. |
| Agenda itemPaper Ref | 4AB/2022-10-05/4 | **Chairs Action decisions** | Minute Ref | AB/2022-10-05/4 |
| 4.1 | The Academic Board **noted** the report detailing the reasons for taking Chairs action since the previous meeting. |
| Agenda itemPaper Ref | 5.1Presentation | **Research and Innovation Strategy** | Minute Ref | AB/2022-10-05/5 |
| 5.1 | The Pro-Vice Chancellor (Research and Innovation) provided the Academic Board with a comprehensive presentation which highlighted the key principles and considerations within the new Research and Innovation strategic framework, and its implications for the academic profile of the University. The context of the proposed strategy was presented as follows: * The UK research and innovation landscape is in an unprecedented period of opportunity and change, with projected increased funding available over the next three years.; The University is well-positioned to capitalise on these opportunities, through the research and innovation strategic framework.
* Government funding and the associated demand for skilled research staff working across sectors, and universities becoming more ‘porous’, will enable dynamic and flexible career pathways; it was noted that the University already has good examples of this, and can be increasingly distinctive and competitive.
* The Quality-Related funding has increased, which will allow for investment in people, with more talent management/development and an increase in the number of fellowships awarded.

The Pro-Vice Chancellor (Research and Innovation) confirmed the University Executive Board had considered the framework in May 2022 and provided a summary of it as follows: * There are four broad areas to address which are Capacity, Capability, Connectivity and Culture; each of these has four hypotheses, activities, outputs and impacts to engender change.
* There will be a targeted growth in Postgraduate Research and in a sector leading approach bursary stipends will be increased to reflect the Real Living Wage.
* A systems approach to the framework was outlined, noting the overarching objective as building a cadre of skilled people equipped to upskill others, and to grow benefits from sustainable research and innovation.
* A culture change will be implicitly embedded within the University, when the other three factors of capacity, capability and connectivity are realised.
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| 5.2 | Academic Board thanked the Pro-Vice Chancellor (Research and Innovation) for the presentation and welcomed the approved model in recognition that the outcome of the Research Excellence Framework 2022 allows for significant planning decisions. In the subsequent discussion, members raised the following key points:* Plans to grow the student research base were welcomed.
* There were good opportunities to work with colleagues across the university to create a stronger teaching and research nexus.
* Advised that time will be required for colleagues to embed professional development and welcomed an evaluation of fellowships.
* Commented on the opportunities to build global research collaborations and partnerships.
* Identified additional mechanisms to consider that would support colleagues to engage in research activities.
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| 5.3 | Academic Board **received** the presentation. |
| Agenda itemPaper Ref | 5.2AB/2022-10-05/5.2**Confidential** | **Commitment to the Concordat for Research Integrity** | Minute Ref | AB/2022-10-05/6 |
| 6.1 | The paper presented to Academic Board the updated commitment statement on compliance to the Concordat to Support Research Integrity for the 2022/23 academic year. In presenting the report, the Dean of Research highlighted the following points for Academic Board’s attention:* The Concordat is a condition for receiving funding from the Research Councils’ (UKRIO) and the higher education funding bodies since 2013.
* It includes five commitments that will provide assurances that research in the UK continues to be underpinned by the highest standards of rigour and integrity.
* The statement, approved by the Research and Innovation Committee (paper ref: AB/2022-10-05/14), demonstrates the institutional commitment to the concordat and has been updated to reflect changes in university policy.
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| 6.2 | Members thanked the Dean of Research for presenting a comprehensive, and succinctly compiled document. In response to questions from members, the Dean of Research confirmed: * The scope of the policy relates to all research undertaken within the university and the content of the policies referenced in the commitment statement should be applied broadly as a matter of principle.
* The Head of University Research Ethics is undertaking a review of the ethical ecosystem and the findings will be reported to the University Ethics Committee.
* Internal communication will remind staff and students of the responsibilities set out in the Concordat.
* There is ongoing development with Academic Development and Diversity (ADD) and Human Resources and Organisational Development (HROD) to undertake impact assessments.
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| 6.3 | Academic Board **endorsed** the commitment statement.  |
| Agenda itemPaper Ref | 6.1AB/2022-10-05/6.1 | **National Student Survey: Institutional Improvement Plan** | Minute Ref | AB/2022-10-05/7 |
| 7.1 | The paper details the institutional improvement plan in response to the University’s 2021 National Student Survey (NSS) results. It also provides an overview of levels of student satisfaction, identifies areas for improvement, provides guidance for doing so, and outlines different approaches to monitoring and reporting of NSS improvement planning at course level, linked to NSS performance this year.The Pro-Vice Chancellor for Learning, Teaching and Student Success (TL&SS) introduced the report and highlighted the following points for the Academic Board’s attention:* The institutional plan continues a similar approach taken last year but with a sharper focus on courses with results significantly below those in the previous year/s and/or results significantly below sector benchmark for their subject.
* Six Hallam Common Priority Areas for Improvement (2022-23) were identified from analysis of the NSS data (qualitative and quantitative) and actions to be taken by all Course teams to address each theme were outlined.
* A differentiated approach to improvement is needed to address a broad range of levels of student satisfaction and courses have been divided into three categories, with a corresponding focus upon actions to improve student satisfaction and to ensure effective monitoring of those actions.
* College level data set out which and how many courses fall into the three categories.
* Course Improvement Plans for courses in all categories to identify additional support from professional services or student and academic services and these actions will form the basis of an aligned Professional Services NSS Improvement Plan.
* Additions highlighted in the paper following detailed scrutiny by the University Executive Board and Teaching and Learning Committee (paper ref: AB/2022-10-05/9.4).
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| 7.2 | Academic Board recognised the short window for action to realign NSS results and underpinning student experience with a trajectory to achieve institutional aspirations. Key points from the subsequent discussion were as follows:* Areas of the report where language could be refined were identified.
* Feedback from the NSS will be considered alongside outputs from other related reports, initiatives, and activities to deliver a cohesive university response.
* Plans to share good practice will be formulated and communications about actions taken in response to student feedback will be undertaken.
* Course teams will be supported to improve communications with students, particularly in areas with complex learning patterns.
* The Pro-Vice Chancellor (LT&SS) will be reading Course Improvement Plans for the category of courses with the lowest overall student satisfaction, and feedback will be provided to authors.
* Reporting on progress overall with NSS improvement planning will take place at the University Executive Board, Teaching and Learning Leadership team and Teaching and Learning Committee.
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| 7.3 | Academic Board **endorsed** the planned approach and next steps.  |
| Agenda itemPaper Ref | 6.2AB/2022-10-05/6.2 | **Postgraduate Taught Experience Survey: Outcomes** | Minute Ref | AB/2022-10-05/8 |
| 8.1 | The paper provided Academic Board with an overview of the results of the Advance HE 2022 Postgraduate Taught Experience Survey (PTES), including the headline quantitative results and the thematic headlines from the students’ qualitative comments. The Dean of Students presented the paper, highlighting the following key points: * The university opts to take part in the annual survey as it provides a useful insight into the experience of postgraduate taught students and is widely use across the sector.
* The survey is benchmarked by Advance HE although individual institutions are not identified. The University has received benchmarking data but the full 2022 Advance HE PTES report has not been published.
* Disaggregated PTES results can provide insight into the international student experience due to the proportion of students on postgraduate course.
* The University has seen a greater than sector average increase in postgraduate student satisfaction and has performed above average for all question areas.
* A quarter of students responded with high levels of satisfaction across the board.
* There are correlations in the emerging areas for improvement with the Hallam Common Priority Areas for Improvement identified in the NSS improvement plan (min ref: AB/2022-10-05/7).
* The results will inform Course Improvement Plans.
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| 8.2 | Academic Board congratulated all staff on the positive results from the PTES. In the subsequent discussion, members:* Emphasised the importance of monitoring the experience of a growing international student population and any differing support needs.
* Highlighted that good practice in the support arrangements for dissertations should be shared across the institution.
* Received assurances that action was being taken on reported issues from postgraduate students following the migration of email services.
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| 8.3 | Academic Board **noted** the report. |
| Agenda itemPaper Ref  | 6.3AB/2022-10-05/6.3 | **2021/22 Student Voice Report: University Initial Response** | Minute Ref | AB/2022-10-05/9 |
| 9.1 | The paper presented the Academic Board with the Student Voice Report 2021/22 and the interim update on the University’s response to the recommendations. The Student’s Union Research, Insight and Student Voice Manager introduced members to the report (which is independently commissioned and produced by the Students’ Union) and the 17 identified recommendations in the areas of Learning Experience, Wellbeing and Community and Collective Student Voice. In introducing the University’s response, the Dean of Students thanked all contributors to the report, commenting on the valuable independent insight the Student Voice Report provides into student experience. The following points were highlighted for the Academic Board’s attention: * The Student Voice Report and University’s response represent a well-established continuous cycle of improvement which the University and Sheffield Hallam Students’ Union have been collaborating for around 10 years.
* Most recommendations from the 2020/21 Student Voice Report are complete with several identified as ongoing (detailed in 3.2 of the paper).
* The response to the recommendations is coordinated by Student Experience Teaching and Learning (SETL) who are engaging with relevant stakeholders across the University.
* University leads have been identified for each recommendation, in alignment with ongoing work, and initial responses are being collated.
* The College Officer recommendations from the 2021/22 Student Voice Report are being progressed by the Associate Deans for Teaching and Learning.
* The response is one of two scheduled updates to the Academic Board but work on the recommendations will continue during the year.
* The presentation provided by the Students’ Union to the Teaching and Learning Committee (paper ref: AB/2022-10-05/9.4) provides further details on the data sources for the report.
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| 9.2 | Academic Board thanked the Student’s Union and Dean of Students for the report. In response, members commented on the opportunity over the next academic year to consider aspects of the report as part of the revisions to the curriculum structures of the University’s taught portfolio (paper ref: AB/3/22/6.3), and on the collective responsibility of all staff in attending to issues identified in student feedback. |
| 9.3 | Academic Board **noted** the report. |
| Agenda itemPaper Ref  | 6.4AB/2022-10-05/6.4**Confidential** | **Student Casework: Annual Statistical Review** | Minute Ref | AB/2022-10-05/10 |
| 10.1 | The report provided the Academic Board with an annual statistical review from the operation of the student regulations and policies in 2021/22 to highlight risks, trends, and anomalies and to inform thinking on areas where current regulations, policies, and processes may need review. Data was provided as part of a comparative analysis against the previous (2020/21) and a pre-covid baseline (2018/19) academic year in relation to academic conduct, extenuating circumstances, student complaints, appeals, disciplinary and fitness to practise. In presenting the report, the Student Policy, Casework and Compliance Senior Manager: * Informed members there had been an increase in the volume of casework and processes have been adapted to optimise the timeframe for responses.
* Outlined areas of scrutiny from the Teaching and Learning Committee (detailed in paper ref: AB/2022-10-05/9.2).
* Confirmed that a wider policy review is being undertaken which will consider the data presented in the report and wider student survey feedback.
* Gave assurance of the continued assessment of compliance with regulatory expectations.
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| 10.2 | Academic Board noted the detailed scrutiny from the Teaching and Learning Committee and in response to questions from members, leaders and managers confirmed the following: * The shifting pattern on student complaints were consistent with trends seen across the sector.
* The Student Policy, Casework and Compliance team are engaging with Colleges and Departments to review performance data.
* Academic misconduct data is being used within the institution to inform Course Improvement Plans (CIP’s).
* Revisions to the curriculum structures of the University’s taught portfolio (paper ref: AB/3/22/6.3) should reduce the overall volume of academic misconduct cases.
* Accessible lead indicators should be regularly disseminated to key stakeholders.
* Increasing student engagement with the voluntary extended inductions can have a transformative effect on reducing misconduct.
* Robust policy communications were an important preventative measure and input was welcomed from the Students’ Union to identify areas for further enhancement.
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| 10.3 | Academic Board **noted** the report. |
| Agenda itemPaper Ref  | 7AB/2022-10-05/7**Confidential** | **Academic Governance Review** | Minute Ref | AB/2022-10-05/11 |
| 11.1 | The paper follows the interim update (paper ref: AB/3/22/8) and presents to the Academic Board the findings and recommendations from the Academic Governance Review. In introducing the report, the Head of Governance and Sector Regulation reminded members of the background for the review and thanked all colleagues that had provided feedback. Key points were as follows: * The Academic Board and its committees operate effectively within their specified

terms of reference.* The overall framework and outputs of academic governance is consistent with external benchmarking and expectations.
* There is a good level of confidence in respect of knowledge, inclusivity, and transparency.
* The academic governance framework is well placed to respond to continued regulatory change, within the context of the respective responsibilities of management and governance.
* There are further opportunities for engagement with the wider academic leadership community and for the streamlining of decision workflow.
* 10 recommendations were proposed to enable further development and responsiveness of the academic governance framework.
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| 11.2 | Academic Board thanked the team for a comprehensive report and in discussion commented positively on the transparency of the University’s academic governance arrangements.  |
| 11.3  | Academic Board **endorsed** the findings and **accepted** the proposed recommendations. |
| Agenda itemPaper Ref  | 8AB/2022-10-05/8 | **Office For Students’ Regulation Update** | Minute Ref | AB/2022-10-05/12 |
| 12.1 | The report updated the Academic Board on the following Office for Students’ consultations and other regulatory proposals that may impact on the University’s academic provision:* Consultation outcomes and decisions in relation to B3 (student outcomes) and B6 (Teaching Excellence Framework) conditions.
* Consultation on the National Student Survey.
* Regulatory investigations within the sector to test compliance with the revised condition B4 (assessment and awards) condition.
* The University’s Student Protection Plan (min ref: AB/2022-10-05/4) has been approved by the Office for Students’.
* Variance to the 2023/24 access and participation plan (condition A1) has been submitted to the Office for Students’.
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| 12.2 | Academic Board **received** the update.  |
| Agenda itemPaper Ref  | 9.1AB/2022-10-05/9.1 | **Honorary Awards Committee Annual Report** | Minute Ref | AB/2022-10-05/13 |
| 13.1 | The report follows the nominations list received in April 2022 (paper ref: AB/2/22/6.3) and confirmed to the Academic Board individuals who have accepted an Honorary Doctorate nomination to be conferred at the graduation ceremonies in November 2022. The Head of Governance and Sector Regulation informed members that: * A supplementary paper with updated profiles of accepted nominations has been made available on SharePoint.
* Details on the nomination process for the 2023 honorary awards will be communicated to all staff in October 2022.
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| 13.2 | Academic Board **noted** the confirmed nominations and next steps for the 2022/23 cycle. |
| Agenda itemPaper Ref  | 9.2AB/2022-10-05/9.2 | **Report from the Teaching and Learning Committee and Research and Innovation Sub-committees** | Minute Ref | AB/2022-10-05/14 |
| 14.1 | The report, in conjunction with the unconfirmed records of the meetings on 07 September 2022 (paper ref: AB/2022-10-05/9.3) and 15 September 2022 (paper ref: AB/2022-10-05/9.4), updated the Academic Board on business progressed by the Teaching and Learning and Research and Innovation Committees. A proposed update to the Teaching and Learning Committee terms of reference in relation to reporting groups and membership was recommended for approval. |
| 14.2 | Academic Board **noted** the report and **approved** the updated Terms of Reference for the Teaching and Learning Committee. |
| Agenda itemPaper Ref  | 9.3AB/2022-10-05/9.3 | **Unconfirmed minutes of the Research and Innovation Committee held on 07 September 2022** | Minute Ref | AB/2022-10-05/15 |
| 15.1 | Academic Board **received** and **noted** the unconfirmed minutes. |
| Agenda itemPaper Ref | 9.4AB/2022-10-05/9.4 | **Unconfirmed minutes of the Teaching and Learning Committee held on 15 September 2022** | Minute Ref | AB/2022-10-05/16 |
| 16.1 | Academic Board **received** and **noted** the unconfirmed minutes. |
| Agenda itemPaper Ref | 10AB/2022-10-05/10 | **Annual Business Cycle** | Minute Ref | AB/2022-10-05/17 |
| 17.1 | The forward schedule of business was **noted.** |
| Agenda itemPaper Ref | 11AB/2022-10-05/11 | **Other Urgent Business** | Minute Ref | AB/2022-10-05/18 |
| 18.1 | No urgent business was raised. |
| Agenda itemPaper Ref | 12AB/2022-10-05/12 | **Date of Next Meeting** | Minute Ref | AB/2022-10-05/19 |
| 19.1 | 01 February 2023. |
| Agenda itemPaper Ref  | 13AB/2/22/13 | **Review of Meeting** | Minute Ref | AB/2022-10-05/20 |
| 20.1 | The Chair thanked all staff and students present in the meeting that included 47 interventions (40 from members of staff and 7 from students; 22 male and 25 female). Members were invited to submit a comment about the effectiveness of the meeting, and these would be collated by the secretariat team |