UNIVERSITY OF HERTFORDSHIRE HIGHER EDUCATION CORPORATION

SCHOOL ACADEMIC COMMITTEE - EDUCATION

Minutes of the meeting of the School Academic Committee - Education held on 21 October 2020.

PRESENT: Dr Lyn Trodd (Chair)

Dr Hilary Lee             Rosemary Allen             Kate Voss
Vicky Pateman             Dr Roger Levy             Felix Zhu
Alison McLauchlin         

IN ATTENDANCE:

Mel Golder

1 APOLOGIES

There were no apologies received for this meeting.

2 DECLARATIONS OF INTEREST

There were no declarations of interest by members, Officers in Attendance or others present in any of the matters to be considered during the meeting.

3 TERMS OF REFERENCE AND COMPOSITION (DRAFT)

The Committee noted the Terms of reference and Composition.

(Agenda paper 3, refers).

4 MEMBERSHIP (DRAFT)

The Committee noted changes to the Membership.

(Agenda paper 4, refers).

5 STANDING ORDERS

The Committee noted the Standing Orders of the Academic Board.


6 AGENDA AND PAPERS- 25 MARCH 2020

Following the emergency government COBRA meeting and subsequent advice from the Director of Public Health from Hertfordshire County Council, the University cancelled all non-essential face to face meetings. Members were asked to read through and invited to comment on the published Agenda and Papers. No comments were received, and so the reports were taken as noted and approved.

7 ANY OTHER MATTERS ARISING FROM THE MINUTES NOT TAKEN ELSEWHERE ON THE AGENDA.

There were no others matters to discuss.
8 **STUDENT RECRUITMENT FOR PRIMARY AND SECONDARY ITE**

The Committee received a report from Vicky Pateman, Head of Initial Teacher Education.

*(Minute 8 is confidential and available to members and Officers in attendance only.)*

*(Confidential Agenda paper 8, refers).*

9 **STUDENT RECRUITMENT FOR MULTI-PROFESSIONAL EDUCATION**

The Committee received a report from Dr Hilary Lee, Head of Studies in Education

*(Minute 9 is confidential and available to members and Officers in attendance only.)*

*(Confidential Agenda paper 9, refers).*

10 **ACADEMIC QUALITY AND STANDARDS**

The Committee received a report from Alison McLauchlin, Associate Dean of School (Academic Quality Assurance).

10.1 There had been a small rise in students who applied for deferrals. With the introduction of the central team some students were confused about where to apply for extensions and deferrals. Students were unsure about the meaning of terminology such as short-term extensions and SACs. It had been agreed with programme leaders to use the terms short term extension and deferral to make this clearer and guidance had been provided on programme sites.

10.2 This was the first time that online boards were conducted accompanied by the introduction of the new De Havilland campus hub administrators. This meant that staff were trying to manage the technology as well as the new BMG and no detriment policy. It was agreed by SLT that in addition to the Chair an alternate/second chair would be assigned to each board. This was labour intensive but meant that chairs had additional support during this period. The boards for this coming academic year had been agreed with the De Havilland campus hub team to separate the ref/def boards from the award and progression boards to assist the clerks be able to present clean final boards.

10.3 HIC had been established as a partner to the School. They were offering a foundation years at both UG and PG level with direct entry onto our programmes. It had been decided it was not financially viable to continue the partnership with HertsCam and so it was agreed that they would not go ahead with the periodic review and the partnership would terminate at the end of this academic year as their final year students complete.

*(Confidential Agenda paper 10, refers).*

11 **PROGRAMME SPECIFICATIONS**

11.1 Relatively few changes had needed to be made to programme specifications in relation to Covid-19 beyond those covered by the change from face to face to online teaching.

11.2 A small proportion of face to face was being maintained where possible whilst working with small groups to protect bubbles.

11.3 Those with additional changes following student consultation included:

- Mary Hare had moved teaching and learning 2 7he1093 (included the final assessed teaching placement) from Semester A to Semester B; and policy and practice 7he1095 (which can be delivered and assessed online) would move from Semester B to Semester A, to improve the chance of schools being open.

- BAECE had introduced two new optional modules early childhood practice 1 and 2 to enable for those students who wished to meet the early years practitioner competencies.
following a school event USP had amended their foundation degree to include work-based learning (WBL). The modules had been retained but there had been an increase in the hours required on placement/fieldwork. This was in preparation for a full revalidation this academic year.

(Confidential Agenda paper 10, also refers).

12 PROGRAMME COMMITTEE

The Committee received a report from Alison McLauchlin.

12.1 There had been no programme committees so far this semester. Programme committee dates for semester A had been agreed for late October and through November to allow for programme teams and students to consider the draft of their AMER prior to submission.

(Confidential Agenda paper 12, refers).

13 STUDENT EXPERIENCE AND LEARNING AND TEACHING

The Committee received a report from Rosemary Allen, Associate Dean of School (Learning and Teaching)

13.1 The School would be focusing on red flag students and had been happy for the progress made in reducing the BAME awarding gap.

13.2 Canvas module sites had been updated using the Inclusive Curriculum Checklist. This was to ensure that students were supported in their guided learning journey. The team around the student would be strengthened through well-structured roles within each programme.

13.3 Student Voice focus groups consisted of staff and students they had worked together to produce a short film to explain how the grading criteria worked.

13.4 Risk analysis in the School related to Covid-19 plans for the safety of staff and students. UH guidance had been followed to inform timetabling students and the balance of face to face teaching and live online teaching. This was reviewed regularly in the light of government and UH guidance. Risk included the loss of students and managing student and staff anxiety around their and others safety.

13.5 Consideration was required to increase access to learning technologists within the School in order to address technological aspects of TEL approach alongside our growing pedagogical knowledge and confidence. Hannah Luxford had been appointed to work with Amanda Clark to enhance the blended approach and liaise with LTIC and the Canvas team.

(Confidential Agenda paper 13, refers).

14 NATIONAL STUDENT SURVEY (NSS)

The Committee received a report from Rosemary Allen.

14.1 Progress tutors had been working directly within programme teams and with Student Success and Engagement team (SSET) tracking and monitoring students, leading to increased levels of satisfaction with teaching, support and assessment.

14.2 All staff worked closely with the Guided Learner Journey and support students’ engagement with modules.

14.3 Teaching overall had received a satisfaction rating of 86.93% for Teaching on My Course, this was above both the University average and the sector average, and one of only three Schools to have achieved this position.
Continued emphasis would be on focus groups, making changes that enhance engagement and identify any programmes that needed extra support.

(Confidential Agenda paper 14, refers).

**INFORMATION MANAGER REPORT**

The Committee received a report from Beth Woodhead, Information Manager, Library and Computing Services.

15.1 The Committee expressed thanks to Beth for her work with the School.

(Confidential Agenda paper 15, refers).

**STUDENT MATTERS**

The School currently had vacancies for student representatives.

16.1 The main concern for the school was the impact that virtual methods for student learning had on some students and the lack of accessibility and the availability of equipment.

**RESEARCH DEGREES REPORT**

The Committee received a report from Dr Roger Levy, Associate Dean (Research).

17.1 The EdD admissions process for the 2nd Shanghai and home cohorts took an immense amount of sustained time of 3 academics to support internal processes which, including international, had been severely impacted by the Covid-19 context. Despite this, all students (bar one home student) were enrolled before the first sessions in October.

17.2 Teaching sessions for the 2nd Shanghai cohort, held online over two weeks rather than one week in Shanghai, had been developed and led by our new colleague, Isabel Huet. They had been very successful, and supervision meetings had been arranged.

17.3 Most recent figures show 96% students were engaged in the Research Supervision Management System (RSMS). A system update was planned to enable reminders to go to those just to whose contribution was missing. An extension of the RSMS to the examination process was planned for next Semester, with extensive trialling for this over the next term.

17.4 The Committee raised concerns with the registration processes. Please see the Risk item for more information.

(Confidential Agenda paper 17, refers).

**RESEARCH AND SCHOLARSHIP REPORT**

The Committee received a report from Dr Roger Levy.

18.1 Third mock exercise meeting held in July 2020, had established that the situation was stronger than anticipated in Education in terms of, for example, minimising the number of submissions that may be classified as less than 3*. Outputs for each person submitted had been identified, with a final decision to be made at a further meeting which had been added following a Covid-induced delay in January.

18.2 The research income targets had increased across UH, and Associate Deans (Research) had noted significant concern at the feasibility of achieving these without strategic investment in research staff and students.

(Confidential Agenda paper 18, refers).
INTERNATIONAL DEVELOPMENTS

The Committee received a report from Felix Zhu, Associate Dean (International)

19.1 Concern had been raised for the Eight Chinese EdD students expected to arrive in January 2021 due to Covid restrictions and the likelihood that they would not be able to travel.

19.2 Potential franchise opportunity was under negotiation with the TMUC Pakistan by the International Office.

19.3 One UG students had self-registered so far. The target for International UG recruitment for Academic Year 2020-21 was five.

19.4 Eleven PG students had self-registered. Thirteen students were expected, compared to the PG international recruitment target of six.

(Confidential Agenda paper 19, refers).

CLERKS REPORT

The Clerk’s report substituted Part II of the agenda.

There were no indications that Members wished to comment on any item in the Clerk's report and therefore the report was taken as noted and approved.

(Confidential Agenda paper 20, refers).

UNIVERSITY REGULATION

Academic quality and standards

UPR AS17 ‘Academic Quality’ effective 1 September 2020 particularly the responsibilities which it assigned to School Academic Committees.

https://www.herts.ac.uk/about-us/governance/university-policies-and-regulations-uprs/amendments-to-regulations

Admissions policy

The following extract from UPR SA03 (SA03-Admissions-Undergrad and Taught Postgraduate Students-v10.0.doc).

“4.4 Deans of School (Chairmen of School Academic Committees)

Any admissions policies, regulations and procedures within programme regulations are the responsibility of the relevant Programme Committee. They must be:

a consistent with the principles, policies, regulations and procedures set out in this document (UPR SA03) and with those of any relevant external validating or professional body and

b approved by the relevant Deans of School and such approvals noted by the School Academic Committee.”

Summary of changes to academic regulations (taught programmes) for 2020-21

The following summaries of the academic regulatory changes for 2020/21, affecting the University’s taught programmes:

i UPR AS11
ii UPR AS12 (and, by association, UPR AS13)
iii UPR AS14
iv UPR AS17
20.4 CONDUCT OF THE COMMITTEE’S BUSINESS

20.4.1 Protocol for approval by Chairman’s Action

approved by the Committee on 10 October 2012; (Part 2)

20.4.2 Protocol for the conduct of business

approved by the Committee on 10 October 2012; (Part 3)

20.4.3 Membership – responsibilities and duties

The responsibilities associated with membership of the Committee and members’ duties (Part 4)

20.4.4 Protocol for the appointment of External Examiners

The arrangements approved by the Committee on 10 October 2012, whereby External Examiner vacancies are identified, nominees are considered by the Committee and recommendations for appointment are made by the Committee for the approval of the Director of Academic Quality Assurance (Part 5)

20.5 SCHOOL DEVELOPMENT AND STRATEGY

The School Academic Standards and Student Experience Action Plan (Part 6 - was not received)

20.5.1 Study Abroad

A summary of those confirmed students undertaking a study abroad/exchange scheme during the academic year 2019-2020 (Part 7 - was not received)

20.5.2 Annual Monitoring and Evaluation Reports (AMERs), Annual Short Course Monitoring Reports and Annual Subject Monitoring and Evaluation Reports

The arrangements for the formulation, consideration and approval of Annual Monitoring and Evaluation Reports (AMERS) (including, as appropriate, Annual Short Course Monitoring Reports and Annual Subject Monitoring and Evaluation Reports) and to note also, where relevant, the membership of any working group to which the Committee has delegated responsibility in this regard and that AMERs will be held in the electronic archive of the Committee’s business.

The AMERs which the Schools is required to provide and their completion and submission (Part 8 – was not received)

20.5.3 Annual School Reports on Academic Standards and Student Experience reporting cycle

The reporting cycle for the 2020-2021 Annual School Reports on Academic Standards and Student Experience. (Part 9)

20.6 ACADEMIC PORTFOLIO

20.6.1 Modules – development and validation

section B2.3, UPR AS17 (AS17 Academic Quality-v10.0).

‘A new module may be initiated by a Programme Committee, by a group of staff or by an individual member of staff. Schools are responsible for the approval of modules and may exercise discretion in determining an appropriate approval process in each
case. Schools should ensure that initial approval to develop a new module has been sought from the Dean or ADoS (AQA) and the relevant Programme Committee(s) for the programmes on which the module will be taught.’

20.6.2 Academic Development Committee (ADC)

The programme and partner proposals submitted by the Dean of School for consideration by ADC at their meetings and that Committee’s decisions in relation to these proposals.

5 February 2020 (none)
13 May 2020 (Part 10)
8 July 2020 (Part 11)
7 October 2020 (Part 12)

20.7 EXTERNAL EXAMINERS

The External Examiners appointed within the School and the programmes for which they have been appointed. (Part 13)

20.8 PROGRAMME COMMITTEES

20.8.1 Programme Committees - governance

The generic terms of reference, generic composition Chairman and titles as approved by the Academic Board which apply to all Programme Committees established by the School Academic Committee and in doing so to note that the Programme Committees established within the School function as sub-committees of the School Academic Committee.

https://www.herts.ac.uk/about-us/governance/academic-board/academic-board-structure

20.8.2 Matters referred by Programme Committees

There were no substantive items that the Programme Committees wished to draw to the attention of the School Academic Committee.

20.9 COLLABORATIVE PROVISION

20.9.1 Collaborative Partners

The School’s collaborative partners and the dates on which those partners require re-approval. (Part 14)

20.9.2 Matters referred by the Collaborative Partnership Leaders

There were no substantive items that the Collaborative Partnership Leaders wished to draw to the attention of the School Academic Committee.

20.10 VALIDATIONS, PERIODIC REVIEWS AND REVALIDATIONS

The schedule of validations, periodic reviews and revalidations (Part 15).

20.10.1 Validation, periodic review and revalidation reports

Collaborative School Approval

<table>
<thead>
<tr>
<th>Programme Code</th>
<th>Partner/Programme Title</th>
<th>Date Event</th>
<th>Date Conditions Meeting</th>
<th>AQ4 Signed</th>
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<tbody>
<tr>
<td>HENS</td>
<td>FdA Early Years – full-time work-based route</td>
<td>25/6/2020</td>
<td>N/A</td>
<td>23/7/2020</td>
</tr>
</tbody>
</table>
20.11 **BOARDS OF EXAMINERS**
The titles of the Short Course/Module and Programme Boards of Examiners established within the School by the Vice-Chancellor, their Chairs appointed by the Vice-Chancellor, and their memberships. (Part 17)

20.12 **PROFESSORSHIPS, READERSHIPS AND HONORARY TITLES**

The Dean of School was authorised to confer the following honorary titles: Visiting Research Associate; Visiting Research Fellow; Senior Visiting Research Fellow; Honorary Senior Lecturer (Clinical); Honorary Lecturer (Clinical); Visiting Fellow; Visiting Clinical Fellow; Visiting Senior Clinical Fellow; Visiting Industrial Fellow.

The honorary titles conferred by the Dean of School, the names of the individuals concerned and the dates of the term of conferment (commencement and conclusion) set out in the attached list which also shows other senior academic titles (Reader, Reader Emeritus, Professor, Professor Emeritus) conferred on other members of the School by the Academic Board or the Board of Governors. (Part 18)

20.13 **WORKING GROUPS ESTABLISHED BY THE SCHOOL ACADEMIC COMMITTEE**

<table>
<thead>
<tr>
<th>Title of group:</th>
<th>Convenor:</th>
<th>Date of establishment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMER working group</td>
<td>Chris Collins</td>
<td>October 2013</td>
</tr>
<tr>
<td>Athena Swan working group</td>
<td>Alison McIauchlin</td>
<td>November 2015</td>
</tr>
</tbody>
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20.14 **PROFESSIONAL ADVISORY GROUPS (OR EQUIVALENT)**

<table>
<thead>
<tr>
<th>Title of group:</th>
<th>Convenor:</th>
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<tbody>
<tr>
<td>Professional Advisory Group (Initial Teacher Education)</td>
<td>Dr Lyn Trodd</td>
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20.15 **ANNUAL REPORT OF THE SCHOOL ACADEMIC COMMITTEE**

The Annual Report of the School Academic Committee for Academic Years 2018/19 and 2019/20, will be taken at the next meeting.

20.16 **COMMITTEES OF THE ACADEMIC BOARD**

<table>
<thead>
<tr>
<th>Name of Committee /Board</th>
<th>Date of Meeting</th>
<th>URL</th>
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<tbody>
<tr>
<td>Ethics Committee</td>
<td>12 February 2020</td>
<td><a href="https://www.herts.ac.uk/__data/assets/pdf_file/0003/271731/2020-02-12-ECISHP-Minutes.pdf">https://www.herts.ac.uk/__data/assets/pdf_file/0003/271731/2020-02-12-ECISHP-Minutes.pdf</a></td>
</tr>
</tbody>
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21 **UNIVERSITY POLICY AND REGULATION – COMPLIANCE**

There were no matters concerning compliance with University policy and regulation which had not already been considered during the meeting.

22 **RISK**

The impact of StAR on Academic Quality processes had been significant. The School raised the following concerns for recruitment and enrolment – which had affected home and international students, UG, PGT, Research:
• Communication of administrators with Programme Leaders/Admissions Tutors – queries do come to academic staff but they were not aware of where students were in the system (a tracking system visible to key academics would be useful), and they were not able to prompt students to take actions which may be simple and which were blocking them moving on through the system.

• Programme start dates – didn’t always seem to be part of the criteria upon which action was prioritised.

• Dependence on single members of staff in some areas (so no progress when on leave, etc.)

23 EMERGENCY BUSINESS

There was no emergency business.

24 DATE OF NEXT MEETING – TO BE CONFIRMED