

THE SENATE



There will be a meeting of the Senate at 2pm on Wednesday 24 February 2021. This will be a virtual meeting held via a TEAMS meeting (the link will be included within the calendar invitation).

Chief Resource Officer and University Secretary
10 February 2021

AGENDA

1. BUSINESS OF THE AGENDA

Items in Section A are for discussion and action by the Senate. Items in Section B contain routine recommendations which will be deemed to have been approved at the meeting unless members of the Senate ask for them to be discussed. Items in Section C are for information only. Any member of the Senate may ask for an item from Section B or Section C to be moved to Section A by contacting the Secretary before 5pm on Monday 22 February 2021. Reserved items appear in Section D.

These Items can be found on the Committee's Blackboard site.

- Go to MyUEA site <https://portal.uea.ac.uk/>
- Click 'Log in to Blackboard' or if already within MyUEA Go to the 'UEA's Learning Portal' on your Dashboard
- Then find the Senate Blackboard site listed under My Organisations and look at the Meeting Papers folder for the relevant meeting.

2. MINUTES

To confirm
the minutes of the meeting held on 3 June 2020.

To note
the November meeting of Senate was cancelled.

3. CONFIRMATION OF CHAIRS ACTION

- 1) The appointment of additional deputy Disciplinary Officers for this academic year to assist current Disciplinary Officers, Piers Fleming (PSY) and Usha Sundaram (NBS) with COVID 19 related breaches of University regulations: : Professor Susan Fairweather-Tait (MED), Dr Sherzod Muminov (HIS), Dr Fi Roxburgh (PPL) and Professor Andreas Stephan (LAW).
- 2) Following the satisfactory completion of the due diligence work by the Learning and Teaching Committee in July 2020, the Vice Chancellor gave institutional approval to the London College of International Business Studies and approval of Study Centres in Ghana and Botswana as a partner institution from July 2020 for the delivery of UEA programmes from September 2020.(See Senate Minute *35 03 06 2020 and LTC19D132).
- 3) Other actions taken by the Vice Chancellor are detailed in Section C.

4. STATEMENTS BY THE VICE-CHANCELLOR
5. DECLARATIONS OF CONFLICTS OF INTEREST (IF ANY)
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SECTION A: ITEMS FOR DISCUSSION AND ACTION

Please look under 1. Business of the Agenda for details of how to view these documents.

*A1 BUSINESS CONTINUITY/COVID 19 AND PLANS FOR THE REST OF THE ACADEMIC YEAR

To consider

a confidential verbal update from PVC Academic and Deputy Vice Chancellor Professor Neil Ward and PVC Student Experience and Education, Professor Emma Sutton

*A2. ADMISSIONS PERFORMANCE 2020 AND PLANS FOR 2021

To consider

a confidential oral report from the Academic Director of Admissions Professor Richard Harvey and the Director of Admissions, Recruitment and Marketing Angelina Bingley.

A3. ANNUAL INNOVATION REPORT

To report

that Senate is required to review at least annually the academic performance in innovation of the University and the standing of the University both nationally and internationally, judged against strategies approved by Council;

To consider

a report from the Pro Vice Chancellor, Professor Fiona Lettice, the Head of Innovation, Dr Jon Carter, and Head of Business Partnerships, Julie Schofield Research and Innovation Division. **SEN20D002**

*A4. STUDENT ENGAGEMENT AND NON COMPLETION

To consider

a confidential report from the Head of Planning on engagement, interventions made and the impact this has had and is having on non-completion. **SEN20D003 (Report to follow)**

*A5. STUDENT PROGRESSION RATES AND DEGREE CLASSIFICATION DISTRIBUTION 2019/20: POTENTIAL IMPACT OF THE COVID-19 MEASURES

To note

- 1) that the information in the report may be used to inform understanding where there is a change in Good Honours profiles;
- 2) the continued use of the 2019/20 safety net for 2020/21 finalists;
- 3) that the report provides context to inform subsequent decisions regarding provision of measures to offset the detrimental impact of Covid should they become necessary

To consider

the confidential report **SEN20D004** (LTC20D020).

A6. ACCESS AND PARTICIPATION PLAN

To consider

a report from Academic Director for Inclusive Education, Professor Helena Gillespie, Assistant Head of Planning : WP and Business Intelligence, Becky Price and Assistant Head of Outreach, Charlotte Wheatland on UEA's response to the requirements for monitoring of Access and Participation 2019/20 set by Office for Students. **SEN20D005 (Report to follow)**

A7. VICE-CHANCELLOR'S TASK FORCE ON MENTAL HEALTH AND WELLBEING

To consider

a progress report on the work of the taskforce from Dr Jon Sharp Director of Student Services. **SEN20D006**

A8. VICE-CHANCELLOR'S TASK FORCE ON TACKLING RACISM

To consider

a progress report on the work of the taskforce from the Vice-Chancellor. **SEN20D007**

A9. REPORT ON ACTIVITIES SUPPORTING STUDENT WELFARE THROUGH THE PANDEMIC

To consider

a progress report on the work of the Student Services Division from Dr Jon Sharp Director of Student Services. **SEN20D008**

**SECTION B:
ITEMS WHICH CONTAIN RECOMMENDATIONS BUT WHERE NO DEBATE
IS ANTICIPATED**

Please look under 1. Business of the Agenda for details of how to view these documents.

B1. GRADUATE OUTCOMES SURVEY

To consider

a report from Matthew Aldrich, Academic Director for Employability and Garrick Fincham, Head of Planning providing a summary of the Graduate Outcomes Survey and league table performance on graduate prospects. **SEN20D009**

B2. STRUCTURE OF THE ACADEMIC YEAR

To report

that the Learning and Teaching Committee reviewed and considered (LTC20D055) some of the changes made during 2019/20 in response to the COVID 19 pandemic to be beneficial including:

- 1) the introduction of a two week assessment period in January
- 2) the cessation of a dedicated "Do Something Different Week" and instead running activities throughout the year
- 3) an earlier reassessment period in the summer vacation.

(The Committee noted there was value in keeping some of the measures introduced, specifically the January assessment period, not only to keep assessment as close to teaching as possible but also to allow the use of 'no detriment' across semesters rather than years, if necessary in the future, This alters the structure of Semester Two, with the Do Something Different activity spread throughout the year (the week-long festival presented challenges, for example PGT and Health students could not always join in).

To consider

the Committee's recommendations: **SEN20D010**

- 1) to continue with the January assessment period in future years
- 2) to run "Do Something Different" activities throughout the year rather than in a dedicated week
- 3) to undertake further modelling work to determine how an earlier reassessment period might work in future years.

B3. CHANGES TO THE AWARD REGULATIONS 2020-21 IN RESPONSE TO THE COVID-19 PANDEMIC

To consider

changes to award regulations recommended by a quorate sub-group of the Learning and Teaching Committee including the Chair and reported to the Committee (LTC 20D044) **SEN20D011**. These proposed changes supersede those being reported to Senate as Agenda Item C4 Changes to BIM award regulations.

B4. UNIVERSITY SAFEGUARDING POLICY

To consider

a revised an updated University safeguarding policy. **SEN20D012**

SECTION C: ITEMS FOR REPORT

Please look under 1. Business of the Agenda for details of how to view these documents.

C1. APPOINTMENT OF MEMBER OF THE SENATE TO SERVE ON THE COUNCIL

To report

- (1) that the Council includes amongst its membership two members of the Senate whom currently are Professor Ratula Chakraborty (2022) and Dr Louise Bohn (2021)
- (2) that the term of office of Dr Louise Bohn will end on 31 July 2021;
- (3) that nominations of candidates for the vacancy (which need not be for serving members of the Senate) will be sought. It is proposed that nominations should be lodged with the Chief Resource Officer by email no later than **5pm, Monday 17th May 2021**.

The proposer should clearly state within the email to the Chief Resource Officer, the name and email address of the person being nominated and that the nominee should be cc'd in on the email (as this will verified by the Vice-Chancellor's Office) as well as their own name/email address;

- (4) In the event that there are no nominations for this vacancy, at the first ordinary meeting of the Senate nominations shall be asked for and voted upon by ballot by those persons present and entitled to vote.

C2. ANNUAL RESEARCH INTEGRITY REPORT

To report

that following the cancellation of the November Senate meeting the Vice Chancellor as Chair of Senate and acting on behalf of Senate

1) received

the attached Annual Report summarising activities undertaken to support and strengthen understanding and application of research integrity issues in the period 1st August 2019 to 31st July 2020, which was reviewed and approved by the University Research Ethics Committee on 7th October 2020 and by the University Research Executive on 14th October 2020.
SEN20D001

2) gave the required assurances to Council

- a) on the activities undertaken to support and strengthen understanding and application of research integrity issues across the University;
- b) that the processes in place for dealing with allegations of misconduct in research are transparent, robust and fair and are appropriate for the University's needs; and
- c) that the single allegation of research misconduct within the University means that it is not possible to identify any trends and further analysis is not warranted.

C3. CHANGES TO GENERAL REGULATIONS 2020/21

To report

that the Vice Chancellor approved the following change recommended by the Chair of the Learning and Teaching Committee on behalf of LTC in July 2020 to general regulations in response to COVID 19 pandemic: to introduce a new sub-clause 1.6 to the introductory section of the general Regulations – Section 1 Effect of these regulations

1.6 There are no changes to the Regulations as a result of Covid-19; the existing regulations will be applied in the particular context of Covid-19 for the duration of the epidemic and its aftermath. This means that where the regulations refer to an in-person on-campus situation, this may be replaced with a virtual equivalent. For example, reference to attendance meaning 'your physical presence on a timely basis' will be interpreted to include your virtual presence at timetabled events delivered online.

(the actual wording for Gen Reg 13 is: Attend lectures, seminars, research training, and other classes and events that are required as part of your programme of study. Attendance means your physical presence on a timely basis).

C4. UPDATES TO BIM AND CMF AWARD REGULATIONS 2020/21

To report

that the Vice Chancellor approved updates recommended by the Learning and Teaching Committee as follows:

- 1) to BIM award regulations for students commencing their studies in 2018/19 or earlier ((LTC19D150) – **SEN20DD019**
- 2) to BIM award regulations for students who commenced their studies in 2019/20 ((LTC19D151) – **SEN20D020**
- 3) to BIM award regulations for students who commenced their studies in 2020/21 ((LTC19D152) – **SEN20D021**
- 4) to CMF regulations for 2020/21 ((LTC19D153) – **SEN20D022**

C5. CHANGES TO BIM AWARD REGULATIONS

To report

that the Vice Chancellor approved changes recommended by the Chair of the Learning and Teaching Committee to the Bachelors and Integrated Masters Award Regulations

a) a change in relation to the operation of the safety net for IM students who are finalists this year and for the cohort who will be finalists next year. In essence as these courses have three counting years towards their degree classification, their safety net for the counting year 2019/20 will be to use the higher of the two year marks from their other counting years.

Regulation 15.3.1(c) new wording

For students on Integrated Masters courses for whom 2019/20 is a year of study which contributes towards their final award mark the calculation would be

$$\text{Final award mark (\%)} = (A \times B) + (C \times D) + (E \times F)^*$$

where

A = credit weighted aggregate mark for Stage 2

B = Stage weighting applied to Stage 2

C = credit weighted aggregate mark for Stage 3

D = Stage weighting for Stage 3

E = credit weighted aggregate mark for stage 4

F = Stage weighting for Stage 4

*If Stage 2 was 2019/20 and if C > A then use C in place of A in the calculation, but if E > C then use E in place of A

*If Stage 3 was 2019/20 and if E > C then use E in place of C in the calculation, but if A > E then use A in place of C

b) To confirm the extension of the use of discretion that was permitted during 2019/20 to this year's finalists for whom 2019/20 is a counting year and also for IM finalists in 2021/22 and for whom 2019/20 is a counting year, as had been originally intended .

Regulation 15.3.4

With respect to Final Classification, , the Board of Examiners shall consider the recommendations of the Extenuating Circumstances Panel and shall have additional discretion to consider students outside the 2% borderlines and giving particular attention to the performance of students prior to 15th March 2020.

(The documents can be found in LTC papers for the November meeting, LTC 25.11.2020 Min 20.3 and Senate report SEN19D030)

C6. CHANGES IN PARTNER INSTITUTION AWARD REGULATIONS

To report

that the Vice Chancellor approved changes recommended by the Chair of the Learning and Teaching Committee to the University's partner institution award regulations as follows:

- 1) Updates to Partner Institution Award Regulations -Regulations for Bachelors, Integrated Masters, Graduate Diplomas, Graduate Certificates and Foundation Degree Awards Adapted for Partner Institutions – these Regulations did not previously include reference to year in industry programmes but this is now included should partners wish to pursue this avenue –
- 2) Common Masters Framework Regulations Adapted for Partner Institutions – these have been updated with minor amendments to ensure they are aligned with the UEA version

SEN20D023 (LTC20D001)

C7. NEW REGULATIONS FOR A FOUNDATION DEGREE AWARD

To report

that the Vice Chancellor approved new award regulations recommended by the Chair of the Learning and Teaching Committee for the Foundation Degree Award in Health Students (Higher Apprenticeship Nursing Associate) (FdSc)

(See report **SEN20D023** under C6.)

*C8. COVID-19 UPDATE: THE UNIVERSITY'S APPROACH TO ACADEMIC YEAR 2020/21

To receive

a confidential report from the Pro Vice Chancellor Academic and Deputy Vice Chancellor Professor Neil Ward as presented to Council in September 2020 (COU20D004) and LTC in October 2020 (LTC20D009) **SEN20D013**

*C9. LEAGUE TABLE SUMMARY FEBRUARY 2021

To receive

a confidential report summarising the University's position in the most recent editions of The Times University league table (otherwise known as the Good University Guide) and the THE World University Rankings. **SEN20D014**

*C10. NATIONAL STUDENT SURVEY

To receive

the confidential outcome of the 2020 National Student Survey. **SEN20D015**

*C11. UNIVERSITY QUALITY ASSURANCE

To receive

a confidential copy of the report and action plan presented to Council in November 2020 (**SEN20D016** / COU20D018 / LTC20D025) relating to the continuous improvement of the student academic experience and student outcomes in 2019/20, including evidence from our internal quality assurance processes which involve students and include embedded external peer review or professional review. On the basis of this report Council were asked to confirm

- a) that for the 2019/20 academic year that the methodologies used as a basis to improve the student academic experience and student outcomes were robust and appropriate, to the best of their knowledge;
- b) that the standards of awards for which the University is responsible have been appropriately set and maintained.

C12. APPEALS AND COMPLAINTS

To receive

a copy of the report and review of statistics on Stage 1 and 2 Academic and Non-Academic Appeals and Complaints and OIA Cases (Academic Year 2019/20 as presented to LTC in November 2020 (LTC20D026) **SEN20D017**

C13. LEARNING AND TEACHING COMMITTEE

To receive

a round up report from the Learning and Teaching Committee from its meeting on 6 May 2020, 17 June 2020, 17 July 2020 and 25 November 2020. **SEN20D018**

C14. OFFICE FOR STUDENTS ANNUAL REVIEW: ENGLISH HIGHER EDUCATION 2020

To receive

the 2020 annual review which reflects on a year of challenge and resilience for English higher education. It looks at the support provided by the OfS to students and the sector during the pandemic, and sets out their priorities for 2020. The report can be accessed from the OfS website <https://www.officeforstudents.org.uk/publications/english-higher-education-2020-the-office-for-students-annual-review/>

C15. DATE OF NEXT MEETING

To report

that the next meeting of the Senate is scheduled for Wednesday 2 June 2021.

SECTION D: RESERVED BUSINESS

Please look under 1. Business of the Agenda for details of how to view these documents.

No items have been received.

SEN20D002

Title: *Innovation Report*
Author: Prof. Fiona Lettice, Dr Jon Carter & Julie Schofield
Date: February 2021
Circulation: Senate February 2021
Agenda: SEN20A002
Version: Final
Status: Open

Issue

An update for Senate on Innovation activity at UEA in the previous year.

Recommendation

Senate is invited to receive the report.

Resource Implications

None

Risk Implications

None identified

Sustainability

The report should inform Senate on a number of activities that are, or have the potential to, generate income, improving UEA's financial sustainability. Senate's attention is also drawn to the strategic project application SuNRise Coast that will improve the regions environmental sustainability by supporting the economic and environmentally sustainable development of the Southern North Sea.

Equality and Diversity

No detrimental impact on equality and diversity.

Timing of decisions

Senate is not requested to make any decisions

Further Information

None

Background

No additional background material

Discussion

A report on innovation at the University of East Anglia.

Attachments

Innovation at the University of East Anglia Report for University Senate February 2021

This report is divided into five sections, the Innovation Environment, Comparative Metrics, Highlighted Strategic Projects, COVID 19 pandemic response, and an update on the introduction of the Knowledge Exchange Framework (KEF) and Knowledge Exchange Concordat (KEC).

1. Introduction: The Innovation Environment

There has been no change in the overall oversight of innovation activity which continues to be provided by the Innovation Executive constituted as described in the 2020 report. The Patent Advisory Board (Chair: UEA Academic Director of Innovation) and Innovation Advisory Board (Chair: UEA Chancellor) have continued to meet to provide strategic support to the Innovation Executive and P-VC Research and Innovation.

Innovation activity remains funded through a separate funding stream from Research England, the Higher Education Innovation Fund (HEIF). Despite the introduction of KEF, HEIF continues to be allocated based on UEA's return to the annual Higher Education Business and Community Survey (HEBCIS) key components of which are described in more detail in Section 2 of this report.

Innovation continues to contribute to the Vision 2030 objectives including:

Objective 4	Increasing our research power and impact
Objective 6	Supporting and developing our staff
Objective 8	Developing an enterprising campus
Objective 9	A leader in regional economic and cultural development
Objective 10	Projecting our reputation: a world-leading university at the heart of local, national and global networks

Innovation activities continue to be managed to contribute to key UEA priorities including: providing direct and indirect income, reputational gain, student enterprise and employability, and research. This year there has been a particular focus on supporting REF impact case studies.

As a result of increased activity, including external reporting obligations, and the development of a number of larger strategic projects, the role of Head of Innovation has been split between two posts, Head of Business Partnerships (Julie Schofield) and Head of Intellectual Property and Investment Management (Dr Jon Carter).

Performance against key elements in Objective 8 is outlined below:

- 1. We will provide opportunities for student and staff enterprise that will strengthen links with the business community and strengthen financial sustainability through enterprise-linked returns being channelled into new investment in the 2030 Vision. This will include support for the development of greater numbers of spin-out companies on the NRP with the help of Norwich Research Partners LLP.*

Despite the challenging commercial environment there has continued to be activity in this area, a number of examples of which are detailed below:

- 1.1 UEA has benefit from its membership of two Research England Connecting Capabilities Fund consortia, EIRA and Ceres, which together have contributed around £1.2 million to UEA projects. Both of these funding streams are due to finish at the end of this financial year but have submitted applications for continued funding.
 - 1.2 Despite launching into a very challenging economic environment LCIF2 has remained on target for both the number and value of investments, having invested over £1.7 million into a total of seven companies.
 - 1.3 Last year progress on Productivity East (previously the Institute of Productivity) and the SuNRise Coast Strength in Places Fund bid were reported in this section. These two initiatives are now reported on in Section 3.
2. *We will launch a new Enterprise Fund, contributed to by benefactors who will also give up their valuable time to mentor our students as they develop a business idea.*

The Enterprise Fund continues to operate supporting student and alumni commercial ventures. In addition to its previous grant and investment schemes this year the Fund has also offered emergency support to eight ventures totalling nearly £100,000 to enable them to overcome short term difficulties created by the COVID 19 pandemic.

2. Comparative Metrics

UEA continues to benchmark its activity using HEBCIS to facilitate comparisons with 160 other institutions and a longitudinal analysis of UEA's performance. The following summary updates the last report, focusing on UEA's overall performance and those metrics used in determining UEA's HEIF allocation.

The analysis of the HEBCIS data is based on the latest year for which comparative data is available, 2018/19 so will not include the effects of the COVID 19 pandemic. Data for 2019/20 is not available as the HEBCIS return from institutions for this period has been delayed. As last year UEA's performance is compared with that of Bath, Lancaster, Loughborough, Surrey and Sussex. Data is presented on both the overall HEBCIS return over time and a more detailed analysis of the elements of HEBCIS that contribute to HEIF allocation. For these areas it should be noted that it is the financial return (income generated) that is used. In addition, to help provide context, the top ranked university and the 20th ranked university are included in the figures.

In future years the comparative analysis of UEA's performance we be assisted by the KEF, however the pilot KEF using 2019/20 data is delayed due to COVID 19.

2.1 UEA's performance in HEIF relevant metrics over time

Figure 2.2 shows UEA's performance over time for the key, HEIF relevant, metrics of income from consultancy, intellectual property, facilities, regeneration, contract research and CPD.

Figure 2.1: UEA performance in key metrics over a five year period

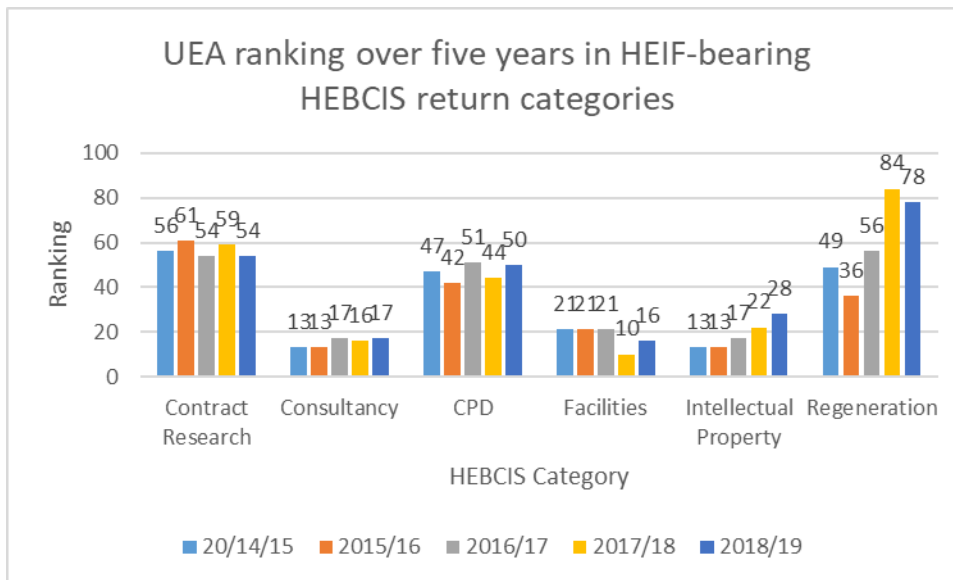


Figure 2.1 shows that UEA is maintaining its strength in consultancy and has developed a strength in Facilities, reflecting investment on the Norwich Research Park. There has been a slight drop in relative performance on intellectual property income, although this may reflect the strategic management of IP assets, including their role in supporting REF Impact Case studies. Income from intellectual property can also be heavily influenced by a small number of licences. This is an area that will be kept under close review.

Figures for regeneration income remain very volatile, and are likely to remain so through the Brexit period as much of the income reported is dependent on EU funding streams such as ERDF. The two areas where the UEA has not been able to improve its relative performance are contract research and CPD.

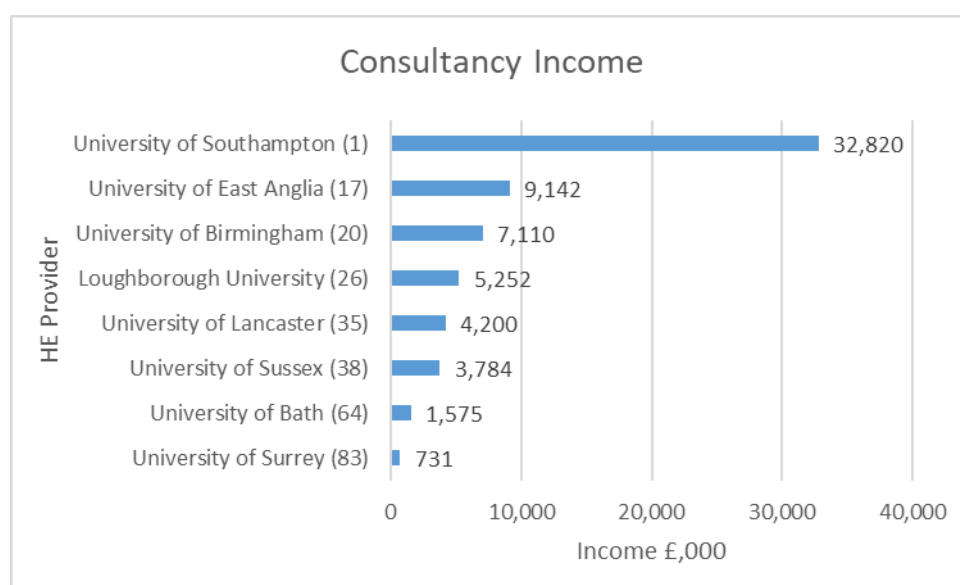
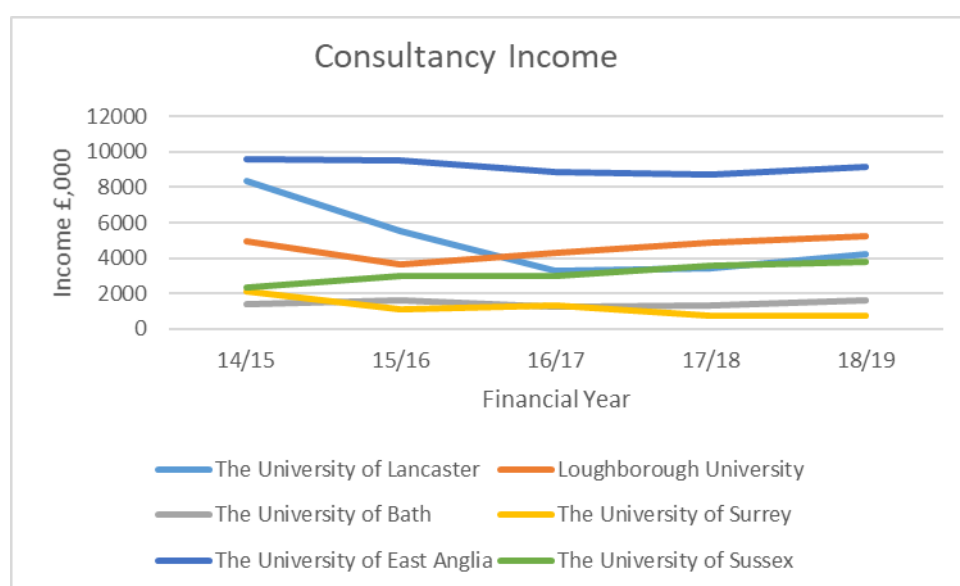
Reviewing the data for each of the key HEBCIS metrics in turn a graph is presented for the 2018/19 returns that also shows the top and the 20th ranked universities and a further graph showing the UEA's and the other selected universities returns over the past 5 years. The breakdown of each institutions return is obviously confidential to the institution but the analysis does include some speculation on the reasons behind the strengths of various institutions.

2.2 Consultancy

Consultancy is defined as the provision of expert advice and work, which while it may involve a high degree of analysis, measurement or testing, is crucially dependent on a high degree of intellectual input from the organisation to the client (commercial or non-commercial) without the creation of new knowledge. In 2018/19 UEA returned £9.14 million in consultancy income, similar to the previous return of £8.73 million and maintaining UEA's strong performance in this category.

The continued success of the University of Southampton may be due to it having established a number of units within its Faculty of Engineering and the Environment such as its Institute of Sound and Vibration Research and Research Institute for Industry that have a prominent dedicated consultancy element.

Figure 2.2 UEA's performance - Consultancy

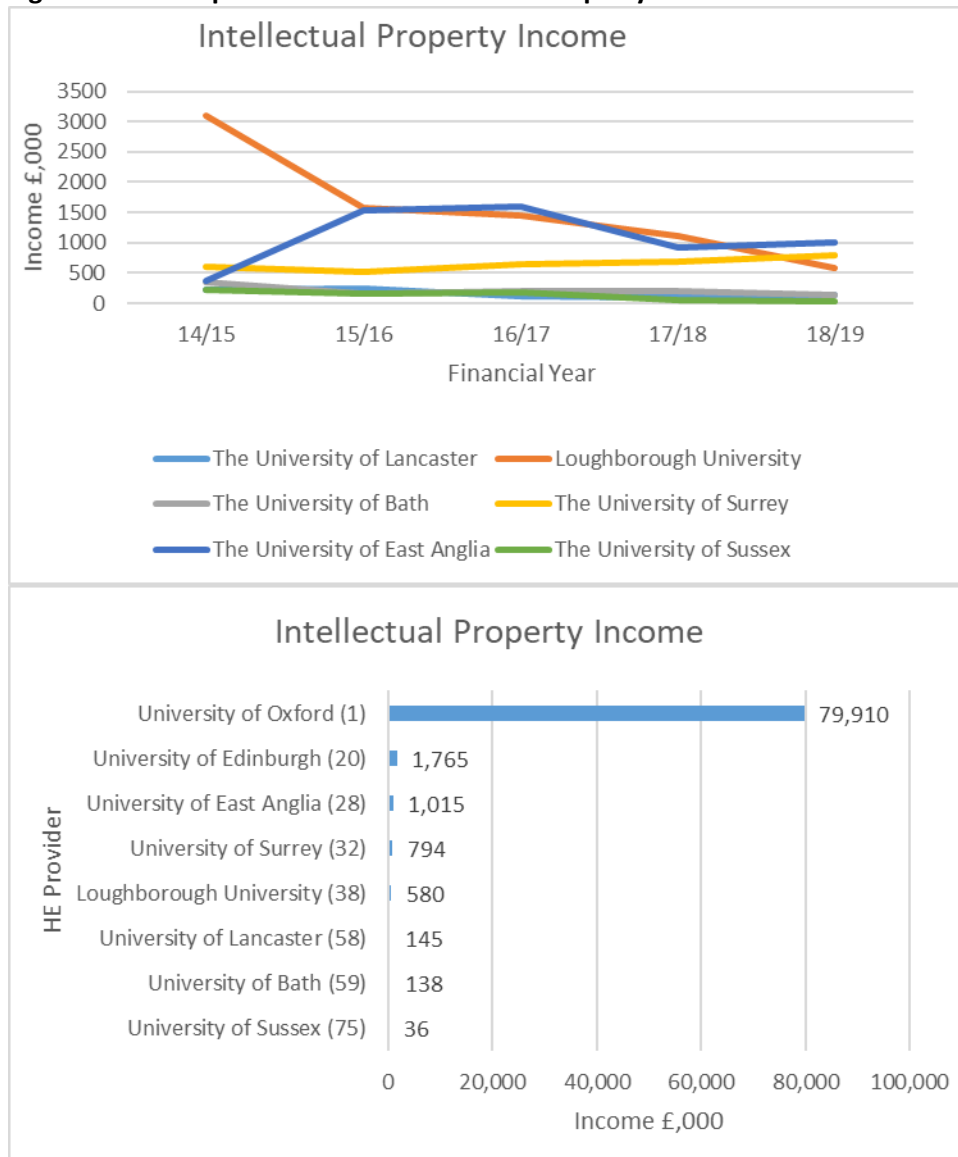


2.3. Intellectual Property

In 2018/19 UEA returned £1.0 million in Intellectual Property income, a slight increase from the previous return of £0.9 million the previous year. Figure 2.3 shows that this is still a strong area for UEA. Oxford has retained its top position in this category, reflecting its heavy investment (£9.6 million in 2018/19 compared with £0.1 million by UEA) and a cumulative patent portfolio of 3,941 compared with UEA's 141.

UEA continues to take a strategic view to intellectual property management and was ranked third, behind Oxford and Manchester, for the total number of licences signed indicating that it is very pro-active in making its intellectual property available. The strategic benefit to UEA, for example in establishing a strong relationship that could benefit further research, student employability or a REF impact case study will be taken into account when negotiating a licencing agreement.

Figure 2.3 UEA's performance – Intellectual Property income



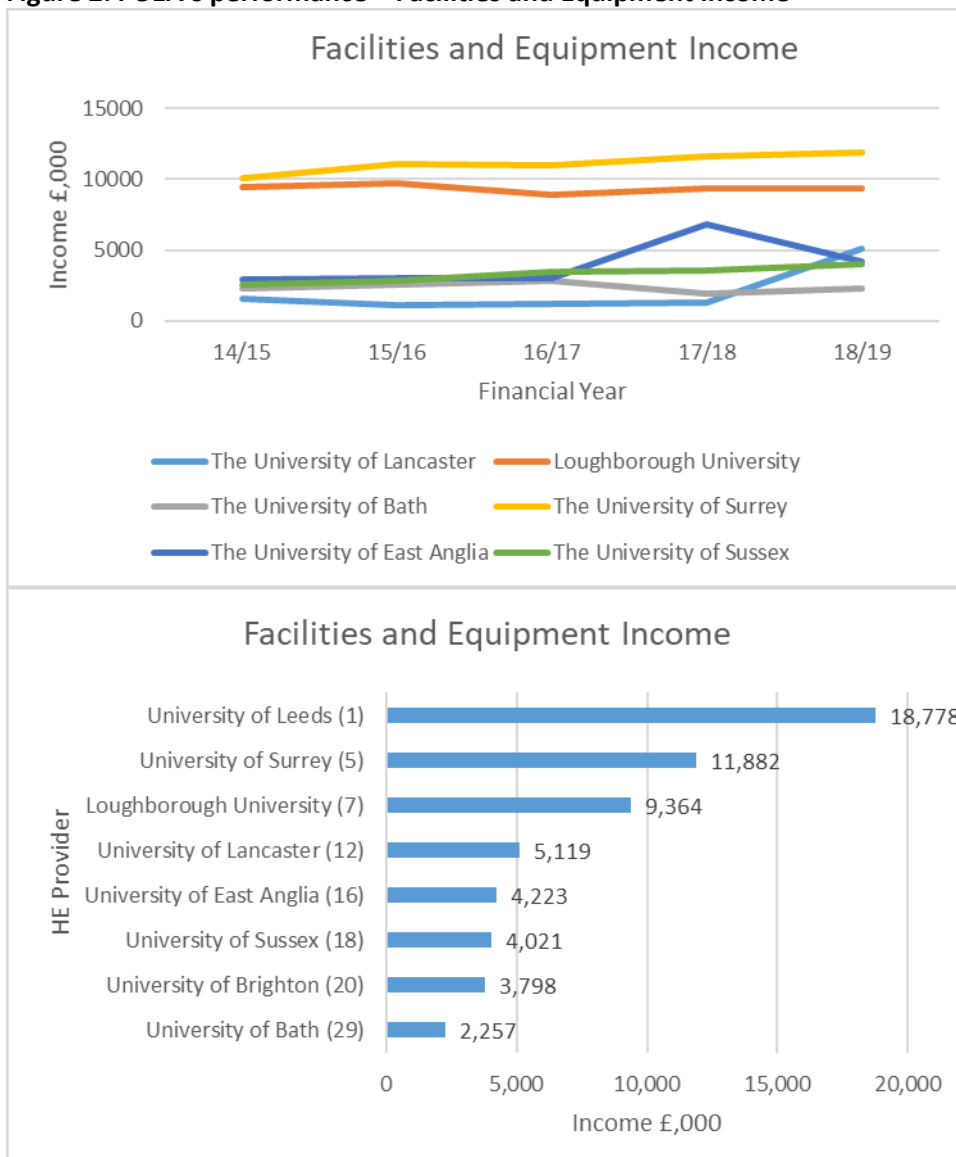
2.4 Facilities and Equipment

In 2018/19 UEA returned £4.22 million in facilities and specialist equipment income, compared with £6.79 million the previous year, which had been UEA's highest ever return for this category. Facilities and equipment services are defined as use by an external party of the HEIs physical academic resources and aims to capture facilities that can be uniquely provided by the HEI.

The continued strong performance of the University of Leeds may reflect its £40m investment in the Nexus Centre, designed to improve industry and university links and provide access to facilities and it will be interesting to see if Productivity East will affect UEA's return. The University of Surrey has always performed well, perhaps reflecting its ownership of the adjacent Science Park with its highly specialised facilities connected with satellite development and construction. UEA continues to benefit from the development of the Norwich Research Park as it is able to return a proportion of the income generated from the Parks activities.

It is anticipated that this category will be the one most affected by COVID 19 with the closure of facilities and requests for rent holidays.

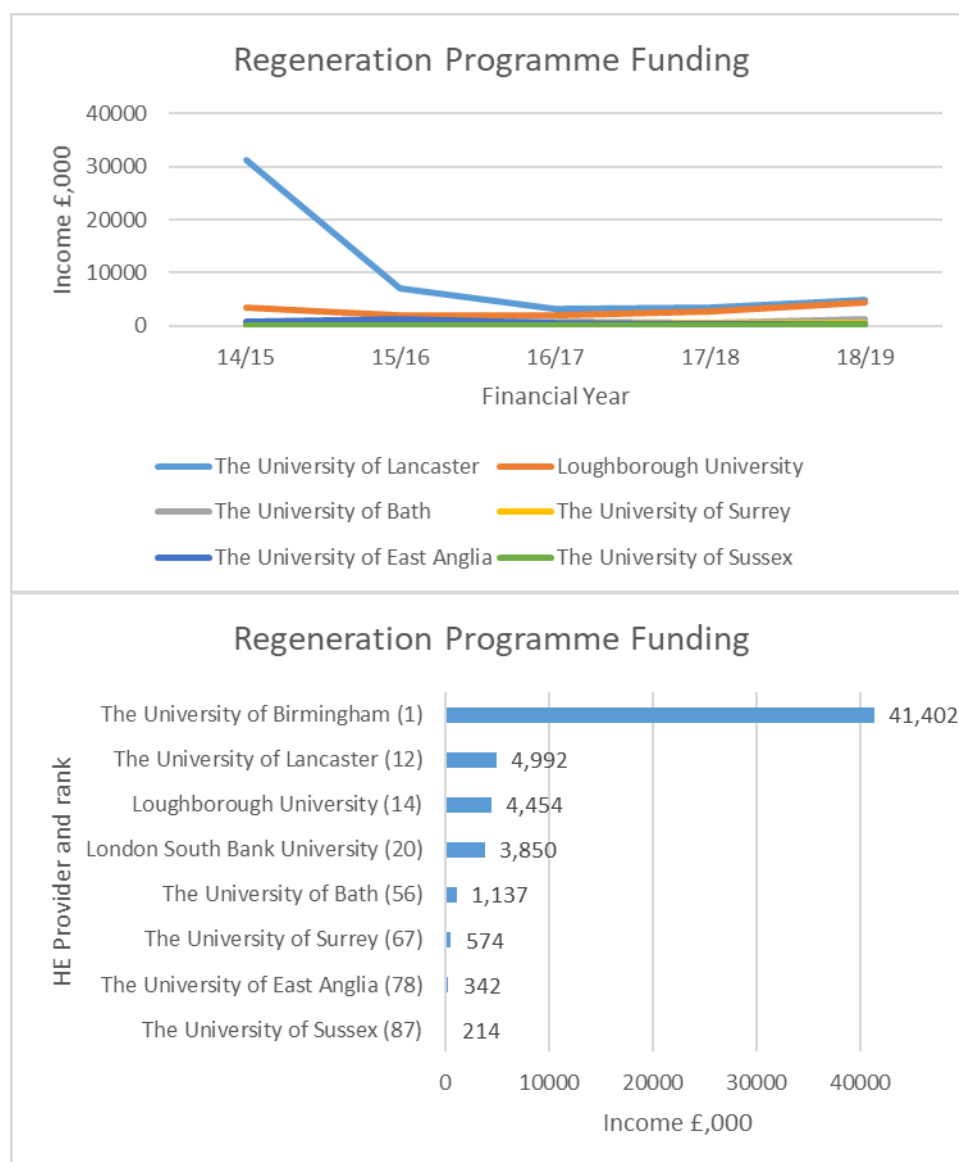
Figure 2.4 UEA's performance – Facilities and Equipment income



2.5 Regeneration and Development

In 2017/18 UEA returned £249,000 in Regeneration and Development programme income which increased in 2018/19 to £342,000. This is always a highly volatile return, dominated by a few large, frequently EU supported projects. UEA continues to anticipate that its ranking will improve over the next few years with the Low Carbon Innovation Fund 2, and the Enterprise Fund making a contribution to this metric.

Figure 2.5 UEA's performance – Regeneration and Development income

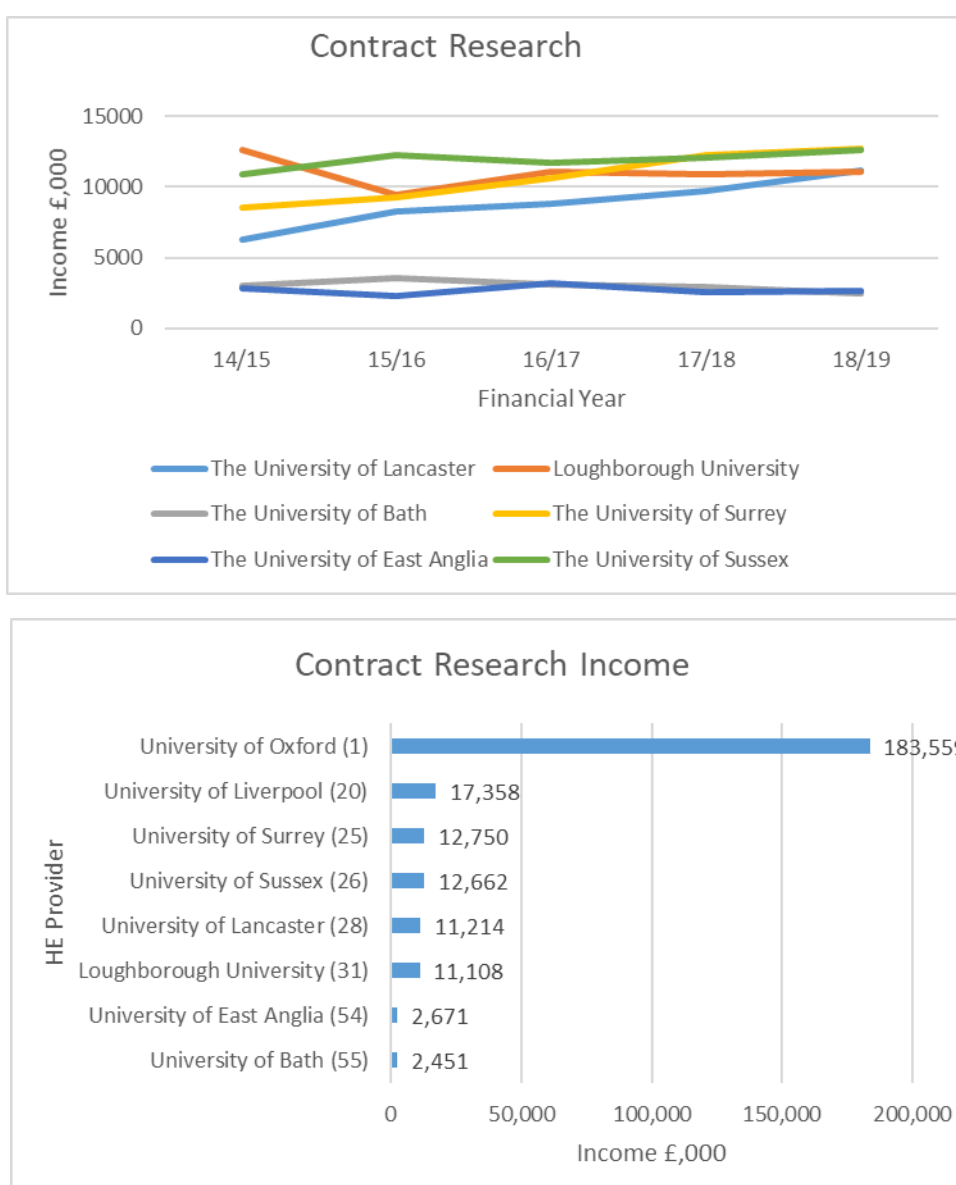


2.6 Contract Research

In 2018/19 UEA returned £2.67 million for contract research, a very slight increase from £2.59 million the previous year. HEBCIS states that contract research is identifiable as the HEI meeting the specific research needs of external partners who are contracting the research for their own purposes. As previously reported contract research remains an area of considerable weakness for UEA despite reviews of internal processes and their implementation to try and identify any institutional barriers preventing the activity.

Much of the University of Oxford's income in the category is generated from medical research, including clinical trials activity.

Figure 2.6 UEA's performance – Contract Research

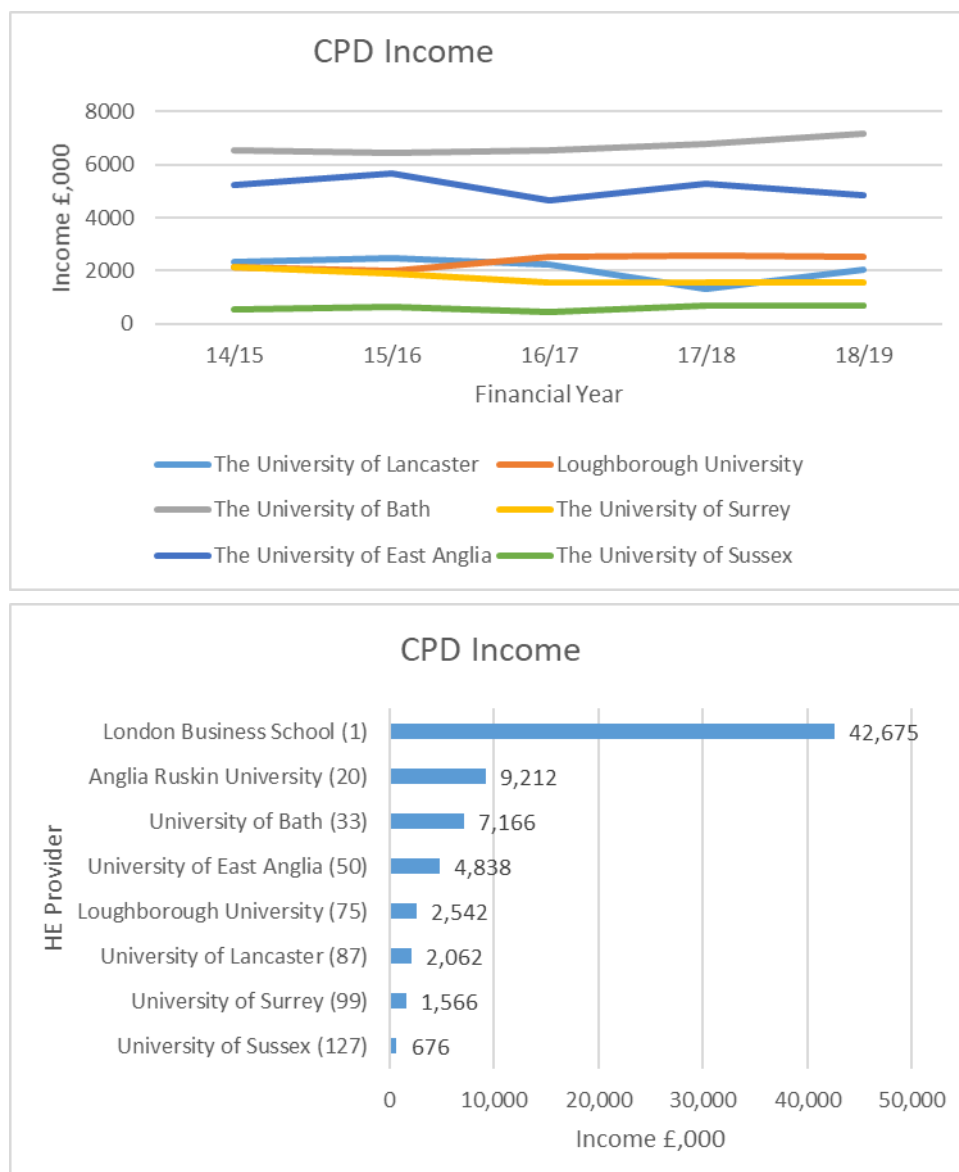


2.7 Continuing Professional Development (CPD) and Continuing Education (CE)

In 2017/18 UEA returned £4.8 million in CPD income, a slight decrease from the previous year's return of £5.3 million. CPD courses are defined as training programmes for learners already in work who are undertaking the course for purposes of professional development/up-skilling/workforce development.

It is perhaps unsurprising that the London Business School remains the strongest performer in this category given its location and speciality. It is interesting to note that while this is not a strong sector for UEA it does comparatively well within the group of universities with which it is compared in this analysis. The predicted positive impact from the Productivity East programme will be delayed due to COVID 19.

Figure 2.7 UEA's performance – CPD



3. Highlighted Strategic Projects

3.1 Productivity East

Productivity East is a £7.4 million pound initiative that will provide new state-of-the-art facilities on UEA's campus to deliver a new regional hub for engineering, technology and management. As well as investment from UEA, Productivity East (PE) receives a grant of £4.5m from the New Anglia LEP (NALEP). The initiative will enable businesses in our region to work alongside our world-class researchers and students to discover practical solutions to current and future challenges. Upskilling their workforce through access to a broad range of CPD courses, practical demonstration sessions and thought leadership masterclasses. Together, our students, academics and businesses can explore new ideas to develop prototype designs and create innovative products and services. The events of 2020, have impacted on our plans to deliver CPD courses recognising the challenges on both academic time and the ability of businesses to engage. As a result of these challenges the CPD figures have been re-profiled in agreement with the NALEP. Notwithstanding these challenges the PE Business Engagement team have continued to build and further develop UEA's relationship with our key sector delivery partners, New Anglia Advanced Manufacturing & Engineering (NAAME) and TechEast. Work has included:

- Supporting the development of the External Advisory Board through the addition of new members e.g. Lotus.
- Research into competitive activity and CPD offering in Productivity East space.
- Development of stakeholder survey in partnership with NAAME to identify CPD needs and 'take the pulse' of our engineering community in relation to CPD and training.
- Established a CPD advisory group including academics and industry partners to help shape and advise CPD offering.
- Identified and built relationships with key delivery partners to promote Productivity East brand and co-brand relevant activity. PE [video](#) and [virtual tour](#) of the new facility.
- Integrated activities with other collaborative LEP innovation projects, such as Engineering Success and Manufacturing Cluster research to support these project offerings to industry underpinned by UEA academic expertise.
- Developed a Research and Innovation seminar programme, led by the 3 principal schools of PE (ENG, CMP, NBS) and in collaboration with Industry Champions to drive awareness of Productivity East offering and potential key themes.
- Supporting the development of placement / industry challenges.
Recruitment of PE Commercial Officer to develop pipeline activities. Including work with individual companies on 'closed' CPD activities for specific training needs

3.2 SuNRISE Coast

The SuNRISE Coast project is a bid into the Strength in Places Fund that is a programme co-managed by Research England and Innovate UK. This programme is designed to combine local research strengths and industry opportunities to stimulate regional economic development. UEA has led a consortium that includes CEFAS, East of England Energy Group (EEEGR), and the Offshore Renewable Energy Catapult that submitted an expression of interest in 2019. This bid was one of only 17 selected to progress to full submission stage in a highly competitive process. The full submission was made in November 2020 for a project worth over £32 million to take a holistic approach to the economic, environmental, and social sustainable development of the Southern North Sea. Further details of the bid, that has received support from over 60 organisations ranging from local SME to national regulatory authorities, can be found at <https://www.uea.ac.uk/groups-and-centres/sunrise->

[coast](https://www.uea.ac.uk/documents/96135/3917659/SuNRRISE+Coast+Vision+Brochure.pdf/99535b43-6435-e541-96c8-1334d25b8b10?t=1610627769835) together with a brochure that has been produced to promote the project <https://www.uea.ac.uk/documents/96135/3917659/SuNRRISE+Coast+Vision+Brochure.pdf/99535b43-6435-e541-96c8-1334d25b8b10?t=1610627769835> .

3.3 COVID 19 Response

UEA worked closely with partners across the NRP on a number of COVID response programmes that have been summarised in a brochure that can be found at:

<https://www.uea.ac.uk/business/publications>.

Just one project that is an example of this activity was the 3D Visor Programme. This programme started with a social media campaign led by Doctor Aram Saeed and further supported by Professor Ben Garrod calling upon the digital and tech community to help protect our frontline health and social care community. Working in partnership with SyncNorwich we established links with 20 organisations and a large army of volunteers. In partnership with Professor Sheng Qi and Dr Mahmoud Abdelhamid and a team of SCI Lab Technicians led by Paul Disdle, we created a visor assembly facility within the new Science building. Implementing strict quality control procedures to ensure all visors met the NHS-approved PRUSA and 3DVerkstan designs. The team also followed stringent 72-hour quarantine periods for the raw materials and visors throughout the assembly process. After seven weeks and hundreds of hours worked by volunteers, the programme produced 12,500 visors and Ear Comfort Bands.

Prof Nancy Fontaine, Chief Nurse at the Norfolk and Norwich University Hospital, said: “I am truly humbled by the overwhelming support we have received from local people and would like to thank everyone who was involved in making the visors which are so vital to us. We have felt the love from the community every step of the way as we have tackled the challenges posed by the pandemic.”

4 External Reporting

4.1 Knowledge Exchange Framework (KEF)

Previous reports to Senate have described the Knowledge Exchange Framework (KEF) that progressed last year into its pilot phase in which UEA participated. Further details may be found at <https://re.ukri.org/knowledge-exchange/knowledge-exchange-framework/>. While the results were originally planned to be available summer 2020 delays caused by the COVID 19 pandemic mean that results are still not available.

There have been no changes in the proposed methodology or clusters described in last year’s Senate Report and KEF will continue to consider seven perspectives:

- Research Partnerships
- Working with business
- Working with the public and third sector
- Skills, enterprise and entrepreneurship
- Local growth and regeneration
- IP and Commercialisation
- Public and community engagement

UEA is in Cluster X and will compared to:

Bath, Birkbeck, Brunel, Durham, Essex, Exeter, Hull, Keele, Kent, Lancaster, Leicester, LSE, Loughborough, Reading, Royal Holloway, SOAS, Surrey, Sussex and York.

In addition to metrics collected as part of universities HESA and HEBCIS returns three narrative statements were required, an institutional statement and two more specific (Local growth and regeneration, and Public and community engagement) statements. These statements have not yet been published but the UEA statements may be found at <https://my.uea.ac.uk/divisions/research-and-innovation/research-innovation-services/innovation-services/knowledge-exchange-framework>.

4.2 Knowledge Exchange Concordat (KEC)

In May 2019, a joint Universities UK (UUK) /Research England working group, in collaboration with GuildHE, developed a concordat for the advancement of Knowledge Exchange in Higher Education in England (herein, 'concordat'). The group, chaired by Professor Trevor McMillan, VC of Keele University, produced a draft concordat based on eight guiding principles which are supported by a range of enablers outlining policies and practices. UUK, GuildHE and Research England conducted a consultation on the draft concordat during the summer of 2019 the results of which were published in the report "Knowledge Exchange Concordat: Summary of Consultation Outcomes" (<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2020/kec-concordat-consultation.pdf>). The Knowledge Exchange Concordat was finally published on the 24th April 2020, (<https://www.keconcordat.ac.uk/ke-concordat/>)

The aim of the concordat is to give universities and their staff and students clarity of mission and to support their development, give partners an accurate representation of the approach that individual universities are taking to KE, provide clear indicators of their approaches to performance improvement, and give our governing bodies and government broad confidence in the activity that is taking place in universities. It also aims to stress how collaboration between universities and partners in various aspects of KE can be beneficial to all participants. The Knowledge Exchange Framework (KEF) will provide data and analysis that can form the backbone of the development of the institutional approach to the KE concordat. The concordat also further highlights the importance of the regional context and can underpin the university's commitment to being a civic university.

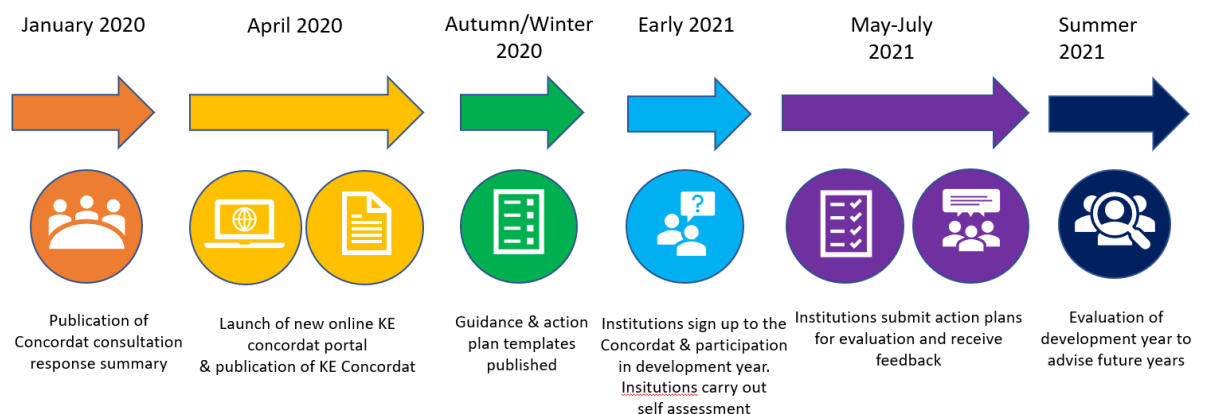
Across the UK the KE concordat will also inform relevant funding approaches by providing assurance on value being delivered from public funds. Engagement with the concordat demonstrates to governments and other agencies that universities are committed to a wide range of high quality activities that enhance communities, society and the economy

The Eight Guiding Principles

1. **Mission:** Knowledge exchange is a recognised part of the overall institutional strategy and is valued for the social, cultural and economic outcomes it helps us achieve. We have a clear understanding of the institutional role and the purpose of KE, including recognition of the needs and interests of potential and current partners and beneficiaries, ensuring a commitment to inclusivity and equality. Clarity of mission is essential for efficient and effective KE. Staff, students and external organisations need to understand the aims and priorities of the institution's senior leaders and governors in relation to the whole range of KE activities undertaken by the institution

2. **Policies and Processes:** Where appropriate, we have clear policies on the types of KE that we undertake and work with staff, students, collaborators and beneficiaries so that the policies are understood and operationalised. Institutions could provide evidence of a clear set of policies covering those areas of KE central to the institution's mission and values, and consistent with its charitable status and aims.
3. **Engagement:** We build effective relationships by having clear routes to access information and expertise in the university, with engagement mechanisms and policies developed to suit the needs of a wide range of beneficiaries and partners working with institutions as publicly funded bodies.
4. **Working transparently and ethically:** We make sure that our partners and beneficiaries understand the ethical and charitable regulatory environments in which our institution operates, including a commitment to inclusivity and equality, and we take steps to maximise the benefit to them within that context.
5. **Capacity building:** We ensure that our staff and students are developed and trained appropriately to understand and undertake their role and responsibilities in the delivery of successful KE.
6. **Recognition and rewards:** We recognise and reward the achievements of staff and students who perform high quality KE activities.
7. **Continuous improvement:** We proactively strive to share best practice with our peers and have established processes for learning from this.
8. **Evaluating success:** We undertake regular institutional and collective monitoring and review of our strengthening KE performance using this concordat and through regional, national or international benchmarks to inform the development and execution of a programme of continuous improvement so that KE becomes more effective.

Timescales



UEA formally registered its commitment to the Knowledge Exchange Concordat and to participating in the developing year on 16th December 2020.

Next steps

- Develop a detailed timeline to deliver the UEA action plan by 31st July 2021

- Continue work on the self-assessment against the Concordat eight principles including collation of policies, strategies, procedures, reports, guidance documents relating to KE.

5 Conclusion

UEA's Innovation activity continues to contribute to the delivery of the University's strategic plan. This contribution is being delivered through a combination of work on individual projects and the development of strategic projects and relationships. In addition to making a direct financial return these activities also support research and are making a significant contribution to the REF return through support for Impact Case Studies.

UEA has maintained strengths in consultancy, intellectual property and facilities income but continues to be weak on CPD and contract research. One of the projects designed to help support these activities, particularly CPD, Productivity East will have a delayed effect due to the COVID 19 pandemic.

UEA has created one of the nationally strongest programmes for the support of student enterprise. We can now support students from idea generation, access to mentors and experts through to providing initial funding through a dedicated Enterprise Fund advised by experienced successful business people.

The effects of the COVID 19 pandemic will not be reflected in the reported comparative metrics, and together with Brexit, there may be considerable volatility in absolute and comparative performance over the next few years. It should be noted that innovation activity did make a considerable contribution to UEA's direct response to the COVID 19 pandemic and its effects at a regional and national level.

SEN20D006

Title: Progress Report from VC's Taskforce on Mental Health and Wellbeing
Author: Dr Jon Sharp – Director of Student Services
Date: 25/01/2021
Circulation: Senate 24 February 2021
Agenda: SEN20A002
Version: Final
Status: Open

Issue

To provide a progress report on the work of the VC's Taskforce to date.

Recommendation

Recipients are invited to note the contents of the report.

Resource Implications

A number of the initiatives and actions detailed have resource implications, any resourcing needs are discussed in relation to the specific area of activity through the appropriate committee or group.

Risk Implications

There is a significant risk to the Wellbeing of the University community as a whole if the Taskforce does not deliver against its stated purpose and objectives. The likelihood of this risk manifesting is regarded as low: the ongoing work of the Taskforce has been established as a series of projects each of which will have clear milestones and will be monitored closely by the Taskforce to ensure delivery.

Equality and Diversity

Issues of Equality and Diversity are carefully considered in relation to how they might impact in terms of work of the Taskforce and the agreed projects are intended to benefit the whole University community.

Timing of decisions

No decision is required by Senate on this paper.

Discussion

The Taskforce meeting in October 2020 noted that while it was set up as a 2 year task and finish group in April 2018, the impact of covid19 means that it would make sense to continue to work to the end of the academic year.

The key work of the Taskforce in the current academic year has been to oversee the majority of the projects to completion; to refocus Project 17 in parallel with the appointment of a PVC with responsibility for Student Experience; and to monitor those projects yet to conclude.

The current position of each of the projects is as follows:

1 Embedded wellbeing – Project Complete

2 Academic Adviser Review – On track (See Appendix 1)

3 Curriculum and Wellbeing On track (See Appendix 2)

4 Welcome Week – On track (See Appendix 3)

5 Mental Health training – Project Complete

6 Staff Wellbeing – On track (See Appendix 4)

7 Best practice – Project Complete

8 Enlited App – Project to replace Enlited underway (See Appendix 5)

9 Residential Life team – Project Complete

10 Close monitoring of at risk students – Project Complete

11 Opt-in scheme – Project Complete, but take-up under Covid circumstances remains low and so a new promotional campaign to be put in place and continued monitoring of take-up (See Appendix 6)

12 External Review of Student Services – Project Complete

13 Management information – Project Complete

14 Serious Incident process – Project Complete

15 Case Management System – Delayed due to University plan to subsume within larger infrastructure tender process. Process has been re-initiated by ITCS with specification confirmation due for February 2021

16 Improvement of Communications to Students Standard comms – Work ongoing (See Appendix 7)

17 Covid 19 support – This Project is now led by Professor Emma Sutton in her role as PVC Student Experience and Education. (See Appendix 8)

Brief report on Academic Advising as requested for the MH Taskforce

The new Academic Advising policy is being implemented in schools for the beginning of AY20/21. The focus is now on training and developing better communications with Senior Advisors and advisors. The next catch-up with Senior Advisors will be 20th January.

Update on policy implementation:

As per the last update, transition to the new approach is gradual with some schools taking the new approach and others remaining with a larger advising team. This is not expected to change until academic year 2021/22 when academic workloads are revised.

Updates below on Advising Training:

Academic Adviser Training 2020/21		
	Timing/audience	Content outline
Part 1 Advising in AY2020/21	For all advisors Took place on new Blackboard course for Advisors on 25.11.20 Attended live by 60 advisors and recording and resources available. Repeat planned for January 2020	The policy and process of advising – lead by Helena Gillespie (Academic Director of Inclusive Education) and Callum Perry (JEASU Undergraduate Education Officer). A chance to talk through an approach to introducing the new policy in each school or faculty, ensuring inclusion and making the most of the new policy's flexibility. How to communicate with students about advising.
Part 2 Student Wellbeing and Welfare	For all advisors – Planned for Spring 2021	Supporting students – lead by Student Services Staff. Training for new and established advisors on how to support students. The process of working with the embedded wellbeing teams, looking at case studies and understanding best practice.
Part 3 Transitions Advising	For all advisors and course directors Planned for later Spring 2021	Transitions and employability – lead by Matt Aldrich (Academic Director of Employability) and other key staff. Ways to support students at key transitions points through their academic journey.

VC taskforce on mental health and wellbeing

Embedding mental wellbeing in the curriculum - Project updates

Project Sponsor: PVC ACAD
Project Lead: Ac Dir TP Emma Sutton
UUK Step Change Pillar: Prevention

Summary of project ambitions:

This two-stage project of work will enable us to identify interventions which will enhance the student experience, promote inclusive practice, and support the achievement of equitable student outcomes. This will be enabled through development of increased understanding as to how academic practices can be accommodating of mental health challenges and facilitative of wellbeing for both students and staff. A review of related policy and practices will be undertaken, and detailed plan of change will be developed with wider stakeholders in which we will identify specific achievable actions for implementation across the curriculum over subsequent academic years. This project is being led by the Academic Director for Taught programmes and the Academic Director for inclusivity thereby ensuring a fully aligned project of work which is accommodating of all learners.

January 2020 progress report

Activity and progress:

Stage one of this UEA project is well underway and is being undertaken in collaboration with Advance HE with the **primary objective being to inform the development of a programme of enhancement in UEA practices whilst contributing to a national project.** This work commenced in November 2019 with all initial activities identified below directly informing the objective noted above.

Further mapping is also provided to the aims of the national Advance HE programme to:

- i. Develop a clear picture of what embedding mental wellbeing in the curriculum looks like;
- ii. Understand current levels of institution/department/subject readiness to implement change;
- iii. Gain first-hand knowledge of how others have implemented and embedded change in relation to student wellbeing;
- iv. Obtain practical guidance and advice to harness change and provide support to students.

Activity	Related project aim(s)	Timeline / milestones set	Progress notes - rated @ May 2020
Contribution to Advance HE project	All	04 Nov 19 04 Mar 20	COMPLETED Participation in national event to establish project objectives, identify shared best practice and develop network. Further event attended March 2020
Academic programme lead survey	i and ii	Dec 19	COMPLETED Ad. HE survey distributed to UEA programme leads (03-23 Dec) To receive local data and benchmarking report
UEA stakeholder event	ii, iii	Feb 20	COMPLETED Initial stakeholder conversations event scheduled 31 Jan 2020 To be co-facilitated with Advance HE Senior Associate
Identification of proposal for priority activity and project plan	i, iii, iv	May 20 - Delayed	ONGOING - To be informed by review all data arising from national project, survey outcomes and stakeholder event

May 2020 progress report:

Since the last report (January 2020) we have:

- Hosted a stakeholder event – 120+ participants from across all sections of the UEA community
- Established a Core MHW curriculum group to oversee and direct longer term project ambitions
- Identified short term- target areas for intervention AY 20/21

Whilst final elements of the Advance HE project are outstanding the objectives outlined in stage one are achieved.

BAU planning and preparation by the core group was suspended mid- March due to COVID-19 however the ambitions of this project and insights gained have been used to inform the contingency measures in place for completion of the AY 19/20 and the *Planning for Academic Year 2020/21: Supporting UEA Staff to Strengthen Our Digital and Blended Learning* guidance outlining arrangements for delivery of teaching activity next year.

This work has led to significant progression in the curriculum review project and as such the objectives of stage two, to implement change, have been partially achieved ahead of schedule.

*The measures already implemented for AY 19/20 include:

- Reduction and/ or removal of assessment items
- Increased allowance for compensation
- Relaxation of the necessity for evidence to support ECs
- Automated delayed assessment without the need for request
- Significant investment in training and support measures
- Implementation of a safety-net to support final classification
- A universal approach to inclusive assessment design

In addition to this attention is explicitly drawn to consideration of *Embedding of MH and wellbeing* within curriculum in section 9 of the Planning document cited above (see appendix 1 below) which outlines where this can be achieved in the upcoming preparation of teaching materials and assessment items. This work will be subject to review and evaluation by the core group in due course - a revised plan of activity in light of the measures noted above will be produced by end of July 2020.

September 2020 progress report:

Since the last report (May 2020) we have:

- Reviewed UEA progress with our Advance HE link and identified material for case study citation in the upcoming guidance (holistic curriculum approach and strategic approach to embedded practice) (08/07/20)
- Completed a review of the EC policy to embed core values and support *reasonableness* of expectations of evidence (specific citation of MH difficulties) inclusion of human error allowance, advocate use of discretion, proportionality and consideration of impact. (LTC 15/07/20)
- Published further guidance *Planning for Academic Year 2020/21: updated guidance regarding the design of undergraduate and post-graduate summative assessments AY 20/21*, highlighting necessity to reduce burden, stagger submission, enhance formative activity, use diverse methods, provide transparent briefs etc. (25/08/20)
- Presented our work at the UEA/ Cambridge conference '*Improving student mental health: a population-level approach*' (14/09/20)
- Met with colleagues at De Montford to explore potential of a shared approach to impact evaluation (11/09/20)
- Received an invitation to contribute to the 'Open and Inclusive Specialist Interest Group' seminar series in November - coordinated by AHE / OU

Next steps and objectives for the Curriculum MHW group AY 20/21:

- Review implementation of measures noted above* and formulate impact assessment plan - core group workshop scheduled 16 October 2020
- Produce 'A UEA guide to embedded practice: Mental Health and Wellbeing in the Curriculum' to support longer term practice development and adoption of positive interventions
- Embed identified practices and principles within longer term project of curriculum review activity

December 2020 progress report:

Since the last report we have:

- ✓ Met as a core group in October and reviewed internal stakeholder insights and themes arising from our January event, and the progress achieved through *Planning 20/21* covid response measures.
- ✓ Agreed 'next steps objectives':
 - to undertake an evaluation of implemented measures and
 - identify 'gaps in provision' and remaining opportunities– theme leads are now needed
 - to produce a UEA guide to embedded practice for AY 21/22 to be promoted across the academic community
- ✓ Led a seminar with OU colleagues to promote our work (09 November - Helena Gillespie)

Other news:

Emma Is due to co- facilitate a session with John De Pury (UUK StepChange lead) as part of the next '*Improving student mental health: a population-level approach*' in December with Cambridge colleagues

Unfortunately we are still awaiting the publication of the AHE project report which has been delayed however it is noted that AHE have commenced a second round of engagement with other HEI's due to interest in the project.

It was also agreed that due to internal pressures upon core group members that we would suspend our next workshop until the spring but in the interim we will be looking to capture and collate insights and the data associated to form the basis of an evaluation of actions delivered in AY 19/20 and 20/21

Short-term opportunities or the need for any immediate academic/ curriculum related interventions (e.g. further use of safety-measures) will also continue to be monitored and acted upon via regular Project 17 activity.

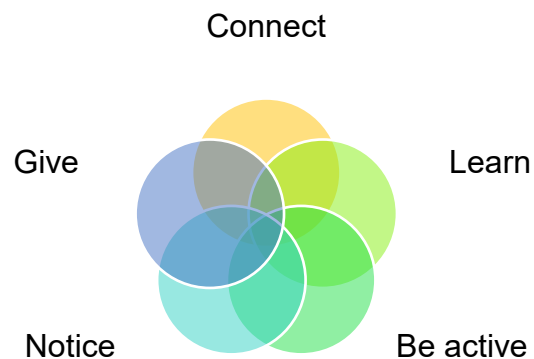
9. Embedding mental health and wellbeing

The University has made a commitment to enhance the mental health and wellbeing of its community (staff and students) through a series of projects and interventions supported by the Vice Chancellor's Taskforce on Mental Health and Wellbeing. *Embedding mental health and wellbeing in the curriculum* is an identified project of work within this strategy that has, in partnership with Advance HE, identified opportunities for short-term actions to enhance the curriculum from this perspective.

At the heart of this work is recognition that students' mental health and wellbeing and learning experience is influenced significantly by their environment, experience of stress and resources available to them. This holistic model and an awareness of the dimensions of wellbeing (Figure 6) and The University Mental Health Charter ¹ have informed this review of provision and the recognition of wider activities which make up the whole curriculum experience. Examples of the approach adopted within this guidance include:

- Promotion of a mental health and wellbeing message within Week 0/ Welcome Back (CONNECT, NOTICE)
- Value and recognition of wider contributions including the UEA award; student citizenship; volunteering; peer mentoring and support (GIVE, BE ACTIVE)
- Promotion of small group synchronous activity; course coherence and identity; recognised time for social engagement (CONNECT, LEARN, BE ACTIVE)
- Reduced assessment burden; aligned learning activity; choice within assessment; use of authentic and reflective tasks (LEARN, NOTICE, REDUCED STRESS)

Figure 6 - Five ways to Wellbeing



Other opportunities should be identified to embed practices consistent with the positive promotion of mental health and wellbeing in the delivery of their academic learning activity.

Course and module leads are asked to consider:

- *How do learning activities scaffold learning, support skill development and promote self-efficacy?*
- *Is the pace of learning inclusive and well supported by opportunities for students to safely test their understanding?*
- *Are our expectations of students always clear – have we checked this out with them?*
- *Do learning activities allow for deep learning and a sense of progression and mastery?*
- *Can students influence the design or co-create learning content and activity?*
- *Are there opportunities embedded to develop identity, belonging and make connections with others?*
- *Are there opportunities to get things wrong and share the learning from this without penalty?*
- *Do we communicate feedback and feedforward messages using constructive, positive language?*

¹ Hughes, G. & Spanner, L. (2019) *The University Mental Health Charter*. Leeds: Student Minds.

- *Is the full range of support clearly signposted and accessible, and the boundaries within that clear?*
- *Are topics and conversations around mental health and wellbeing 'infused' within the curriculum?*
- *Do we prepare students for the ongoing transitions they will experience within the curriculum - new semester, new group, new placement, new year, new role, new job?*

We will also ensure a supportive approach to staff wellbeing is taken. Key features of this will be:

- Providing as detailed support and guidance as possible from the University leadership team;
- Offering opportunity for dialogue and feedback through Teaching Directors and Associate Deans for Learning & Teaching;
- The work of CTEL to provide advice, guidance and self-help materials;

The appointment of a set of digital champions in Schools to help support staff locally.

Mental Health and Wellbeing Programme – Project Update.

Project Name:	Welcome 2020
Project Sponsor:	Mark Searcey, PVC SCI
Implementation Leads:	Kay Yeoman, Academic Director of L&T Enhancement (SCI) & Maresa Padmore, Assistant Head of Alumni, Conferences and Events (ARM)
UUK Stepchange Pillar:	Prevention, Support, Transitions

Progress: Milestones/Timeline

See the updated high level project plan in Annex A. At Annex B there is a delivery report for Welcome 2020 detailing the implementation activities and very initial indications of engagement. A full evaluation led by BIU is in progress, see below.

1. Welcome January/February 2021

The workstream leads are planning for Welcoming new students to campus with the SU leading the social programme online, and face to face where possible. The Ryze app and Being a new student pages on My.UEA will be refreshed and integrate with the CRM plan. Schools are refreshing their Blackboard content. Communication to these new students will be key to ensure they feel welcomed to campus.

2. Welcome 2021

A new governance structure will be put in place to support planning for Welcome 2021, with Emma Sutton taking on ET sponsorship in her role as PVC for Student Experience and Education. A broad Implementation Group will be established to support planning and delivery, building on the operational learning from Welcome 2020, and responding to findings from the evaluation.

3. Evaluation framework Welcome 2020

BIU are undertaking a full evaluation of Welcome Week, using information from a range of sources, including Ryze and Blackboard usage data, social media and CRM engagement as well as new student focus groups. The Implementation Group will consider the initial findings in December/January with the final evaluation report available late January for consideration at the 8th Feb Steering Group. This will allow the findings to inform the planning for 2021 Welcome.

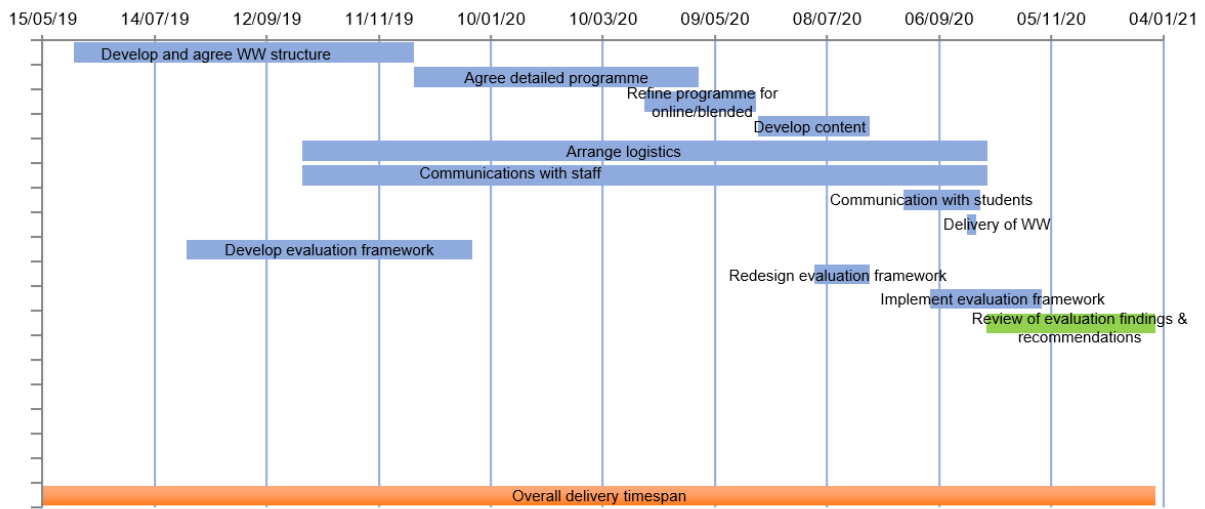
Issues/impediments to progress

None for Welcome 2021 as yet. For Jan/Feb new arrivals there are some challenges to communicating centrally with these relatively small numbers of students who may be starting at different times across January and February. The Welcome Implementation Group are working with comms, Schools and SU colleagues to develop messaging which can be adapted and delivered to students across this period. The challenge of quarantine/potential lateral flow testing/self isolation requirements will also create a challenge to welcoming new students, as well as returning students.

Equality and diversity

Where the data allows the evaluation will consider the engagement of students from across different widening participation groups to inform programming for Welcome 2021.

Annex A Timeline and Milestones:



Key: Blue – complete, green – in progress, grey – not started

Annex B Welcome 2020 Event Report

Online activities – details of offer and engagement (where known)

Welcome collection in Ryze

The Welcome collection was launched to students on 28th August in the first CRM email message sent to new students. The collection code to add the Welcome content, once the Ryze app was downloaded, was removed to reduce a barrier to access the content which had proved an issue with early users. BIU will be analysing data from launch through to end of week 5. Interim numbers for all UEA users (therefore could be any student, staff member, SU staff member or INTO student/staff member) were provided by Studious which inform the tables below, however the stats were not provided at regular time intervals so when reading note the dates and duration between data:

- 01-09-20 to 15-09-20 – 15 days
- 16-09-20 to 21-09-20 – 5 days (pre Welcome Week)
- 22-09-20 to 28-08-20 – 7 days (Welcome Week)
- 29-09-20 to 12-10-20 – 14 days (Week 1 & Week 2 – note that some NBS students started using Ryze for their course from start Week 2)
- 13-10-20 to 19-10-20 – 7 days (Week 3)

The following tables give a rough indication of Ryze engagement – full analysis will be completed by BIU. Table 1 indicates the sign up to Ryze peaked in advance of students arriving on campus, with smaller numbers continuing to download Ryze through to end of Week 2. Table 2 shows the number of Ryze users over time, with just under 4,000 users by the start of week 4.

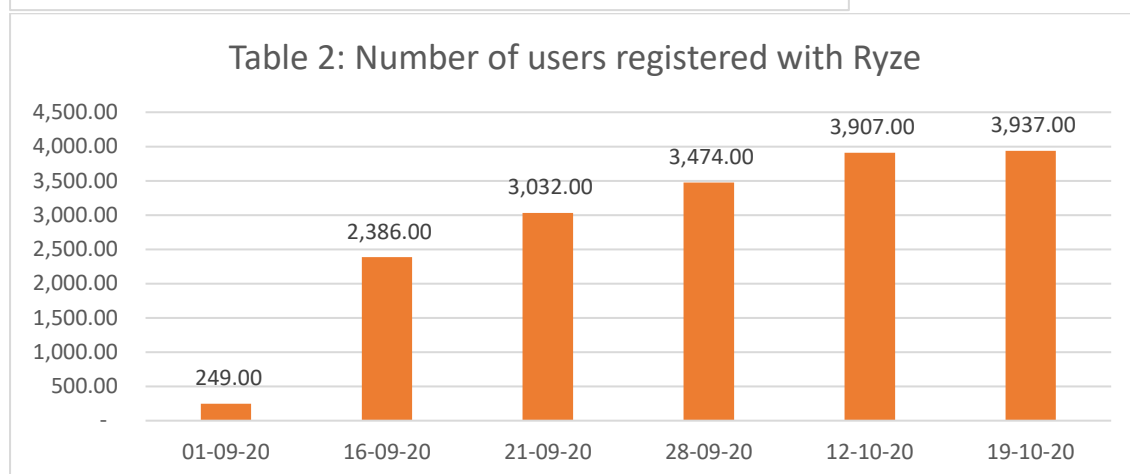
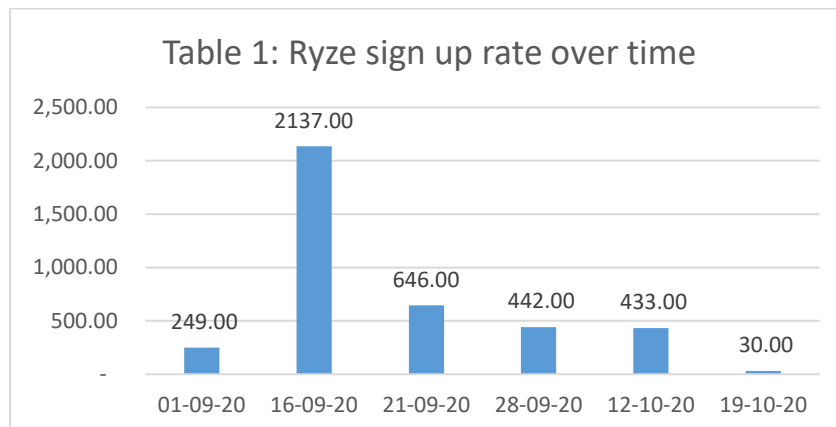
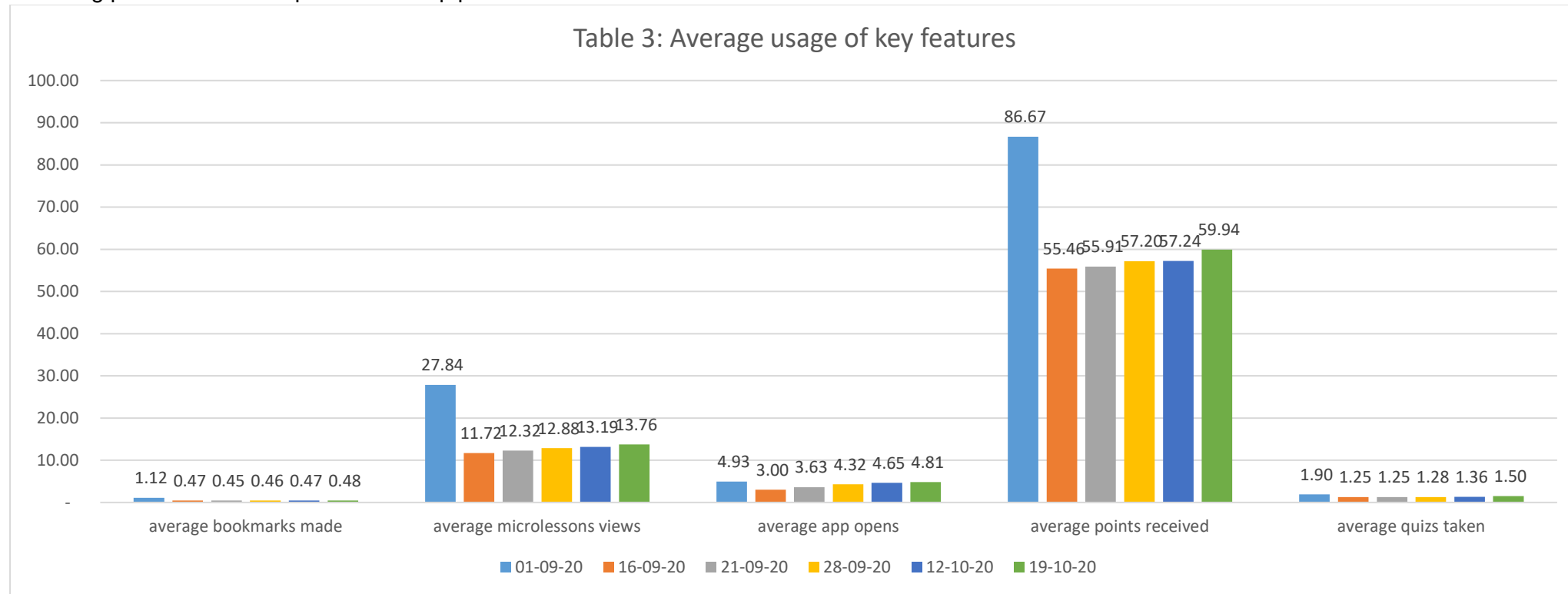
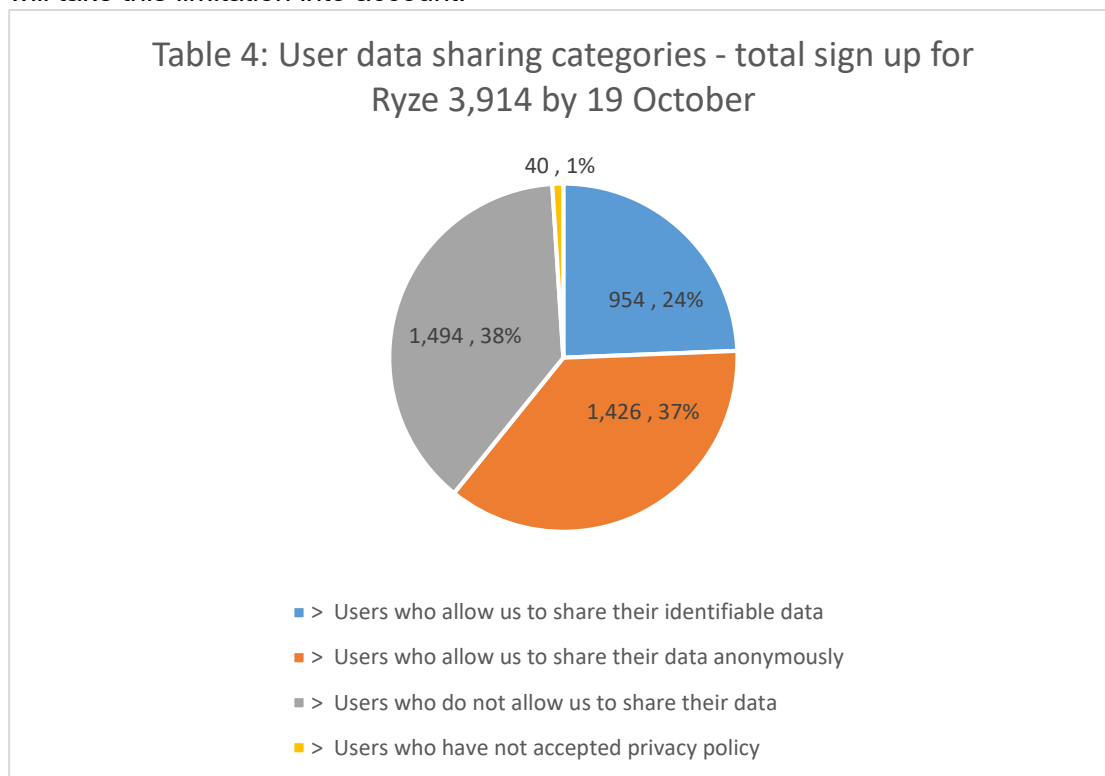


Table three gives a rough indication of the continued average engagement with key features of the app and the enthusiasm of students in collecting points – there is a prize for the top point collectors.



Users need to agree to sharing individualised data with UEA to allow linking of Ryze usage data with UEA held demographic data. This will allow more detailed evaluation findings. However only 24% of users have so far agreed to share identifiable data, plus 37% who have agreed to share anonymised data, as shown on Table 4. The bulk of the evaluation data will be anonymised which means UG users cannot be separated out from other users. The evaluation will take this limitation into account.



Being a new student pages on My.UEA

These pages provide more detailed information than held in Ryze and allow students to access key information from across the portal. As the analytics cannot separate user type (eg new UG) the analytics show usage from all users of My.UEA (staff/student). The top 10 most viewed pages from 24 August to 4 October were:

Page	Page views (not unique)
1. Being a new student – landing page	15,926
2. Your School Welcome – links to School Blackboard welcomes	9,139
3. Arrivals and key information – LTS related arrivals information	8,740
4. This is your welcome – events and activities during WW	7,983
5. Ryze app – info on Ryze	5,598
6. Blackboard – info on Bb and Collaborate	5,295
7. Wonderglow festival (page no longer available)	3,943
8. Interlude (page no longer available)	3,339
9. This is learning – one page with curated information useful for students	1,961
10. Your timetable and details in evision (page no longer available – replaced by LTS page)	1,738

Welcome Watch

Five c10minute videos hosted by Camilla Ryan (UEA/Earlham Institute PhD student) released each day of Welcome Week focussing in nature found on UEA campus, focussing on fungus (107

views), mammals (247 views), insects (152 views), birds (211 views) and plants (239 views), promoted on Twitter using #UEAWelcomeWatch. Views as of 15/10/20.

[£5 plate challenge](#)

Three videos filmed with Campus Kitchen Chef and promoted on Twitter using #UEA5poundplate: Welsh rarebit (51 views), Overnight oats (146 views) and Vegetable miso ramen soup (67 views). Views as of 20/10/20.

[Arrival podcast](#)

Prof Ben Garrod presents a one off podcast especially for UEA's new and returning students, with vital guidance and handy advice at the start of what will be an exciting and challenging academic year. Featuring: Deputy Vice-Chancellor Prof Neil Ward on face coverings, social distancing measures and what provisions have been made for remote learning; Events Manager, Tanner Barnes, on what's happening in UEA's first ever Welcome Week; Dr Harriet Jones with top tips on how to make the most of learning online; Actuarial Science Students, Bryan and Eshna, talk through their experience of living through lockdown together and how to make the most of your student social bubble; Sophie Thomas, Student Performance Support Manager, on the huge variety of sports back up and running at UEA Sportspark; Callum Perry and Lizzie Payne, uea(su) Student Officers, on the Student Union's grand plans for 2020/21. The podcast was available on 7 platforms and had 318 plays with an estimated audience size of 273.

SU online activities

Activities included a range of online opportunities for specific groups of students to meet up: Mature student coffee morning, International student virtual food event, mature student movie night, Student parent and carers virtual coffee morning, students with a physical disability virtual meet up, care leavers and estranged students meet up, commuter students meet up, mature student virtual quiz, mature student happy hour, LGBTQ+ student welcome to UEA, commuter student quiz, first generation coffee morning, Homesickness workshop, Indonesian students' virtual meet up.

In addition there were sessions for students to engage with the SU and wider UEA experience: Meet your officers - Virtual Coffee Club, Prepare your study space workshop, Virtual Welcome Fair.

As well as a social programme using a dedicated online platform: We have Damn Good, Disco Bingo, Cheryl Hole (Ru Paul Drag Race), A-List, Cocktail Masterclasses, Cook-a-longs, Quizzes, virtual ceramic painting craft workshop, virtual speed friending.

School Welcome on Blackboard – synchronous and asynchronous

Schools engaged students via emails, Blackboard announcements and the content developed for the Welcome Blackboard sites. A very simple Bb template was provided to host videos and welcome content. Schools varied in the people providing videos and the number of video introductions and some Schools timetabled face to face induction sessions. Videos were provided by Embedded Wellbeing teams for Schools in their Faculty, plus videos on UEA Sport and from the SU UG and PGT Sabbatical Officers for all Schools.

There will be a separate activity to gain learning from an operational perspective from Schools. Without knowing how Welcome will be delivered in Sept 2021 it is difficult to identify where to plan in improvements and what learning will be relevant for future Welcome Weeks. BIU will have Blackboard data for the evaluation which will give an indication of individualised visits to Bb sites and clicks on videos, however reporting is not available on time spent either reading or watching which limits the insight into the quality of student engagement. There may be a challenge with SCI data due to the Faculty level Bb structure used to offer different School welcome materials.

Face to face – details of offer and engagement (where known)

Drop in points (Council Chamber & NewSCI)

Ran Mon-Weds, 10am-12pm and 1pm-4pm. Each day there were 3 staff members available (ARM, STS, Events). Plus there were three Student Ambassadors – one to help with questions,

one queue control, one ITCS help desk management who became another queue control/direct person (Council Chamber) and a roving person walking around (NewSCI). Initially ITCS were involved and were offering a booked slot for students with issues which could not be addressed through existing online/phone support. However the late addition of the IT Kiosks meant that the use of ITCS staff at the drop ins on the Monday morning was low and IT Kiosk demand was high so ITCS staff moved from the drop ins to support the IT Kiosks and students were referred there. This did not cause any issues.

Use of the drop ins was not high, particularly compared to the Student Enquiry Points:

	Council Chamber	NewSCI
Monday 21 Sept	10	3
Tuesday 22 Sept	7	0
Wednesday 23 Sept	20	0

The intention had been to have points at each end of campus to avoid large numbers of students in the central campus area, however the site was too far away and did not benefit from students walking by. Students who used the service had a range of queries, from how to find places on campus through to concern about whether they had completed the registration process correctly. The Start of Year manual was useful for staff to get answers to queries and students were also referred onto the ITCS kiosks or to the Student Enquiry Points. It was generally felt that it was important for Welcome to include face to face points where students can ask questions and that in future it would be useful to plan these points together with LTS/Hubs to ensure an efficient use of staff and managing times of the day where there are high demand on the LTS led enquiry points.

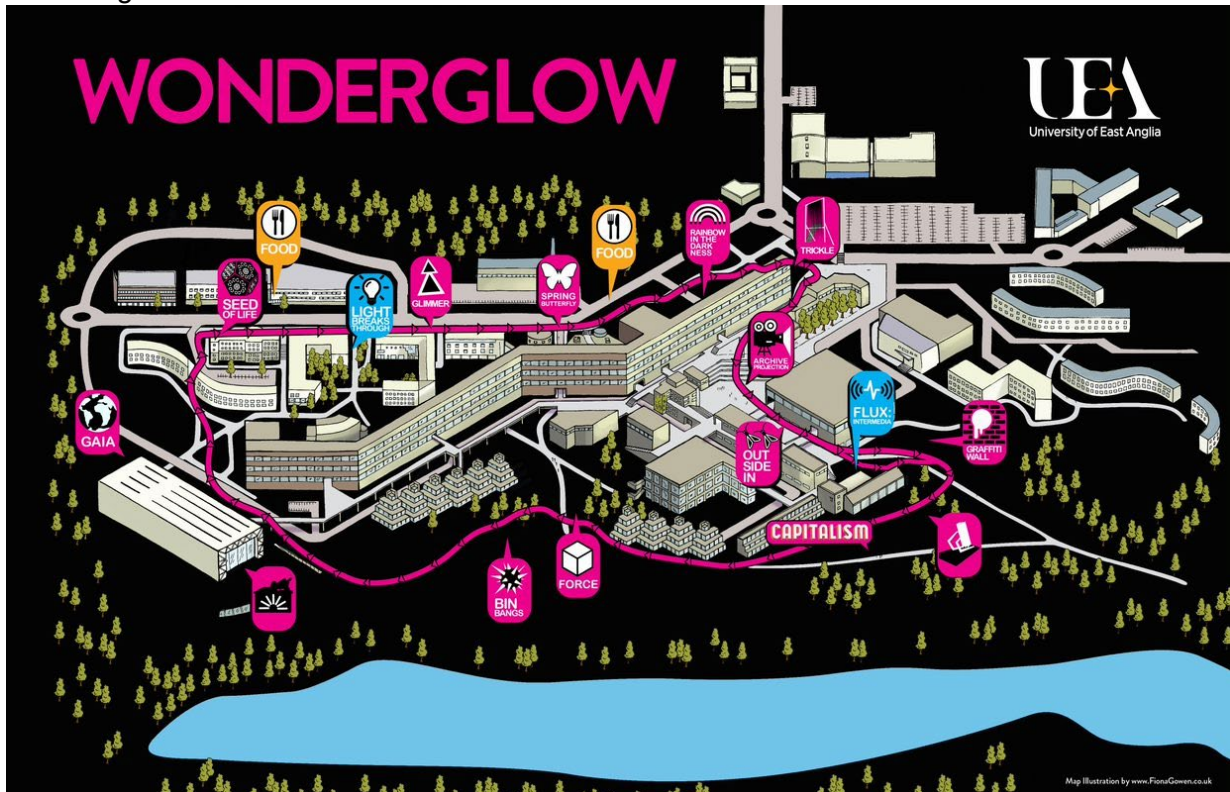
SU Activities

Buddies ran campus workshops. There were daily film nights in the duospan tent, an information point in Union House over arrivals weekend, the bar opened with limited capacity and students could pick up colouring equipment from the SU for flat colouring in projects. Two days of mini golf in the duospan were unfortunately cancelled due to high winds and rain which moved the duospan tent slightly.

Wonderglow

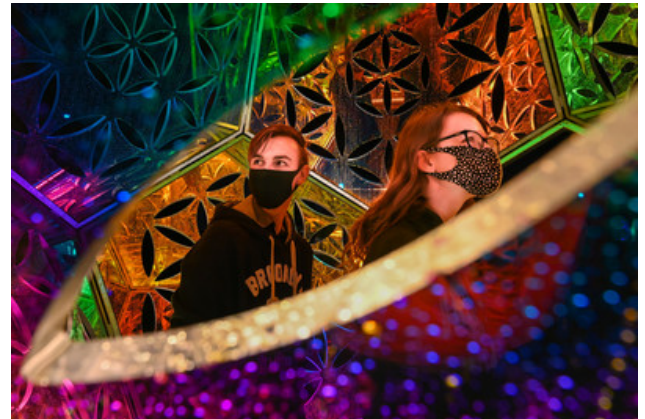
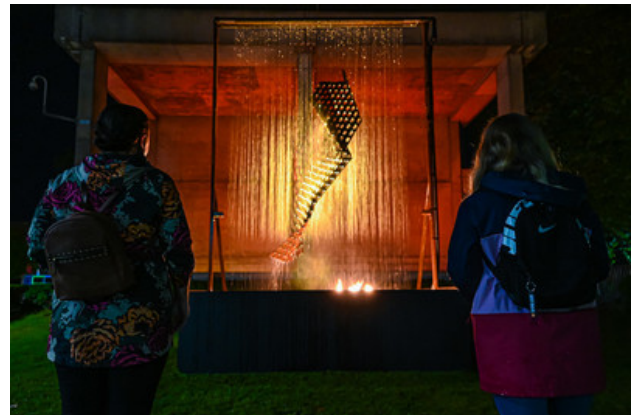
Wonderglow ran for three nights, 7-10pm on 22-24 September with 16 light installations located around the outside of the main campus buildings, with a walk route to discourage large groups of students congregating while also offering a social event which connects students with the UEA campus. The event was supported by 4 food carts with c35 student ambassadors and c10 ARM staff volunteers per night providing marshalling and welcoming students. There were an estimated 5.5k visitors across the three nights, with the first night being particularly busy with new students who were outside anyway enjoying the sunshine. With rain on the following two nights, visitors were less but still constant, with returning students and staff putting on wet-weather gear to enjoy the lights.

Wonderglow route:



Some example exhibits:





Interlude@UEA

This was a late addition to the Welcome programme following discussions between Jenny Baxter and Norwich Theatre Royal. The Interlude tent was moved from Chapelfield Gardens to UEA and a two+ week programme of events was booked and promoted to students and the general public, starting Friday 25th September until Sunday 11th October – although the first night was cancelled due to rain and high winds. The initial intention had been for early evening shows to be exclusively for students with discounted tickets, with the later slot for the general public. As a late addition, there were low student bookings, and a decision was taken to open all shows (apart from Jimmy Carr who was popular with students) to the general public. Generally Interlude was a success for UEA although attendance by students was lower than anticipated. There could be a range of factors feeding into this, eg ability to book student friendly acts at short notice, and links with wider concerns that late confirmation of events and subsequent communication to students did not allow for student interest to develop.

Self-led activities

These activities are still available on [My.UEA](#) and can be completed by students whenever suits them. These activities utilised already existing resources, for example the active campus trails and SCVA activities, and created new resources. A map for two [Norwich city tours](#) was created/printed/distributed to all students living on campus. Useful information was provided to support the activity, for example to support [accessing local cycle routes](#) and [visiting the supermarket](#). To connect students with the campus and significant alumni, a series of 13 blue plaques were placed around campus with information about the location and the link to a famous person, for example:



Most of these activities could be offered as face-to-face social group activities in a future Welcomes where social distancing is not a requirement.

Communications

Students were being bombarded with information pre-arrival and during Welcome Week, including important Safety First and Covid-19 messaging, which made it challenging to communicate about events and create a sense of belonging and connection with and between students on UEA hosted social media. Late confirmation of events meant that communications to students about events did not allow enough time to generate interest.

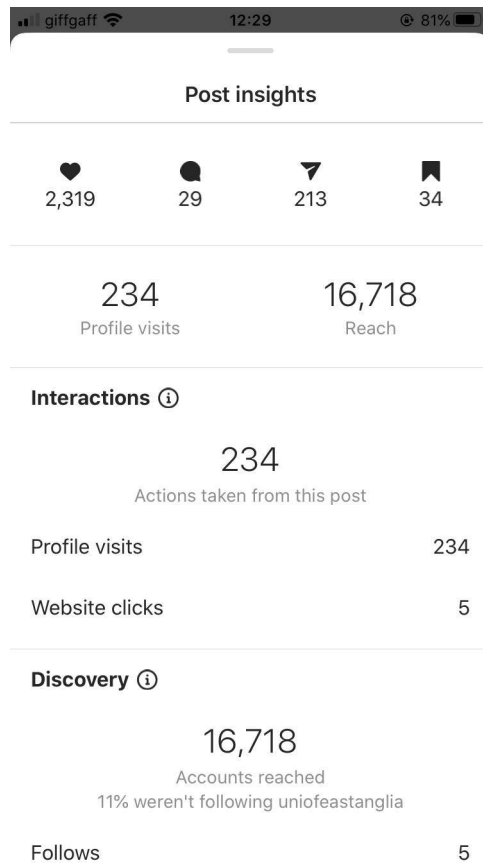
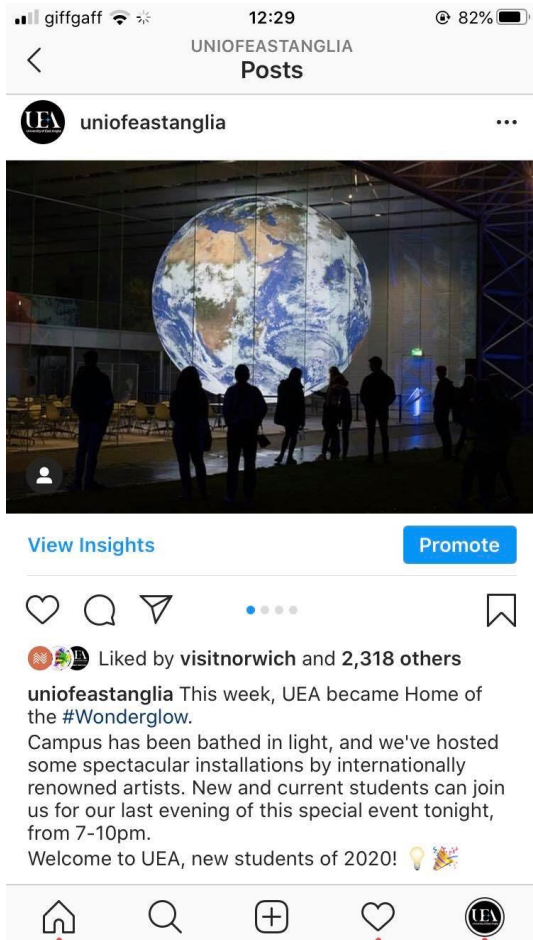
Despite these challenges, Welcome communications were co-ordinated through Yasmin Hoy (Student Communication Officer) and Emily Mildren (Events Team) and received good engagement. Links between UEA comms and SU comms were made. Students received information about Welcome through the marketing-led CRM process, with key highlights:

- Average open rates across all audiences for each email that mentioned/focused on Welcome:
 - This is Learning open rate average: 88.37%
 - Registration open rate average: 82.32%
 - Welcome Week open rate average: 79.03%
 - Safety First open rate average: 76.45%
 - This is Your SU open rate average: 74.01%
- Link to Ryze app was more often than not in the top 3 clicked links when featured in emails
- China audience lowest engaged across the board
- Welcome Week email – 'This is Your Welcome' page on My UEA, Students' Union Digital Fair and Interlude@UEA links were the top 3 links clicked across all audiences: UK, FY (Foundation Year), China, and International.

There were a series of articles in the Square and the Lasun. A full Comms report is available as an attachment.

The Events team also used social media to promote the activities available during Welcome Week, with good engagement on Facebook and Instagram – with Wonderglow and Interlude being particularly photogenic:

- 128 likes on posts within WW fb event
- 69 likes on posts within SU welcome group
- 1152 likes on fb main acct, on posts about events (early interlude or WW)
- 1501 views on YouTube (WelcomeWatch and £5 plate series)
- 5963 instagram likes (Wonderglow & interlude posts)




Mental Health and Wellbeing Programme – Project Summary 6.

PROJECT UPDATE – DECEMBER 2020

Project Name:	Staff Wellbeing
Project Sponsors:	CRO
Professional Services Lead:	Dir P&C Helen Wiseman/Santha Forder
UUK Stepchange Pillar:	People

Launch of Employee Assistance Programme on 4 November 2019. Review of success of roll out in December 2019. Data from Health Assured throughout year one for take up of use of Programme.

 The Health Assured Employee Assistance Programme (EAP) continues to be advertised to staff on a regular basis, on web pages, Lasdun articles, staff emails, correspondence with HR, etc. Digital version of EAP leaflet continues to be issued with letters offering employment. Workplace Health Wellbeing occupational health service providers also promoting the EAP to staff.

Health Assured have launched their new **My Healthy Advantage** app and will be phasing out their *Health e-Hub* app. UEA continues to promote the app and other EAP services to staff. Over 80 staff attended the information session for IT Division on 1 December session. The next open staff session is 8 December.

Summary of EAP utilisation figures for period 1 November 2019 to 31 October 2020 is available at Appendix A.

Staff have provided positive feedback of their experience of the EAP:

“During the COVID pandemic I have found it very hard to find the time to keep on top of my own well being. The Health Assured app helps me with this as I am able to set aside at least 15 minutes a day to check in on myself. The four week plans are excellent, and the videos can be very enlightening, As a manager the app is an additional tool that I can recommend members of my teams to if they are struggling with their own mental health.”

“I needed some legal advice on a personal matter and decided to contact Health Assured to find out the best way forward. Despite it being a Saturday afternoon I rang and the phone was picked up instantly. They asked a few questions about my situation and said they would see if a legal advisor was available. I was then put through to someone who was able to offer some sound advice and point me in the right direction. I found that the service was quick, easily accessible and confidential. I wouldn't hesitate to recommend it.”

“They were very helpful and informative. They put me on the right path. Would definitely use them again should I need to”

Utilisation of UEA Staff Counselling Service


- For the period 23 March 2020 to 30 November 2020, the service reports that 72 staff have received a full programme of counselling via MS Teams or Telephone based on the client's preference.
- Of those 72, 35 were new referrals post lockdown and 37 were part way through their programme prior to 23 March 2020.
- For the same period in 2019 the Service had face-to-face counselling with 122 members of staff.

- At lockdown, 3 members of staff paused their request to have an exploratory session, preferring face-to-face.
- 11 members of staff who paused their sessions with a Counsellor due to remote only services are having their wellbeing checked on a regular basis.
- Currently 2 members of staff are booked in for exploratory sessions and 52 engaged in counselling.

Approval of Staff Mental Health & Wellbeing Strategy anticipated on 4 November 2019. Launch of strategy in December 2019/January 2020 and development of action plan. Review in March 2020 and annual report published in late 2020.



The [Staff Mental Health & Wellbeing Strategy](#) CLIPS brand is continuing to be used with mental health and wellbeing articles, reports, etc. A rolling programme of employee communication and engagement is being discussed with Communications Team.

- To coincide with White Ribbon Day (25 November) and 16 Days of Action against domestic violence (25 November to 10 December), UEA launched a new Briefing Note – Briefing Note 33 – Domestic Abuse and how to seek support and advice.
- UEA pledged to break the silence around domestic abuse and HEAR, help and provide support in the workplace by signing up to the HEAR pledge, a Norfolk County Council campaign to get organisations to make simple changes to policy which will help their employees who might be suffering domestic abuse.
- Range of wellbeing resources for staff, Covid-19 and non-Covid related, available via the My UEA portal. Homeworking page has been updated with [Guidelines for Staff on working from home](#) including a section on supporting health and wellbeing.
- Staff Network for Mental Health First Aiders (chaired by Wellbeing Training Manager and coordinated by HR) launched in May. Over 60 staff have now joined the network and have been networking with other MHFA trained colleagues and being provided with advice, support and continuing professional development.
- HR and Wellbeing Training Manager are working in partnership to launch the Staff Wellbeing Champion. Staff Wellbeing Champions are being recruited and launch of the Staff Wellbeing Champions Support Network for staff will take place shortly.
-  [‘Report and Support’](#) online tool – 28 reports received between 15 January 2020 and 30 November 2020, 14 of which were anonymous. Information from reports will be used to analyse prevalence of issues once there is a larger data set. The reporting system will continue to be advertised to engage more staff in reporting and to increase the number of reports with personal details. HR and Security working together on security reports being fed into the Report & Support platform so UEA has a centralised reporting system.

Covid-19

For 2020/21, the UEA Staff Mental Health and Wellbeing Working Group has absorbed the staff aspect of Project 17 which focuses on additional needs not met by existing support or how existing support needs could be re-worked to meet the needs during Covid-19 pandemic. It has been agreed that regular updates under the title ‘Project 6 – Staff Wellbeing’ will include updates on Covid-19 activities and will be submitted to the Vice-Chancellor’s Taskforce on Mental Health and Wellbeing. Both Project 17 and Project 6 link with the UUK Stepchange Pillars. Claire Pratt, Head of Wellbeing Services sits on both the Working Group and the Project 17 Group.

- Range of Covid-related wellbeing resources for staff available via the My UEA portal. Homeworking page has been updated with [Guidelines for Staff on working from home](#) including a section on supporting health and wellbeing.
- [UEA Covid-19 Staff Survey](#) for staff (including Associate Tutors) results published in June 2020. Explored how staff feel about their health, safety and personal well-being in their current work environment and also the prospect of returning to work on campus. A Covid-19 staff survey summary of key actions has been produced and reflects the current progress on identified actions (Appendix B). The Director of People and Culture will be providing staff with an update on initiatives and actions being undertaken by a range of Working Groups and Divisions.

Appendix A - Summary of UEA Health Assured Employee Assistance Programme for period 1 November 2019 to 31 October 2020¹:

	01/11/19 to 31/01/20	01/02/20 to 30/04/20	01/05/20 – 31/07/20	01/08/20 – 31/10/20	Total for period
Annualised utilisation at end date of period*	8.4%	9.6%	9.7%	10.1%	10.1%
Portal hits	2958	844	834	618	5,254
Total Calls	84	108	99	112	403
Calls – Counselling**	57 (68%)	71 (66%)	75 (76%)	93	296 (73.4%)
Calls – Advice***	27 (32%)	37 (34%)	24 (24%)	19	107 (26.6%)
Structured telephone counselling referrals	4	4	11	10	29
Counselling sessions delivered ****	7	23	48	35	113
Work related (WR) calls (Stress, Change, Role Demands, Bullying & Harassment)	10 Stress (6) Change (3) Role (1)	12 Stress (11) Demands (1)	11 Stress (8) Bullying & harassment (3)	13 Role (6) Stress (3) Demands (2) Relationships (2)	46 Stress (28) Role (7) Demands (3) Change (3) Harassment & bullying (3) Relationships (2)
Call category –Top five	Legal (27) Mental Health (23) Work (10) Relationships (9) Service Enquiry (9)	Mental Health (38) Legal (37) Work (12) Relationships (12) Service Enquiry (6)	Mental Health (37) Legal (24) Work (11) Relationships (8) Service Enquiry (8)	Mental Health (61) Legal (19) Work (13) Relationship (4) Service Enquiry (4)	Mental Health (159) Legal (107) Work (46) Relationships (36) Service Enquiry (27)

* Annualised utilisation is calculated as counselling and advice calls against employee headcount of 4,000. Health Assured report that usage between 8% – 12% is really good and below 6% would require increased promotion of the Programme.

¹ Source: Health Assured Corporate Management Information Reports for UEA's Employee Assistance Programme

** Counselling calls (296) account for 73.4% of all calls, sitting below Health Assured's benchmark of 74% by 0.6%. The most common reasons for counselling engagement were Anxiety (17.6%), Low Mood (16.2%), Work-related stress (9.5%), Service enquiry (9.1%), Partner (7.8%) and Divorce & Separation (8.4%). Due to the Covid-19 pandemic, Health Assured added 'Pandemic' as a category in March 2020 and this accounted for 1.7% (5 calls in total with 1 in March and 4 in July). The percentages for Anxiety and Low Mood are reflected across Health Assured's client portfolio and reflects concerns being addressed before they become long term issues.

*** Advice (also known as Legal) calls (107) cover family issues, employment, financial, legal, relationship, housing, consumer, childcare, eldercare, etc. Advice calls account for 26.6% of all calls, sitting above Health Assured's benchmark of 20.0% by 6.6%. The most common reasons for advice engagement was Employment (38.3%), Divorce & Separation – Legal (23.4%) and Civil (6.5%), Housing (5.6%), Property (4.6%), Consumer (3.7%), Wills & Probate (3.7%) and Motoring (3.7%).

**** Health Assured report that there has been a 50% improvement in the GAD-7 (General Anxiety Disorder-7) scores and a 64.3% improvement (sitting above benchmark of 60%) in the PHQ-9 (Patient Health Questionnaire-9) with individuals accessing the EAP service early before anxiety and depression levels become severe. Workplace Outcomes have been good - 90% of those accessing therapy were already present at work when therapy started and stayed in work, whilst 44.4% of those absent at the start of therapy were back in the office at the end of therapy.

Human Resources
1 December 2020

APPENDIX B

COVID-19 STAFF SURVEY UPDATE ON KEY ACTIONS (as at 30 November 2020)

CATEGORY	REF	ACTION	WHO RESPONSIBLE														COMMENTS	STATUS			
			Working from Home Project Group	Return to Campus Group	Staff Mental Health & Wellbeing Working Group	Long term Flexibility Group	Workload Working Group	Financial Working Group	COMMS	HRD	FIN	ET	VCO	HoD's	FAC PVC's	HoS's		Not yet started	In progress	Completed / Ongoing	
A. Wellbeing & Life Aspect Questions	A1	Undertaking an annual joint (UEA and Campus Trade Unions) CLIPS Staff Wellbeing Survey to understand the current environment and to inform our future provision of mental health and wellbeing support			◆													First full Survey taking place in March 2021			
B. Support Questions	B1	Clear information for Professional Services staff on changes to work practices and processes												◆	◆	◆		Managers have received this feedback. Guidance documents available on website			
	B2	Increase in 1 to 1 support for Professional Services staff	◆		◆					◆	◆			◆	◆	◆		Guidance being drafted by HR on managers having wellbeing conversations			
	B3	Better management of workloads for Professional Services staff							◆	◆				◆	◆	◆		Guiding principles document being drafted by HR			
	B4	Communication to staff of changes that will impact students/student processes prior being communicated to students								◆				◆	◆	◆		Managers, including Communications and LTS, have received this feedback			
	B5	More concise VC emails containing concrete information								◆				◆				Feedback provided to VC's Office			
	B6	Increased information about job security, particularly for those on temporary contracts							◆	◆	◆	◆						Ongoing discussions with Trade Unions and periodic communications. Current Associate Tutors and those employed at the time of 'lockdown' may now join and remain on the University's Redeployment Register until end of academic year (June 2021).			
	B7	Regular updates on 'recruitment freeze'								◆	◆	◆						Periodic updates planned for staff. Schools and Departments continue to communicate via team meetings.			
	B8	Improvement in provision of IT support	◆	◆														Guidance re use of using devices and own devices - link on HR homeworking portal going live w/c 30/11 and updates on webpage			

COVID-19 STAFF SURVEY UPDATE ON KEY ACTIONS (as at 30 November 2020)

CATEGORY	REF	ACTION	WHO RESPONSIBLE														COMMENTS	STATUS			
			Working from Home Project Group	Return to Campus Group	Staff Mental Health & Wellbeing Working Group	Long term Flexibility Group	Workload Working Group	Financial Working Group	COMMS	HRD	FIN	ET	VCO	HoD's	FAC PVC's	HoS's		Not yet started	In progress	Completed / Ongoing	
	B9	Improvement in provision of IT equipment	◆	◆														IT working on role out of provision of equipment			
	B10	Communicate to staff how they can make a claim to HMRC for tax relief, if eligible, for increased costs incurred due to temporarily working at home, e.g. heating and electricity.	◆							◆	◆	◆						Message to be sent out to staff			
	B11	Better management guidance of workloads for academic (ATR/ATS) staff							◆	◆	◆							New framework document for academic line managers with core principles and guidelines published 18 August 2020. Staff Q&A session held 24 September 2020. Monitoring will be undertaken by School and Faculty Executives.			
	B12	Continuation of flexibility to work remotely from home after lockdown measures have eased and staff can return to campus.	◆	◆		◆				◆	◆	◆			◆	◆	◆	Listening exercises taken place and actions continuing to be discussed which take on board current Government guidance.			
	B13	Explore methods of improving communication to reduce use of emails and to reduce conflicting messages from different sources		◆						◆		◆						Feedback being considered			
	B14	Continue to disseminate information about health & wellness benefits for staff, particularly for remote workers.	◆	◆	◆					◆	◆							Range of information on Covid-19 and HR wellbeing pages and regular communications to staff. New 'My Healthy Advantage' App being launched.			
	B15	Continue to improve communication on 1 to 1 basis with specific questions about wellbeing - e.g catch up meetings, appraisal			◆					◆	◆				◆	◆	◆	Guidance being drafted by HR for managers having wellbeing conversations			

COVID-19 STAFF SURVEY UPDATE ON KEY ACTIONS (as at 30 November 2020)

CATEGORY	REF	ACTION	WHO RESPONSIBLE														COMMENTS	STATUS			
			Working from Home Project Group	Return to Campus Group	Staff Mental Health & Wellbeing Working Group	Long term Flexibility Group	Workload Working Group	Financial Working Group	COMMS	HRD	FIN	ET	VCO	HoD's	FAC PVC's	HoS's		Not yet started	In progress	Completed / Ongoing	
	B16	Improve support from line managers/managers with adapting to organisational change	◆	◆						◆	◆				◆	◆	◆	CSED courses available to aid managers in managing change. Links to information available on Homeworking webpage and new guidance on homeworking and how managers provide support with homeworking.			
	B17	Line manager/managers continue to help staff balance their work and personal life			◆			◆							◆	◆	◆	Managers have received this feedback			
	B18	Managers continue to hold regular team meetings to support teams with getting job done, discuss impact of changes and working together to support each other													◆	◆	◆	Managers have received this feedback			
	B19	Continue to ensure we communicate the decisions taken during CV-19 situation that affect the workforce, including consideration of employee well-being and safety	◆	◆						◆	◆	◆	◆	◆	◆	◆	◆	Comprehensive information in place, including Safety First - Staff Guide, HR Guidelines, dedicated Covidsecure@uea.ac.uk email to raise concerns and Covid-19 helpdesk. Weekly communications through Lasdun and on links in homeworking webpage.			
	C1	Continue to provide information to employees to help them understand what they need to do in response to CV-19 and the actions UEA is taking in response to CV-19		◆						◆	◆	◆	◆	◆	◆	◆	◆	Regular communications continuing to be sent out and cascaded to staff and feedback from staff taken on board			
C. Communication Questions	C2	Continue with weekly communications for employees on CV-19 (plus see B5 & B13)		◆						◆		◆						Regular communication being sent out and cascaded to staff in timely manner			
D. Remote Working Questions	D1	Management of workloads - see B3 & B11																New framework document for academic line managers with core principles and guidelines published 18 August 2020. Principles for Professional Services Staff being drafted			

COVID-19 STAFF SURVEY UPDATE ON KEY ACTIONS (as at 30 November 2020)

CATEGORY	REF	ACTION	WHO RESPONSIBLE														COMMENTS	STATUS				
			Working from Home Project Group	Return to Campus Group	Staff Mental Health & Wellbeing Working Group	Long term Flexibility Group	Workload Working Group	Financial Working Group	COMMS	HRD	FIN	ET	VCO	HoD's	FAC PVC's	HoS's		Not yet started	In progress	Completed / Ongoing		
	D2	Explore options for home-office setups and access to resources for working from home	◆	◆									◆	◆					Honeycomb desk pilot taken place. USS due to make proposal to Executive Team on office equipment options.			
	D3	Ensure communication with staff working remotely from home is maintained, including informal connections - (plus see B7, B13, B14, B15, B16 & B17)	◆	◆						◆	◆			◆	◆	◆	◆	Regular Lasdun communications and Homeworking webpage up and running.				
	D4	Continue to communicate clearly to staff options available to help balance home-work life							◆	◆				◆	◆	◆	Regular information communicated to staff					
E. Returning to Campus Questions	E1	Retention of flexible working, guidance on social distancing, PPE, shared space - see B12 & C1	◆	◆					◆					◆	◆	◆	Return to campus protocols and guidance documents in place					
	E2	Improve communication regarding transport options, ticket subsidies and bike salary sacrifice scheme		◆					◆		◆						Feedback provided and additional communication to take place once more information available about returning to work on campus. On campus car parking free at present for staff working on campus.					
F. Personal Health & Safety Questions	F1	Working safely on campus - see C1		◆					◆	◆		◆		◆	◆	◆	Regular communications continuing to be sent out and cascaded to staff and feedback from staff taken on board					

(Committee Report reference here – SEN19D001 as an example).

Title: *Replacing Enliten – a proposal*
Author: Garrick Fincham
Date: 18/11/2020
Circulation: VC Taskforce on Mental Health and Wellbeing
Version: Final
Status: Open

Issue

The Enliten app, used for tracking student wellbeing and for gathering student suggestions for university improvement. The company behind the app no longer operates, and the loss of the app has left a whole which we need to fill.

Recommendation

The Taskforce are asked to recommend to ET that UEA proceeds with an in-house replacement as outlined here.

Resource Implications

Enliten plus support totalled c. £145k p.a. The current proposal will cost £103,701 p.a. and so represents a saving of c. £41k.

Risk Implications

Enliten provided key insight on student wellbeing. Without a replacement we have no systematic or way of assessing wellbeing within the student community.

Equality and Diversity

Supporting wellbeing is intrinsic to our support of a diverse student community. We consider this proposal to be an essential additional tool.

Timing of decisions

Work can commence as soon as a decision has been made.

Further Information

N.A.

Background

Enliten was a 'wellbeing app', externally provided and used to track student wellbeing in real time, as well as collecting student suggestions/feedback. It was supported by a reward scheme to encourage student participation. UEA was a member of the pilot, and it operated reasonably successfully but with lower than optimum take-up.

The product is no longer available, the company behind it having ceased trading.

Discussion

What aims should UEA pursue in replacing the app?

A review of the Enliten app indicates that to replace its functionality, UEA needs to:

- Create a supported platform (even if pulled together from a range of existing software) for collecting and responding to student ideas. This allows students to talk to us when they want to, rather than when we ask
- Track student sentiment/mental health and wellbeing in a rapid/rolling way through a small, tight group of questions, not the large banks of questions established by Enliten.
- Have the ability to add a limited number of additional questions to the 'platform' - short turnaround questions for the student body on specific issues. This should be two-way, and give the student body the chance to pose specific questions to the university in return, more in the spirit of a continuing dialogue, rather than just a 'suggestions box'
- Establish a clear process for embedding student feedback and responding to student suggestions
- Create a reward scheme, and multichannel coms plan to encourage participation. This will require regular relevant copy, as well as constant promotion.
- Retain ownership of any initiative to reduce vulnerability to external market forces
- Link clearly to other initiatives including Quality Assurance, the evaluation of the impact of changes to teaching and student wellbeing and potentially student engagement.

The Proposal:

To meet the aims above, we propose the following:

1. **A Steering Group:** Embed in project 17.
2. **Track wellbeing in a way that can be benchmarked and linked to other university initiatives:** We propose using the ONS 4 (see appendix) as this is used in the Graduate Outcomes Survey, and would thus allow us to link to students' life after university. It was also used in the recent Student Wellbeing and Remote Learning Survey. We envisage a standing open survey, always including the ONS 4, but publicised weekly.
3. **Track student response to teaching:** A specific bank of teaching questions will be developed with core teaching colleagues to allow measurement of student response to teaching. This will work in tandem with the new engagement monitoring reporting to alert to areas for action to address student experience and engagement.
4. **Ask extra questions of the student body:** With extra questions added to the ONS4 and Teaching banks, and those questions changing on a regular basis, we have the mechanism to take the temperature around specific and to measure satisfaction with academic, professional and commercial services. This exercise *must* be kept small: no more than one extra 'question bank' or a single open question in any one week. We are temporarily calling this aspect 'Taking the Pulse'
5. **The easiest tech:** Whilst we are still considering the technologies we would use, there is potential to embed within Blackboard Collaborate and/or promote by direct email. We do not propose developing a bespoke app, as we feel this would add an unnecessary layer of complexity

6. **Rapid analysis:** Almost instant access to the results of a weekly “pulse” and tracking.
7. **Listen:** In addition to the “pulse” survey, we also propose a listening platform for student ideas. This would be a constantly open link through which students could funnel ideas/issues and an associated web page, in the first instance, for responding.
8. **Synthesis:** Business Intelligence Unit (BIU) to undertake back end analysis of ‘We’re Listening’ content to group similar ideas, and present them back on the same platform to see if they gain traction amongst the student body. This to be undertaken with existing BIU resource
9. **Responsiveness:** Structured response to student initiated ideas/issues. This could include a monthly university response on the web page, an ‘ideas response bloglet’, and the creation of relevant original content to be circulated through other communication channels by coms. This to be coordinated by STS and content managed by Coms. A key aspect of this would be the flexibility to respond to big and small ideas of value – ensuring that the picture was not dominated by ‘noise’
10. **Inclusiveness:** Analysis of response to “pulse” by student characteristics will be integral to the approach ensuring that “gaps” in experience are rapidly identified and can be addressed. The “Listening” exercise will also provide a forum to hear the broader student voice beyond those actively involved in student representation and potential be more responsive to the needs to underrepresented students.
11. **Ownership:** Clear process map to ensure responses to the ONS 4 and other feedback and ideas are going to the right people – those who would need to respond to the student community, and/or take ownership of resolving issues, where the University was in a position to act. To be jointly co-ordinated by STS and BIU. Wellbeing ownership likely to be the VC’s Mental Health Task Force Project 17.
12. **Coms:** ‘Taking the Pulse’ and ‘We’re Listening’ would both need continuous promotion.
13. **Reward scheme:** A reward scheme to encourage engagement. Unspent Enliten reward points to be imported into the new scheme. Initial build by BIU, using existing resource
14. **Possible next steps:** Over time, we would aim to incorporate other sources of ideas and feedback from the student community. This may include initiatives like tracking social media
15. **Positioning:** We believe it would be best to position this as a community exercise, not a commercial undertaking, and to involve students/the SU in design, most crucially around the ‘We’re Listening’ aspect
16. **A staff version?** It is worth exploring whether the principles of this project would be of value in helping promote dialogue between staff and ‘the university’

Timescales

We envisage Enliten replacement to be fully operational two/three months from being given the go ahead. The defining factor of this time frame is the recruitment of the additional staff in ARM and STS. All necessary technical development can be completed within this time frame, and we would aim to launch the first elements of this project within month one.

Resourcing

We need the following to make this project work:

- Existing BIU resource from MR Team (to be part funded using APP and the rest through efficiencies).
- Retain existing STS funded Management Information Officer (Wellbeing) role (based in PLN), 1 FTE at grade 6 (£36,759)
- Administrative support in STS 1 FTE at grade 5 (£28,833).

- Student coms support in ARM 1 FTE at grade 5 (£25,073).
- Funding to support the rewards scheme (costed at same as Enliten - £13k)

This totals £104k p.a. - £41k less than Enlighten plus it's support (£145k).

Appendix 1

ONS Wellbeing question set (scale: 0 not at all-10 completely)

Overall, how satisfied are you with your life nowadays?

To what extent do you feel things you do in your life are worthwhile?

Overall, how happy did you feel yesterday?

Overall, how anxious were you yesterday?

Mental Health and Wellbeing Programme – Project Summary 11.

Project Name:	Opt-in Scheme for 3rd party contacts
Project Sponsor:	PVC ACAD
Professional Services Lead:	Dir SSS
UUK Stepchange Pillar:	Early Intervention

Update as at December 2020

We currently have 3446 students who have opted in to the contact scheme. Further analysis is expected in the New Year once the data has been incorporated into the data warehouse by Planning colleagues.

Anecdotally, there has been a drop-off in registrations at other Universities using similar schemes, which may well relate to the peculiar circumstances of the current year.

Comms will be doing another push in the New Year to encourage students to consider signing up to the scheme.

Project Outline:

Introduction of a new protocol for the recording and use of third party emergency contacts.

All students are required to provide details of an emergency contact when registering for their programme. This information is held on the University's student record system. The University is already able, where Safeguarding obligations require it, to use emergency contact information without seeking contemporaneous consent.

The new protocol enables students to consent to the University providing their named contact with information where significant concerns have developed, but where those concerns have not yet reached a level that would justify contact without student consent.

Practical implementation will require either an additional field in the registration task (probably too late to implement for 2019-20) or a specific form to which students are directed to update on an annual basis within Evision. Dir Student Services will work closely with ITCS around the practical implantation.

Funding:

No additional funding required

Timeline and Milestones

Milestone	Timeline	Completed
Drafting protocol and process	07/19	Yes
SU support for scheme	08/19	Yes
ET approval	08/19	Yes

LTC approval	09/19	Yes
Implementation plan	11/19	Yes
Comms plan	11/19	Yes
Roll-out	02/20	Yes
Impact assessment	08/21	No

Update Notes

The impact assessment of this project is being deferred to 2021, the current pandemic means that we will have fewer students on campus in S1 (particularly students with vulnerabilities) and it would make sense to review the impact of the scheme once we have a full semester of 'business as usual'.

We expect take-up to be low at this stage and will run another comms campaign when students return to campus.

Equality and Diversity Considerations

The scheme will be equally available to all students. That said, there are certain groups of students for whom a named contact who is a separate individual from the next of kin may be particularly helpful in relation to complex personal issues.

Stakeholders

Students, Students' families, SU, Faculties

Dependencies

Implementation is dependent on an appropriate system solution that allows easy registration of contact details by students and recording details of where consent has been provided. ITCS assistance is required to enable roll-out of the scheme.

How Impact will be measured

Success criteria:

>80% of students sign up to the scheme

Evidence of student satisfaction with the scheme in practice

Measurement Tools:

Data on number of sign-ups, contact detail updates

Review all uses of the scheme to identify any benefits for the student/ University in practice

Non-academic student experience survey data

UUK Step Change Reference

Early Intervention – no specific sub-section applies

Mental Health and Wellbeing Programme – Project Summary 16.

Project Name:	Standard Student Communications
Project Sponsor:	COO
Professional Services Lead:	Assistant Head Corporate Communications – Sue Lawson
UUK Stepchange Pillar:	Prevention

Project Outline:

A review of all UEA service communications directed at students from LTS, Finance, Accommodation, Estates and other areas, with a view to making them clearer, kinder and more focused on what UEA students need to know.

This work follows on from the review of student service communications which was conducted as part of the Sense of Belonging Research carried out in 2018//19 academic year. Specifically the review covers: portal information, website information, as well as standard service information for LTS letters, Finance letters, Accommodation letters.

Funding:

VC Taskforce has provided funding for the copywriter to review standard service communications. This funding has not been used since the start of Covid-19 pandemic.

Update Post Covid-19 December 2020

Decision Point:

The project is at a decision point in terms of how it reports back to the University and the proposal the meeting is asked to consider is:

- **Scheduling the work on service communications for next academic year 2021/22;**
- **Producing a further review of student focused communications from STS, LTS, Estates, Accommodation and Schools.**
- **Produce a review report to the taskforce – setting out how the work will be integrated into business as usual for services and schools.**
- **Funding of £8,000 to pay for the outsourcing of the copywriter skills**
- **Agreement to fund a permanent Grade 6 Student Communications Officer within the communications team at UEA; the current role is only on a fixed term until: 31 July 2021**

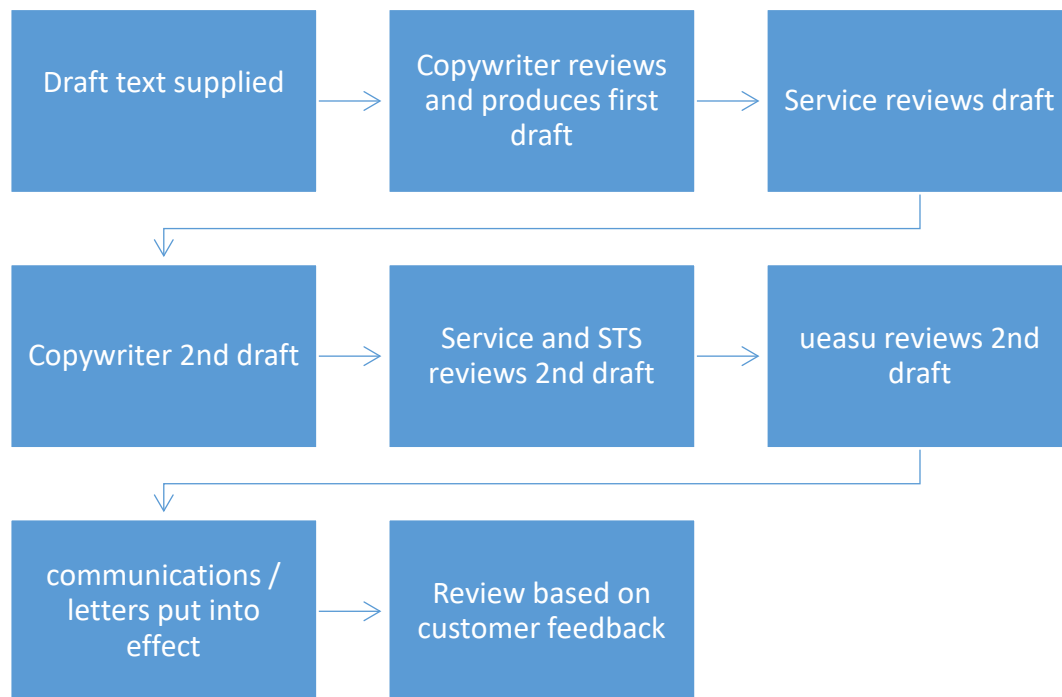
New Points to Note:

- Covid-19 has impacted on the mental health and wellbeing of staff and students; and this in turn has impacted on the flow of regular service communication.
- There is now a Covid-19 Project 17 work stream which is looking at how UEA can help to reassure and support the wellbeing of students and staff.
- Services across UEA have had to communicate more regularly with students and the work of the project has helped to inform the tone of these communications;

- The focus on wellbeing during the pandemic has highlighted the requirement to be more mindful of the context in which messages are read/heard and this has also seen more empathetic language used for all service areas. This is essential.
- Additional wellbeing resources continue to be highlighted at this time on the UEA Portal to assist staff and students.
- **Progress on service communications has paused while we are focused on the Covid-19 communications, as the time required to focus on standard service communications has not been available.**

Timeline and Milestones

Process Outline:



Activity	Milestone	Deadline	% Complete
LTS Extenuating Circumstances Emails	Templates in Place	September	100%
LTS Plagiarism and Collusion	Updated with LTS to implement	November	100%
LTS Attendance and non-submission	Updated with LTS to implement	November	100%
Finance Letter Redrafts	Updates with Finance to implement	December	100%

Activity	Milestone	Deadline	% Complete
Accommodation letters	Updated	January	100%
LTS Exam Letters	Exam Letters updated	February	100%
Disciplinary Letters – ES	Awaiting initial drafts – after conversation with Emma agreed that letters are so bespoke that a template review is not required.	Not Required	N/A
New fitness to study process	Awaiting new business process to see how communications can be more effective	TBC	0%
Caring and Compassionate Communications	New Project Connected to Project 17		

Stakeholders

The following are key stakeholders in this project: Faculties, STS, LTS, Accommodation, Estates, SportsPark, Catering, ueasu.

Dependencies

- As services start the review of standard service communications it is starting to identify other communications which require a review and refresh
- Reviews of the copywriters' drafts need to be conducted both by the department to ensure it's reflective of current service offer and by ueasu representatives; these reviews are often fitted in around the normal business demands so the process can be time-consuming.
- The project is dependent on future funding to ensure the review can incorporate all aspects of service communications with students;

Measuring Impact:

- We will measure impact through student satisfaction surveys and through regular feedback from students and service users and review every two years through focus group sessions. We were also monitoring feedback through the Enlitened App responses from students; now that Enlitened is no longer available we will be connecting with the new student pulse surveys to understand how best to update our language and tone to ensure students are supported.

Mental Health and Wellbeing Programme – Project Summary 17.

Project Name: Mitigating the impact of C.19 upon MH and wellbeing
Sponsor: Emma Sutton (PVC SEE)
Professional Services Lead: Sarah Ward (VCO project manager)
UUK Stepchange Pillar(s): Prevention/ Support

UPDATE report - November 2020

A review of the objectives and operation of project 17 has been undertaken since the previous update leading to the revisions below.

Previous summary reports can be found within Appendix A.

Project Outline:

To consider the range and effectiveness of existing support provision and identify additional bespoke support needed in response to C.19 and associated lockdown/ isolating/ restricted activity for students.

Aim:

To mitigate covid -related detrimental impact upon mental health and wellbeing through responsive service provision.

Objectives of the project:

- 1) To have oversight of, and direct the provision of support available and delivered to students during the covid- disruption period (cross institution and SU collaborations)
- 2) To monitor and commission a range of insight data and the available evidence- base to inform project decisions and their impact
- 3) To seek and receive assurance that provision is appropriate and sufficient, or...
- 4) To identify unmet needs or service omissions and direct modified provision or additional interventions where indicated.

Priority themes:

- Isolating and isolation
- Making friends, connections and belonging
- Keeping active and having structure to your days
- Access to support and services
- Managing study
- Target groups or triggers: C-19 isolation; remote learners; poor engagement profile; known vulnerability; estranged/ care leavers; disadvantaged or discriminated groups; international students; PG students; mature/carers; disabled; BAME

Funding:

Additional funding has been invested in the expansion of STS covid-response activity (4fte call handlers plus 2 fte coordinators secured until end Jan 2021)

Investment (7k) agreed to support SU led support network initiative.

Further expansion of Buddy scheme under consideration (Vantage software needed)

Various costing (catering etc.) currently being scoped as part of Winter Warmth initiatives

Timeline, Activity and Milestones:

Given the challenges noted at the last update, P17 ToRs and focus have been reviewed and activity intensified to address student only provision (staff needs embedded via project 6)

Weekly monitoring meetings were established w/c 09 Nov 20 in partnership with SU led by PVC SEE.

Key activity focus and timeframes have been identified and will support the systematic review and flexible planning of provision:

- 1) Supporting isolated and new students through remote/ blended learning – engagement monitoring via BB and academic/ embedded team in-reach - up to 09 Dec 2020
- 2) Supporting students required to isolate further to positive testing/ close contact - ongoing informed by USS data - needs led
- 3) Ongoing recognition and support for students in practice - up until 18 Dec 2020
- 4) Planning and support re - travelling home/ LFT and transition to on-line provision – 29 Nov – 09 Dec 2020
- 5) Supporting those resident on campus or local beyond 09Dec – 01 February 2021
- 6) Supporting the safe return to campus of students - Jan – 01 Feb 2021
- 7) Supporting and welcoming new arrivals - Welcome activity - Jan 2021
- 8) Re-establishing connections and friendships – Feb- March 2021

The necessity for project 17 to continue will be subject to review in March 2021

Workstreams identified which frame P17 activity monitoring discussions:

- Insight activity and MI / data needs and monitoring
- Learning & Teaching responses
- Student Support Team responses
- SU led initiatives
- Holistic responses (commercial, accommodation etc.)
- Effective communication of support opportunities

Equality and Diversity Considerations

All provision and planning is critically considered with regard to inclusivity to ensure accessibility and relevance to the needs of diverse students group. Targeted provision and service is offered where needs are identified informed by engagement data, sector guidance and insights gleaned through service use and student voice.

Stakeholders

This is a whole community initiative - all students and academic staff, Student Services, Coms, SU, LTS, commercial services, accommodation, and estates have a part to play in offering a holistic and coordinated response

- It is noted that all workstream activity is undertaken in partnership between UEA colleagues with the SU - a multidisciplinary/ multi-stakeholder approach is adopted.
- Current work is underway to establish a *lived experience advisory group* and to provide opportunities for direct involvement in project work where indicated.

Dependencies

None impacting on progress

How Impact will be measured - success criteria:

Ongoing evaluation of project initiatives and workstream impact is being undertaken to meet the project objectives of being responsive to a rapidly changing context - it will be informed by a range of insight and data sources captured below:

Please note this may not be exhaustive due to pace of development work underway

WORKSTREAM	Data sources and indicators	KPI
Learning & Teaching	<ul style="list-style-type: none"> ○ Student performance and progression data ○ Teaching engagement data ○ Use of remote provision facility ○ Volume of EC's and eventual outcomes ○ Student satisfaction - open forums / pulse survey ○ Assessment support and use of safety net measures ○ School led/ cohort 'live' off timetable events 	<p>No significant detriment in satisfaction or academic performance across student groups</p> <p>Support facilitated in a timely and effective manner where needed</p> <p>Measures are provided to promote course connections and belonging</p>
Student Services response	<ul style="list-style-type: none"> ○ Management Information data - volume and responsiveness monitoring of BAU services ○ Covid- response team interventions - USS prompted, in-reach and referral on ○ Attendance - loneliness support workshops ○ Use of student enquiry points ○ Winter break activity - participation ○ Student feedback – pulse survey 	<p>Students are able to access timely and effective interventions</p> <p>No impact on wait times noted</p> <p>All isolating students receive proactive interventions and support offer</p>
SU led responses	<p>Participation in SU led support and social events inc:</p> <ul style="list-style-type: none"> ○ Use of Buddy scheme ○ Flativities ○ Delivery and uptake of new Support Network series ○ Winter Warmth activity - drop in and scheduled events ○ Student voice insights 	<p>Student feedback and participation indicates student felt able to access activity and found it to have a positive impact on wellbeing</p>
Holistic responses	<p>Provision and participation in:</p> <ul style="list-style-type: none"> ○ Take five online ○ Use of catering services ○ Usage of bursary – variation ○ Use of outside space – isolating student initiative ○ Uptake of kit bag offer/ boot camp service ○ Engagement and feedback from Winter Warmth schedule ○ Accommodation response - moves on request ○ Student pulse/ feedback 	<p>Students made use of and report feeling supported to engage in activities of daily living, wellbeing and social events</p>

APPENDIX 1 - project outline and updates to November 2020

Mental Health and Wellbeing Programme – Project Summary 17.

Project Name:	Mitigating the impact of C.19 upon MH and wellbeing
Sponsor:	Emma Sutton (PVC SEE)
Professional Services Lead:	Jon Sharp Dir SSS
UUK Stepchange Pillar(s):	Support/ staff

Project Outline: Consideration to the specific and bespoke support needed during C.19 and lockdown for both students and staff as well as the support needs may change post C.19

Funding: No additional funding required.

Timeline and Milestones

First meeting of the project group has been held discussions included

Consideration to be given to any additional needs not met by the existing support or how the existing support needs could be re worked to meet the needs during C.19

Communication of support available

A summary of support available to be collated by Coms

Equality and Diversity Considerations - Consider the needs of the diverse population and the increased risks/ needs that may be experienced by some distinct groups. Acknowledge the importance of developing a good understanding of the particular staff/ student affected and ensuring that any actions are appropriately informed by that understanding. This would include any specific considerations relating to a individuals cultural background or other protected characteristics

Stakeholders- All Students and Staff, Student Services, HR, Coms, Union, SU.

Dependencies - None

How Impact will be measured

Success Criteria:

Staff and Students being able to understand and access the support and information that is available to them and that support being relevant and beneficial in relation to the distinct situation we are in currently due to C.19

Measurement Tools:

Staff/ student feedback

UUK Step Change Reference

6.1. Configure range of effective services and evidenced interventions

Universities should configure and resource a range of support services responding to the assessment of need. Services should be effective and accessible, and be based on the best available evidence. They should be integrated within wider student support and advice – students who need support on mental health issues may often require advice on other issues such as academic, housing, finance – and integrated with learning and teaching practice.

There is no definitive service offer. Interventions might include mental health support or counselling, digital apps and online psychological therapies, telephone/online appointments, after hours' services, helplines and peer-to-peer support.

6.2. Ensure effective signposting of support

Clear signposting to the appropriate support services and peer-to-peer initiatives should be in place. This will require effective staff training, including academic staff.

8.4. Encourage integration of university support services with local primary care and mental health services

It is important to work collaboratively with local GPs and mental health services, to support students to access low-intensity services and primary health care professionals rather than accident and emergency departments. Strong messaging about registration with a university practice should be a key component of induction.

Recent OFS guidance is also relevant here (a mapping exercise taking into consideration all recommendations is underway) <https://www.officeforstudents.org.uk/publications/coronavirus-briefing-note-supporting-student-mental-health/>

Update May 2020

Progress

- This is a newly added project which commenced in May 2020.

Issues

- None

Covid 19 considerations

- The aim of the project is related to ensuring support is effective and accessible during C.19

Update September 2020

Progress

- The P.17 working group have met regularly since May 2020
- The group have agreed TOR and an action log has been created.
- The group have been working to ensure they have an oversight of project work being undertaken that relates to wellbeing and c.19 specifically.
- The group have received a report and verbal update from BIU following the all student wellbeing/ remote study survey.
- The group have reviewed a verbal update from HR leads on the all staff wellbeing survey

Issues

- None identified

Covid 19 considerations

- The aim of the project is related to ensuring support is effective and accessible during C.19

SEN20D007

Title: *Update on the work of VC Taskforce tackling racism*
Author: Professor David Richardson, Vice-Chancellor
Date: 04/02/21
Circulation: Senate 24 February 2021
Agenda: SEN20A002
Version: Draft
Status: Open

Issue

An update on the VC's Taskforce on Tackling Racism

Recommendation

Recipients are invited to note the contents.

Resource Implications

No specific resource requests contained in this paper

Risk Implications

The work outlined is intended to mitigate risks in the area of tackling racism on campus and more generally.

Equality and Diversity

This area will be considered further ahead of the Taskforce presenting any further recommendations to Senate.

Sustainability

It is intended that any changes agreed will be bedded in as business as usual.

Timing of decisions

n/a

Further Information

Further information: Assistant Registrar VCO Lisa Williams lisa.williams@uea.ac.uk

Discussion

The Vice-Chancellor, as Chair of the UUK Advisory Group on Racial Harassment, has overseen the development of new practical guidelines for all universities to apply to tackle

racism on campus and in the wider community. The new guidance was published in November 2020 and attracted a high level of media interest.

The Vice-Chancellor was interviewed live on BBC Radio Today programme as well as Talk Radio and he hosted UUK's webcast on tackling racial harassment in higher education as part of the launch event. The webcast can be seen here: <https://vimeo.com/504720725>

The aim was that this moment would be a catalyst for rapid yet sustainable cultural change, helping UEA and other universities to turn our commitment that 'Black Lives Matter' into tangible actions for the good of all Black, Asian and minority ethnic (racialized minority) staff and students at UEA.

There is an extensive body of research detailing the inequalities many Black and racialized minority people face in higher education, in areas from student retention and degree awarding gaps, right through to under-representation at senior levels of academia and management. This is something that the VC has highlighted for some time and there is already strong work being undertaken at UEA to address some of these issues in terms of our response to the Equalities and Human Rights Report into racism on campus, our work towards meeting the Race Equality Charter, our work on the degree-awarding gap and the important work of our Equalities, Diversity and Inclusion committee more broadly.

Such is the scale of the challenge that there are numerous ways in which we must address racism and racial inequalities – including addressing ethnicity pay gaps, tackling degree awarding gaps, increasing representation of Black and minority ethnic staff at senior levels, improving Black student retention, and embracing decolonisation.

In order to oversee this work at UEA the VC established a new Taskforce on Tackling Racism, which will bring focus, structure and coordination to the practical changes we seek to implement. To date the Taskforce has agreed and announced via the Lasdun and VC's weekly message a guiding principle and Terms of Reference, as set out below.

Guiding Principle

Listening to lived experiences of racialized minorities at UEA should be a guiding principle of all projects tackling racism in the university. Any recommendations should also involve active consultation and feedback, from both established groups and networks in the university representing and involving racialized minorities, and also more widely.

Draft Terms of Reference – this group will:

- a) Oversee, learn from and act upon the findings and recommendations of work undertaken by relevant project groups;
- b) Identify specific improvements and decide how to implement them at UEA 'change projects'
- c) Ensure that all 'change' projects are informed by those with 'lived experiences'
- d) Identify and allocate funding and resource to implement new measures identified as necessary

Objectives: We will:

1. Undertake gap analysis of the new UUK guidelines against current practice/environment.
2. Focus activity on change projects, map obstacles, practices of exclusion (especially invisible ones), and pinch points of progression.
3. Prioritise development and awareness-raising (for both staff and students).

Potential priority themes to include:

- Representation and leadership
- Training, awareness-raising and development
- Student admission, inclusion, progression and achievement
- Staff recruitment, inclusion, progression and achievement
- UEA Life - daily practices, environment, belonging outside the academic context
- Racism and mental health

An initial gap analysis has been undertaken mapping the new UUK guidelines against UEA practice and good progress is already underway to identify UEA-specific change projects wider consultation, beyond Taskforce members, will be undertaken via the project working groups.

UUK's 11 recommendations:**Visible and meaningful senior leadership**

Vice Chancellors and other senior leaders should commit to tackling racial harassment and visibly demonstrate this through senior ownership, responsibility, willingness to learn and engage with those affected, sponsorship, scrutiny, accountability and resourcing for commitments to be effective. This should include engaging with governing bodies or university courts.

Incorporating voices of lived experience

Work with the entire university community, including student's unions, trades unions and staff networks to understand the impact of racial harassment on campus. Ensure that the voices of students and staff from Black, Asian and minority ethnic backgrounds with lived experience of racial harassment are given due prominence and be clear that tackling these issues is everyone's responsibility and should not fall on a minority of colleagues.

Developing an institution-wide strategy for tackling racial harassment

Universities should develop a strategy for addressing racial harassment, ensuring this is embedded consistently throughout all areas of the institution and informed by decision-makers across the university. Clear success measures should be identified and progress regularly reviewed by senior leaders and the governing body.

Increasing understanding of racial harassment and its impacts throughout the university

Regularly review policies and procedures to understand possible biases or increased potential for racial harassment. Increase racial and cultural competence and awareness of the impact of racial harassment and racial microaggressions throughout the university's services, including wellbeing, counselling, disability support and careers services.

Defining terminology and creating a common understanding of racial harassment

Be confident in holding open conversations about racism and racial harassment across the university. Define racial harassment with clear examples of terminology, including microaggressions, and being clear that the impact on the victim, not the intent of the perpetrator, is important in determining harassment. Ensure these definitions are widely communicated. Create safe spaces for staff and students to talk about race and these definitions.

Increasing understanding of racism and racial harassment from an anti-racist perspective

Increase staff and students' understanding of racism, racial harassment and microaggressions and white privilege, through training that is developed from an anti-racist

perspective. This should go beyond unconscious bias training. Set targets for completion and carefully evaluate all training activities to ensure they are having the desired effect.

Addressing racial harassment online

Be clear that racial harassment carried out online will be treated with the same severity as that happening offline. Include expected behaviours within the online sphere within partnership agreements, such as student contracts or codes of conduct.

Developing reporting systems

Where these do not already exist, universities should develop and introduce clearly defined channels for reporting incidents of racial harassment, including the option for anonymous reporting. Details of the system should be communicated routinely to all staff and students to encourage usage. The provision of appropriate support to the reporting party should be a key consideration in designing reporting systems.

Collecting and analysing data on reporting

Universities should systematically collect data on reports of incidents of racial harassment, including where issues were resolved informally, and take action to respond to emerging trends. This data should be reported to senior members of staff and shared with partners, including trades unions and students' unions. Universities should create a centralised mechanism for recording incidents to understand the true extent of the issue and prevent information only being held locally.

Ensuring procedures for managing racial harassment complaints are fit for purpose

Working with staff and students from Black, Asian and minority ethnic backgrounds, trade unions, and students' unions, universities should review their procedures for handling racial harassment complaints to ensure that these consistently follow the sector frameworks and relevant guidance from Acas and the Equality and Human Rights Commission, to deliver fair, transparent and equitable outcomes for all parties involved. Gather, analyse and review satisfaction data to ensure procedures remain fit for purpose.

Evaluation measures to drive continuous improvement

Institutions should develop robust evaluation measures for their activities to prevent and respond to racial harassment. These should incorporate the experience of staff members and students who have used reporting systems and policies.

UEA's response to the recommendations is a vital work in progress, with many areas already being covered by, for example the Inclusive Education and Race Equality Charter workstreams, and there will be further updates as the new Taskforce gets underway.

Stuart Lawrence Talk

Stuart Lawrence, the younger brother of Stephen Lawrence, who was murdered in a racially motivated attack on 22nd April 1993, will be giving a talk to staff and students at the University on 25 February. Since Stephen's murder, the family have been on a tireless campaign for justice and for a fairer and more inclusive society, working with young people and organisations to share their experiences, lobby for actions to tackle racism and present messages of hope and tolerance. Stuart is a motivational and public speaker with over 20 years' experience within the education sector, recently writing a book for the younger mind 'Silence is not an option'.

Attachment:

A copy of the press release for the launch of UUK guidance in November 2020.

Press Release for launch of UUK guidance – November 2020

Universities UK calls for urgent action on racial harassment in higher education

- **Rapid action required to eradicate racial harassment for all students and staff**
- **Practical recommendations for all leaders to implement as soon as possible**
- **Senior leaders encouraged to improve awareness of concepts including white privilege and allyship**

Universities UK has today (Tuesday 24 November 2020) published a new set of recommendations designed to decisively address racial harassment as part of efforts to address racial inequality in UK higher education.

The recommendations are the product of an advisory group convened by Universities UK in October 2019 to address racial harassment in UK higher education, and come just over a year after the Equality and Human Rights Commission uncovered widespread evidence of racial harassment on university campuses.

The advisory group, chaired by Professor David Richardson, Vice-Chancellor, University of East Anglia, was informed by experts in the field and carried out in-depth consultation with panels of exclusively Black, Asian and Minority Ethnic students and staff with lived experience of racial harassment.

The resulting recommendations include practical steps that all university leaders can implement immediately:

- Publicly commit priority status to tackling racial harassment
- Engage directly with students and staff with lived experience of racial harassment
- Review current policies and procedures and develop new institution-wide strategies for tackling racial harassment
- Improve awareness and understanding of racism, racial harassment, white privilege and microaggressions among all staff and students, including through anti-racist training
- Ensure expected behaviours for online behaviour are clearly communicated to students and staff, as well as sanctions for breaches
- Develop and introduce reporting systems for incidents of racial harassment
- Collect data on reports of incidents and share regularly with senior staff and governing bodies

The guidance calls on university leaders to acknowledge where there are issues in their institutions, and that higher education suffers from institutional racism. It cites racial harassment, a lack of diversity among senior leaders, the Black, Asian and Minority Ethnic student attainment gap and ethnicity pay gaps among staff as evidence.

It also recommends training for senior leaders and governing bodies to improve their awareness of concepts including white privilege and allyship, and makes clear that efforts to address racial harassment will only succeed if the entire university community – including students, staff, alumni, and local partners – are engaged and encouraged to take shared responsibility for change.

Efforts to tackle racial harassment should be closely linked with wider work by universities to address racial inequalities in their local communities, as well as throughout UK society and culture.

Professor David Richardson, Vice-Chancellor of the University of East Anglia and Chair of the Advisory Group said:

“It is my firm belief that UK universities suffer from institutional racism. This is uncomfortable to acknowledge but all university leaders should do so as a first step towards meaningful change.

“Too often Black, Asian and Minority Ethnic students and staff have been failed. While they may have heard positive words, they have seen little action.

“That needs to change now. These recommendations are designed to help university leaders put words into action and tackle racial harassment. By embracing and embedding an anti-racist approach we can ensure that 2021 is the year we lead decisive and meaningful change, not just for our universities but for society as a whole.”

Professor Nishan Canagarajah, Vice-Chancellor, University of Leicester and member of the Advisory Group

[To be added]

Professor Julia Buckingham, Vice-Chancellor of Brunel University London and President, Universities UK said:

“Every racist incident is one too many, and all university students and staff are entitled to a positive, safe and enjoyable experience free from racial harassment. As university leaders we have a duty of care to provide that outcome and these recommendations are designed to ensure that we do.

“Although universities have made progress in tackling all forms of harassment since the launch of UUK’s Changing the culture work in 2016, it’s clear that more needs to be done to tackle racial harassment throughout higher education. This guidance provides lessons and solutions which will help university leaders make rapid and lasting change for all those working and studying at the UK’s universities.

“All university leaders should read this guidance and implement its recommendations alongside their own activities to make a real difference to all those working and studying in our communities.”

Notes

1. The full report [TITLE] as well as annexes and case studies will be published on the Universities UK website on Tuesday 24 November 2020.
2. Professor David Richardson, Professor Nishan Canagarajah, Professor Marcia Wilson (advisory group member and Chair of staff panel) and Fope Olaleye (advisory group member and Chair of student panel) are all available for interview. Please contact pressoffice@universitiesuk.ac.uk for further information.

3. Universities UK's work on *Changing the culture* was launched in 2015 with the creation of a taskforce to tackle all forms of harassment and misconduct in UK higher education. The first report of the taskforce was published in October 2016.
4. Progress was reviewed both one and two years after the publication of the original framework. The reviews found that institutions were making progress on tackling sexual misconduct but have not given the same priority to racial harassment.
5. The advisory group on racial harassment was established on 9 October 2019 and took independent expert advice from Dr Tony Sewell, Jatin Haria, and Sandra Kerr. The membership of the advisory group was approximately 50% BAME and 50% white. The full list of members can be found in Annexe F of the report.
6. The student and staff panels that informed the work of the advisory group were comprised of 100% BAME members. The full list of members for both panels can be found in Annexe G of the report.
7. Universities UK will publish a webcast discussing the report's recommendations during the week commencing Monday 30 November. For further information see:
9. Universities UK is the collective voice of 140 universities in England, Scotland, Wales and Northern Ireland. Its mission is to create the conditions for UK universities to be the best in the world; maximising their positive impact locally, nationally and globally. Universities UK acts on behalf of universities, represented by their heads of institution. Visit: www.universitiesuk.ac.uk

SEN20D008

Title: Report on Activities Supporting Student Welfare through the Pandemic
Author: Dr Jon Sharp – Director of Student Services
Date: 26/01/2021
Circulation: Senate 24 February 2021
Agenda: SEN20A002
Version: Final
Status: Open

Issue

To provide Senate with an update on the work of Student Services in the context of the ongoing pandemic.

Recommendation

Committee members are invited to consider the update which covers key developments within Student Services.

Resource Implications

Resourcing needs are discussed in relation to the specific area of activity through the appropriate committee or group.

Risk Implications

It is not yet clear how the impact of Covid-19 may affect the delivery across Student Services as the year progresses, as this is a volatile and all-encompassing context. However, delivery to date has not been negatively impacted and we have measures in place to ensure that we can continue to effectively support students both online and on-campus as appropriate.

Sustainability

Student Services makes every effort to ensure that its services are delivered with the minimal adverse environmental impact.

Equality and Diversity

Issues of Equality and Diversity are carefully considered in relation to how they might impact on all strategic developments within the Service. The Student Services senior management team work closely with the Student Union and the University's Head of Equality and Diversity to ensure that all members of the UEA community are fully considered in the development of new policies and procedures.

Sustainability

Wherever possible Student Services operates in a way that minimises the use of unsustainable resources.

Timing of decisions

No decisions are required

Update

Student Services has been operating in a wholly online environment since 16th March 2020. We have been able to refine and hone our ability to provide a full range of services and currently expect the overwhelming majority of our services to be delivered in this way until the end of the calendar year 2020. That said, we have had a staff presence at a 'Student Enquiry Point' located in the Arts Hub at those times when government restrictions have permitted an in person presence of this type.

Student Life – All services, including booking via Apro, are being maintained. This includes non-academic disciplinary processes which are conducted via MS Teams. A protocol that addresses the behaviours needed to ensure we maintain a safe campus in the current context has been produced and has been promoted to students.

For the academic year 2020-21 our Residential Life team have been based on campus (located in the Library) and continue to provide 24/7 support to students in residences. Under current Covid-secure guidelines our staff will not enter student accommodation except in extremis, but are on-site and will liaise closely with those staff who are cleared to enter where required to ensure an effective response.

We have had a number of students who have needed to self-isolate, either due to travel requirements or because of positive test outcomes or symptomatic individuals within their household. In recognition of the particular support needs self-isolating students will experience, a specific Covid Support Team has been established. This team works seven day shift pattern that extends into evenings. In addition to providing live chat support to students and ensuring that they have arrangements for practical issues such as food shopping, a Self-isolation Guide has been produced and is provided to students.

We continue to operate two Covid-19 specific hardship funds to support students experiencing financial difficulties; a fund to support the purchase of laptops and a more general fund for those students whose personal or family finances have been impacted by the pandemic. Our ability to support students in hardship has been further enhanced by the allocation of approximately £102,000 to this end by the OFS.

Learning Enhancement Team – One to one sessions are continuing via telephone and MS Teams. We have also developed, with the University Academic Directors, a range of measures to support students in relation to the challenges of online learning and assessment.

Processes are in place for ensuring new reasonable adjustments required in relation to online learning are effected.

Group workshops have been successfully delivered online and we are offering a full programme of workshops in line with our usual provision in 2020-21.

Wellbeing – All services, including booking via Apro, are being maintained including group workshops. We have also maintained the delivery of Wellbeing training online to staff. The Embedded team continue to be able to provide both individual targeted support by appointment and drop-in sessions in an online environment. Additionally, we have an enhanced ability to monitor both attendance and engagement in the 2020-21 academic following the introduction of QR card attendance recording and additional engagement data outputs.

We continue to monitor at-risk students on campus and students on campus who are either self-isolating or known to be vulnerable. The Wellbeing of students is also being supported through

'neighbourhood chat' events with SSRs and the link-up between the Embedded team, academic staff and central Student Services teams ensures that we have a timely and detailed understanding of where students may need additional support.

The work of the therapies team has seen some reduction in demand as a result of students being at home with their established support networks. However, this has been offset by an increase in acute cases requiring support and a significant load for the adviser team associated with supporting students in maintaining a sense of personal wellbeing.

Despite the pressures of Covid-19 associated activity, we have continued to innovate where possible in terms of our general delivery. An example of this has been the introduction of a new 'Sessional' approach to our counselling offer. This is a new approach to counselling that is regarded as being more client focused in the mode of delivery and has been associated with better outcomes for users.

Health Assured/ Talk-Campus/ UEA post-Enliteded– The Health Assured package is being promoted to students as another means of support for a range of issues including 'out of hours' availability of one to one support where needed. The Talk Campus offer is currently on pause as the provider is no longer able to offer the package on the terms initially discussed. We are working with BIU on the development of a UEA package that can replicate the key functionality of Enliteded particularly in terms of surveying student wellbeing and providing a space for the submission and University/SU response to student ideas. Our expectation is that we will be able to launch this package in September 2021.

Faith Provision – Faith Provision on campus was re-opened in a three phase process. Phase One began on 18th September, with access to Islamic Prayer facilities and quiet rooms in the Faith Centre being reintroduced. Phase Two which will allowed collective worship in the Faith Centre was in place by the end of October. We continue to provide access to Faith Spaces in accordance with protocols agreed with USS and in line with government guidance. In addition, the Chaplains of various faiths continue to offer pastoral support and faith guidance in an online format to students and staff irrespective of their particular faith commitments.

UEA Dental Service – The Dental practice is now open for all appointment types, including dental surgery and has the full range of PPE to permit a complete range of dental procedures to be safely carried out.

SEN20D009

Title: *Graduate Outcomes Survey and league table performance*
Author: Matthew Aldrich, Academic Director for Employability and Garrick Fincham, Head of Planning
Date: 15th October 2020
Circulation: Senate 24 February 2021
Agenda: SEN20A002
Version: Final
Status: Open

Issue

This paper provides a summary of the Graduate Outcomes Survey and league table performance on graduate prospects. This is the first time that the new survey has been used in league table metrics.

Recommendation

Recipients are invited to receive the report.

Resource Implications

n/a

Risk Implications

n/a

Sustainability

n/a

Equality and Diversity

n/a

Timing of decisions

n/a

Further Information

For further information, contact Dr Matthew Aldrich matthew.aldrich@uea.ac.uk

Background

What is 'GOS'?

The new Graduate Outcome Survey (GOS) replaced the old Graduate Destinations (DLHE) data, last published in 2018. GOS is different in that the survey is now run centrally some **15 months after graduation** rather than the 6 months for the previous DLHE survey. The new survey contains more qualitative and quantitative data on, for example, how students think their **wellbeing** has been influenced by their degree and how useful they have found their degree in their employment. The initial outcomes were published in late June 2020, but Covid-19 has resulted in significant delays to any central, sector agency work on how the data may be interpreted and used.

Discussion

League Table Headlines and Highlights

However, League table publishers have begun to create their own interpretations to allow them to use data from the new methodology.

The *Guardian* (5.9.20) was the first to publish using GOS. Our last published DLHE score was 78% giving a rank of 51st. Under the new GOS we **score 82% and rank 35th, the highest rank and score for UEA since systematic collection of graduate employability data began in 2009.**

In the *Times* (20.9.20) **UEA scored 79.6% and rank 37th, an improvement of 23 places and the highest rank and score we have achieved.** The improvement in our GOS scores were acknowledged as resulting in improvement in UEA's overall ranking at a time when other areas of performance were less strong.

The major change in methodology for GOS may well have benefited institutions like UEA (less vocational, younger demographics). We suspect, though analysis is ongoing, that many of our graduates take a bit longer to move into graduate-level work, although the proportion of students in further study was lower than our competitors. The change in survey methodology, coupled with collaborative work between faculties, Careers and others to extend and improve our employability activities has resulted in some improvement in the rankings. The following tables shows our institutional performance against some comparable institutions; subject performance in the Guardian and Times leagues tables, and sector analysis of the Guardian league table.

% in graduate employment or further study¹

COMPETITOR INSTITUTION	GROUP	GUARDIAN 2020 (DLHE)	GUARDIAN 2021 (GO)	TIMES 2020 (DLHE)	TIMES 2021 (GOS)
BATH	W	87	91	87.5	89.4
WARWICK	R	81	88	83.2	85.2
DUNDEE	W	82	88	81.7	84.4
SURREY	W	80	87	81.0	85.5
LOUGHBOROUGH	W	85	85	86.9	83.6
EXETER	R	85	85	85.5	83.3
LANCASTER	W	89	84	89.1	81.9
YORK	R	82	84	82.0	81.7
ST ANDREWS	W	80	84	79.6	81.9
UEA	W	78	82	77.1	79.6
ABERDEEN	W	81	82	80.9	79.8
READING		76	81	76.0	78.9
LEICESTER	W	76	81	75.4	76.9
SUSSEX		81	80	80.4	76.2
ESSEX		74	78	74.3	73.6
KENT	W	79	76	78.3	72.9

¹ Graduate employment is defined as it was in DLHE – those in professional, managerial or technical occupations (SOC codes 1-3).

Guardian Subject level performance

Notable performance in Chemistry, Health professions, Medicine and Pharmacy and Pharmacology.

SUBJECT AREA	GRADUATE PROSPECTS (%)	RANK	PERCENTILE RANK (%)
ACCOUNTING AND FINANCE	77	37	47.8
AMERICAN STUDIES	67	2	50.0
BIOSCIENCES	78	58	39.4
BUSINESS, MANAGEMENT AND MARKETING	82	20	82.2
CHEMISTRY	97	1	100
COMPUTER SCIENCE AND INFORMATION SYSTEMS	88	44	54.7
DRAMA AND DANCE			
EARTH AND MARINE SCIENCES	73	23	4.3
ECONOMICS	90	17	66.0
EDUCATION			
ENGLISH AND CREATIVE WRITING	71	44	46.3
GEOGRAPHY AND ENVIRONMENTAL STUDIES	72	47	14.8
HEALTH PROFESSIONS	99	6	91.5
HISTORY	76	23	67.6
HISTORY OF ART			
LAW	84	35	60.9
MATHEMATICS	91	13	76.0
MEDIA AND FILM STUDIES	70	17	66.7
MEDICINE	100	1	100
MODERN LANGUAGES AND LINGUISTICS			
NURSING AND MIDWIFERY	99	10	85.5
PHARMACY AND PHARMACOLOGY	97	5	85.2
PHILOSOPHY			
POLITICS	76	34	35.3
PSYCHOLOGY	74	24	78.3
SOCIAL WORK			
SPORT SCIENCE	75	31	50.8
OVERALL	82	35	71.7

The lower response rates (compared to DLHE), means that some significant UEA subject areas are missing from the Guardian league table due to small sample size.

Times Subject level performance

Notable performance in Chemistry, History of Art, Medicine, Pharmacy and Pharmacology, and Subjects allied to medicine.

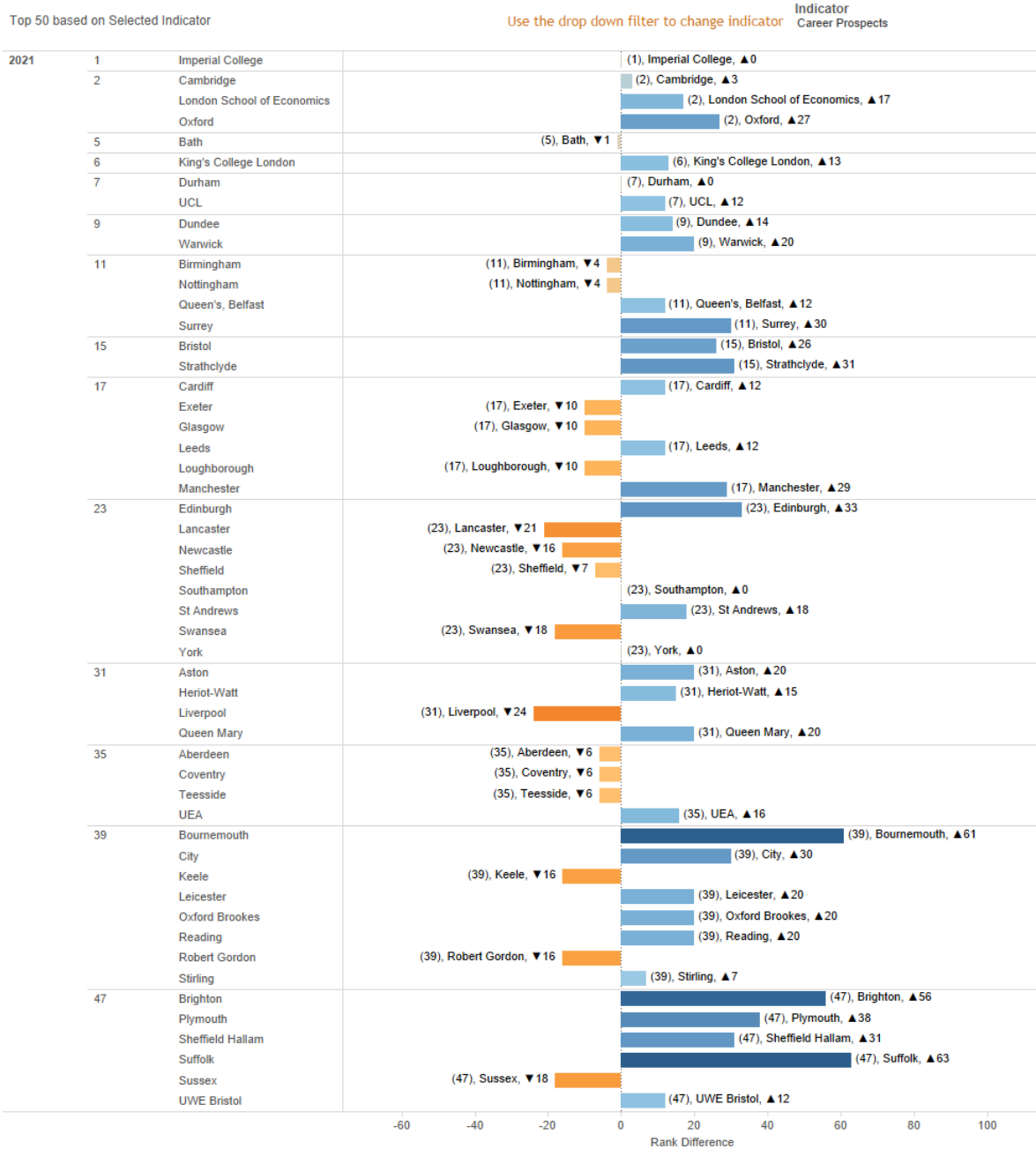
SUBJECT AREA	GRADUATE PROSPECTS (%)	RANK	PERCENTILE RANK (%)
ACCOUNTING AND FINANCE	74.1	41	55.1
AMERICAN STUDIES	71.2	5	63.6
BIOLOGICAL SCIENCES	74.5	59	39.6
BUSINESS STUDIES	79.5	35	70.9
CHEMISTRY	94.4	5	91.8
COMMUNICATION AND MEDIA STUDIES	68.8	28	70.0
COMPUTER SCIENCE	88.6	42	60.6
CREATIVE WRITING	64.9	11	58.3
DRAMA, DANCE AND CINEMATICS	64.9	21	77.3
ECONOMICS	85.3	31	52.4
EDUCATION	50.0	73	6.5
ENGLISH	67.5	51	46.8
GEORGRAPHY AND ENVIRONMENTAL SCIENCES	71.5	45	31.3
GEOLOGY	64.3	28	3.6
HISTORY	70.7	37	57.6
HISTORY OF ART, ARCHITECTURE & DESIGN	76.9	1	100
IBERIAN LANGUAGES			
LAW	78.8	50	50.0
LIBRARIANSHIP AND INFORMATION MANAGEMENT			
MATHEMATICS	87.9	20	69.8
MEDICINE	100	1	100
NURSING	99.3	14	81.2
PHARMACY AND PHARMACOLOGY	97.4	8	81.6
PHILOSOPHY	76.7	16	58.3
PHYSIOTHERAPY	84.6	33	0.0
POLITICS	74.9	32	55.7
PSYCHOLOGY	71.2	25	78.9
SOCIAL WORK	94.1	13	84.4
SPORT SCIENCE	70.8	44	41.1
SUBJECTS ALLIED TO MEDICINE	98.4	5	93.8
OVERALL	79.6	37	72.3

Guardian sector analysis

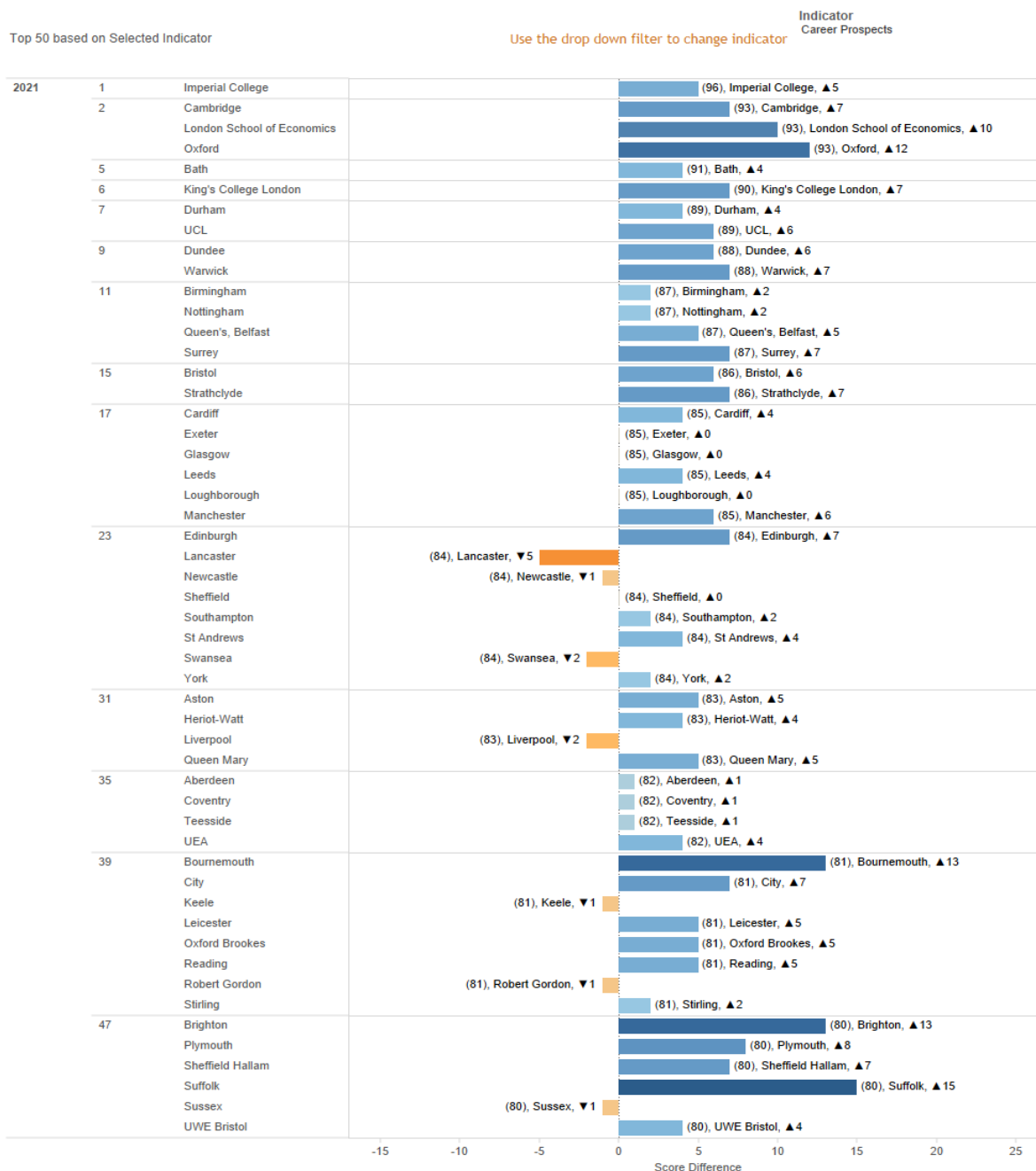
Charts below illustrate the changes in score and rank since last year's data in the Graduate Prospects metric in the Guardian - together these show the sectoral effects of the 'bump in the road' as we transition from one data source to another. As expected, the GOS scores are higher than they were under DLHE. UEA gained 4 points and improved by 16 places.



Rank positioning for the top 50 institutions based on the selected indicator. Movement in rank for the selected indicator from the previous academic year is indicated by length and colour of bar. The actual rank achieved by a given university is in parenthesis. The number of ranks that the institution has gained or lost is noted after the name of the university, those moving to the right of the vertical axis (blue) having **gained** places, those to the left (**orange**) **lost** them. The size of the bar in each case reflects the number of places won or lost.



Rank positioning for the top 50 institutions based on the selected indicator. Movement in score for the selected indicator from the previous academic year is indicated by length and colour of bar. The actual score achieved by a given university is in parenthesis. The scores that the institution has gained or lost is noted after the name of the university, those moving to the right of the vertical axis (blue) having **increased** score, those to the left (orange) **declining** in score. The size of the bar in each case reflects the score difference won or lost.



Next Steps

UEA launched its first integrated **Employability Strategy** at Senate in June 2020, with implementation having begun over the summer: building on and expanding work to diversify curriculum assessment (thus broadening skills); enhanced levels and capacity of work-related and work-based learning including becoming sector leaders in 'virtual' placements; and starting work to benefit from the new government scheme, Kickstart, with our regional Gateway to Growth partners.

SEN20D010

Title: *Measures taken in response to the COVID-19 pandemic: Capturing Benefits for the Longer Term*
Author: PVC Academic Affairs (Prof Neil Ward)
Date: January 2021
Circulation: SEN 24 February 2021 / LTC 20 January 2021
Agenda: SEN20A002 / LTC20A003
Version: Final
Status: Open
Prev. Ref: LTC20D055

Issue

For LTC to consider proposals to keep in place some of the beneficial changes introduced in 2020 in response to the COVID-19 pandemic.

Recommendation

Recipients are invited:

To consider proposals to maintain measures introduced for 2020/21 regarding structure of the academic year.

Resource Implications

This paper contains proposals that should lead to greater efficiencies and reduction in academic workloads in future years compared to 2018/19.

Risk Implications

The work described was designed to address the risks faced by the University arising from the COVID-19 pandemic.

Sustainability

The recommendations aim to support the sustainability of the University. There should be a continued reduction in paper-based submissions and feedback.

Equality and Diversity

The University's Inclusive Education Policy underpins the work undertaken.

Timing of decisions

Any decisions that can be taken in January 2021 will enable better advanced planning for Academic Year 2021/22 and beyond. Any proposals that are contentious can be revisited at a future LTC meeting during spring 2021.

Further Information

Details of measures taken in response to the COVID-19 pandemic in the Spring were reported to Senate in June 2020 (Minutes SEN19M003 and papers SEN19D048 and SEN19D030). Senate considered a report and update on Planning for Teaching 2020/21 (SEN19D031)

For further information please contact Neil Ward (Neil.ward@uea.ac.uk)

Background

The background is helpfully detailed in SEN19D031. The University had to swiftly introduce emergency measures following the initial impact of the Covid-19 pandemic first to ensure the effective completion of Academic Year 2019/20 (AY19/20) and then to plan for the delivery of AY20/21.

These proposals have been discussed among the Associate Deans and Academic Directors and are brought to LTC for consideration.

Discussion

The purpose of this paper is to keep LTC informed of the work underway in delivering courses during 2020/21.

Structure of the academic year

a) Keep a 2-week assessment period in January

This helpfully solves the long-standing problem of students having taught material in the autumn semester which is not then examined until May/June. This is poor pedagogical practice and is not common in the sector. It has an additional advantage of students accumulating some credit earlier in the academic year, which may help if future disruption in spring months require the implementation of a safety net policy. A safety net that applies at the level of the semester would be preferable to one that uses whole years of study.

b) Cease the dedicated Do Something Different Week in the spring term, and let DSD activities just run throughout the year

An effect of a January assessment period is to delay the start of teaching in Semester 2. In order for Graduation not to be delayed further into the summer, the DSD week would need to be used for teaching. However, recent experience has suggested that engagement with DSD Festival activities is stronger if activities are spread throughout the year rather than focussed in a single week.

c) Introduce an earlier summer reassessment period

This has workload planning advantages for staff and enables students to complete all outstanding assessment earlier rather than later.

SEN20D011

Title: Changes to the award regulations 2020-21 in response to the Covid-19 pandemic
Author: Acting Director of Academic Services, Caroline Sauverin
Date: 11 January 2021
Circulation: Senate – 24 February 2021
Agenda: SEN20A002
Version: Final
Status: Open

Issue

As part of the response to Covid-19 pandemic, a number of assessment support measures have been put in place recently to ensure that students are not disadvantaged in their course progression and degree outcome. The details have been reported separately to LTC members under Chair's and LTC Sub-Group's Actions.

These support measures necessitate changes to the Award Regulations, both a change to the retention of the use of discretion by the Boards of Examiners to include 2020/21 study, the consideration of progression thresholds and also a continuation of the safety net for degree classification into 2020/21.

Award regulations require the approval of Senate and this paper has been forwarded to the Senate secretary to expedite this. For LTC members, it is for information only.

Recommendation

To recommend:

changes to the Bachelor's and Integrated Award regulations for 2020/21:

1. To replace the [current regulation 15.3.1\(c\)](#) with the following:

For undergraduate and integrated masters students for whom 2019/20 and/or 2020/21 is a year of study which contributes towards their final award mark, a safety net will be applied as follows:

For students on Bachelor degree programmes, the higher of the credit-weighted aggregate mark for Stage 2 or the credit-weighted aggregate mark for Stage 3 will be used as the Final Award Mark. This is regardless of whether the higher mark was obtained in a Covid-affected year or in an unaffected year.

For students on Integrated Masters courses, the highest stage aggregate mark from Stages 2, 3 or 4 will replace any lower aggregate mark obtained in either or both of the Covid-19 affected years in calculating the Final Award Mark. This is regardless of whether the higher mark was obtained in a Covid-affected year or in an unaffected

year. Any Stage aggregate mark obtained in a year that was not affected by Covid will not be substituted and will count towards their degree classification in the normal way.

For part-time students, where one stage is completed over two academic years, any Stage 2 or 3 part-year aggregate mark produced in 2019/0 and/or 2020/1 will be substituted by the highest aggregate mark obtained for any other Stage 2 or 3 (counting) part-year.

To be added to 'Bachelors and Integrated Masters Awards – for continuing students' and 'Bachelors and Integrated Masters Awards – for Students starting in 2019/20'. The version 'For Students starting in 2020/21' is excluded from this amendment.

2. To update Regulation 15.3.4 to give Board of Examiners additional discretion to consider students for whom 2020/21 is a year of study when considering final classifications:

15.3.4 With respect to Final Classification, the Board of Examiners shall consider the recommendations of the Extenuating Circumstances Panel. They shall have additional discretion to consider students for whom 2019/20 and/or 2020/21 was a year of study which contributes towards their final award mark, outside the 2% borderlines, giving particular attention to the performance of students in 2019/20 prior to 15 March 2020.

To be added to 'Bachelors and Integrated Masters Awards – for continuing students' and 'Bachelors and Integrated Masters Awards – for Students starting in 2019/20'. The version 'For Students starting in 2020/21' is excluded from this amendment.

3. Where an additional threshold is required to progress, to explicitly give Boards of Examiners additional discretion to consider students who have narrowly missed the threshold to remain on the course, with the addition of the following regulation:

NEW 12.3.1

Boards of Examiners have additional discretion to consider students who have narrowly missed the additional progression requirements for the Stage as specified by PSRBs and/or additional regulations 12.7 and 12.8, paying particular attention to students' academic performance which may have been affected by the pandemic.

To be added to all versions: 'Bachelors and Integrated Masters Awards – for continuing students', 'Bachelors and Integrated Masters Awards – for Students starting in 2019/20' and 'Bachelors and Integrated Masters Awards – for Students starting in 2020/21'

Resource Implications

The change to the regulations will require some changes to the progression and award rules in the Student Information System (SITS). This will be a significant piece of work for the Data Quality and Standards team in the Finance, Planning and Governance office to undertake.

Risk Implications

If these changes are not made there may be a detrimental impact on students' performance and outcomes.

Equality and Diversity

The provisions detailed do not have any particular implications for those with protected characteristics. These changes should support all students, inclusively.

Timing of decisions

The support measures should be approved by Senate as soon as possible so the changes to the system can be written, tested and implemented.

Further Information

For further information please contact Caroline Sauverin or Laura Thompson, Acting Directors of Academic Services.

Discussion

1. Some of the Covid-related changes to the Regulations brought in last year continued into the regulations for 2020/21 as documented in the current regulations in the Academic Calendar:

Aim to ensure that BIM students affected by Covid-19 in 2019/20 do not have a lower degree classification as a result. (continuation of the Safety Net for finalists in 2020/21) [Reg 15.3.1. c] additional discretion for the Board of Examiners [Reg 15.3.4];

2. In recognition of the ongoing impact Covid-19 may have had on this year's academic performance, the use of the 'safety net' has been extended to cover this year's average marks.
3. The principle of the safety net is that a low year average achieved in a Covid-19 affected year (either or both 2019/20 and 2020/21) can be substituted by a better year average achieved in any other 'counting' year.
4. For Bachelor degree students, where Stage 2 and Stage 3 year average marks contribute towards their classification, any Stage affected by Covid (ie taken in 2019/0 or in 2020/1) which has a lower average mark than their other Stage will have their lower mark replaced by the higher one. This is regardless of when the higher average was obtained – it could be in 2018/9, for example, if they had taken a year out or had a year abroad, or it could be that one Covid year affected them more than the other. In other words, their classification will be based on their best counting year performance.
5. For Integrated masters students, where Stages 2, 3 and 4 all contribute towards their classification, any Stage affected by Covid (ie taken in 2019/0 or in 2020/1) which has a lower average than their other Stages will have their lower mark replaced by the highest one. Any year average obtained in a year that was not affected by Covid will

not be substituted and will count towards their degree classification in the normal way.

6. For part-time students, where one stage is completed over two academic years, any affected part-year can be substituted by the highest average obtained for any other part-year.
7. In addition to the extension of the safety-net, the proposed changes include explicit academic discretion by the Board of Examiners when considering students whose Award marks fall outside of the 2% consideration and when considering students who have narrowly failed to meet additional progression requirements to remain on their course, as detailed in the recommendations above.

SEN20D012

Title: Safeguarding policy - review
Author: Jane Amos, Head of Student Services (Life and Learning)
Date: 02/02/2021
Circulation: SENATE – 24 February 2021
Agenda: SEN20A002
Version: Final
Status: Open

Issue

A proposed revision to the University's Safeguarding policy. The aim of the revision is to identify clear roles and responsibilities for key members of staff, provide more detailed guidance on the Disclosure and Barring Scheme (DBS) requirements. A section has also been added regarding apprenticeships in the University as these will now be inspected under the OFSTED framework. The legislation that has been referred to while writing this procedure is Safeguarding Vulnerable Groups Act 2006 and the Counter Terrorism and Security Act 2015.

Recommendation

Recipients are asked to approve the revised Safeguarding policy.

Resource Implications

There are some minor resource implications and these are wholly related to existing staff time.

Risk Implications

This policy provides information on the organisational and individual roles for safeguarding and it outlines the University's legal responsibilities to protect all children and vulnerable adults against harm so that they are safe and secure in the University environment.

The policy is informed by the Safeguarding Vulnerable Groups Act 2006 and the Counter Terrorism and Security Act 2015.

Equality and Diversity

The Director of People and Culture has been fully consulted throughout the writing of the revised policy and has provided advice on this issue.

Timing of decision

The revised Safeguarding policy will take immediate effect once it has been approved.

Further Information

Contact Jock Downie, Assistant Head of Wellbeing (Advice and Guidance) jock.downie@uea.ac.uk

Background

UEA implemented its first overarching Safeguarding Policy, following Student Experience and Learning and Teaching Committees' approval, in April 2018 and the attached policy is the first revision to be considered since then.

The University is fully committed to creating a thriving education experience for all students. We seek to create an environment, therefore, where the health, welfare and safety of all students and staff is of paramount importance. This policy addresses both child protection and safeguarding children, young people and vulnerable adults within the work of the University.

On 1st April 2021, Ofsted will be given the power to inspect all universities that offer apprenticeships. Currently Ofsted has only been responsible for quality assurance in apprenticeships up to level 5, while the Office for Students has inspected all degree apprenticeships – levels 6 and 7.

Discussion

To consider the revised Safeguarding policy and accompanying Safeguarding and Prevent Action Flowchart which aims to provide a safeguarding framework and clear escalation routes for reporting issues and seeking advice.

Attachment: Safeguarding and Prevent Action Flowchart

UEA Safeguarding Policy

Any staff member wishing to make a safeguarding referral please contact safeguarding@uea.ac.uk

The University of East Anglia is fully committed to creating a thriving education experience for all students. We seek to create an environment, therefore, where the health, welfare and safety of all students and staff is of paramount importance.

This Policy addresses both child protection and safeguarding children, young people and vulnerable adults within the work of the University.

This Policy applies to all staff employed by the University, individuals registered on UEA's staff registers, individuals holding honorary and/or secondment contracts, individuals undertaking work experience, students, workers, apprentices, self-employed individuals and volunteers of the University who encounter children, young people or vulnerable adults as part of their University activities. Students includes undergraduate and postgraduate students working as, but not limited to, Associate Tutors, Graduate Teaching Assistants, Interns, Invigilators and Student Workers, for instance, Student Ambassadors, PAL Mentors/Officers.

Staff, students and volunteers and other individuals mentioned above of the University who encounter children, young people or vulnerable adults in another organisation whilst representing the University must familiarise themselves with the host organisation's safeguarding procedures. The host organisation's procedures should be used if there are concerns about individuals within the categories stated above.

This policy will outline; the organisational and individual roles for safeguarding, outline our legal responsibilities and describe the process for making referrals. We will work to protect all children and vulnerable adults against harm so they are safe and secure in the University environment.

Child

A child refers to anyone who has not yet reached their 18th birthday.

We expect that most children under the care of this policy will be due to:

- entry to a university course before the age of 18;
- as a child of a student;
- as a guest of a student within the accommodation setting.

Vulnerable Adult

A vulnerable adult is defined by the Department of Health (2000) as: 'a person 'who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation'.

Prevent

Prevent duty Section 26 of the Counter Terrorism and Security Act 2015 imposes a duty on Higher Education Institutions to have a due regard for the need to prevent people from being drawn into terrorism. The government has issued statutory guidance for all public authorities and guidance specifically aimed at universities on this duty.

Safeguarding under Prevent: Key University members are identified to undertake specific Prevent training in order to have the skills to:

- recognise when a student may be vulnerable;
- know where to share concerns;
- ensure a considered and proportionate early intervention is made;
- Protect a student from harm and criminal behaviour.

Terrorism Under the Terrorism Act 2000. Terrorism is defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. Under this definition, the use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. The terrorist 'action' may be as a result of persons acting alone or as part of organised groups. Four domains are identified:

- (a) International terrorism
- (b) Northern Ireland related terrorism
- (c) Extreme Right Wing terrorism
- (d) Other forms of both secular and religious terrorism.

The Terrorism Act 2006 created a number of 'offences related to terrorism', including encouraging terrorism, glorifying terrorism, disseminating terrorist publications, training for terrorism and preparing terrorist acts.

Extremism: the 'Prevent Duty' guidance, extremism is defined as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition of extremism are calls for the death of members of the UK armed forces, whether in this country or overseas'.

Roles and Responsibilities of the Safeguarding Team

It is the role and responsibility of every member of staff and volunteer to familiarise themselves with this policy and work in such a way to safeguard the welfare of all students, staff and visitors.

The Chief Resource Officer is the University's Safeguarding and Prevent Lead and is responsible for:

- Oversight and management of safeguarding policies;
- Overseeing the Public Interest Disclosure (Whistleblowing) Policy procedure and the implementation;
- Responsible for all interactions with the Local Authority Designated Officer (LADO) that relate to staff issues;
- Ensuring that appropriate referrals are made to the Disclosing and Barring Service when concerns have been made relating to the harm posed to a child or vulnerable adult;
- Implementing and promoting this Policy;
- Ensuring this Policy is easily accessible to staff and students;
- Ensuring that the Policy is monitored and reviewed in accordance with changes in legislation and guidance on the protection of children;
- The strategic oversight regarding appropriate University staff being provided with information, advice and training about safeguarding;

- Establishing and maintaining contacts with the local Children's Social Care Services departments and the Police.

The Assistant Head of Wellbeing (Advice & Guidance) is the University's **Safeguarding Officer** and responsible for:

- Overseeing the referral of cases of suspected abuse or allegations to the appropriate agencies;
- Maintaining and recommending updates to the Safeguarding procedure;
- Keeping up to date with current policy and legislation and updating the University accordingly;
- Reporting to Chief Resource Officer each semester data of safeguarding referrals and themes;
- Acting as the main contact within the University for the protection of children, young people and vulnerable adults.

The Head of Student Services (Life and Learning) is the University's **Prevent Officer** and is responsible for:

- Overseeing the referral of cases which come under the category of Safeguarding under Prevent;
- Keeping up to date with current policy and legislation and updating the University's Prevent Lead accordingly;
- Reporting data to the Chief Resource Officer regarding referrals to Channel Panel;
- Assisting with the annual report to the Office for Students;
- Coordinating the annual Prevent training programme for staff;
- Maintaining and recommending updates to the Safeguarding procedure.

Other Safeguarding contacts:

- **Head of Student Services (Wellbeing),**
- **Assistant Head of Student Services (Life and Learning),**
- **Director of Student Services,**
- **Senior Wellbeing Advisers.**

Their responsibilities include:

- Referring cases of suspected abuse or allegations to relevant investigating agencies;
- Maintaining confidential records of reported child abuse and action taken. All personal data will be processed by the University in accordance with the requirements of the Data Protection Act 2018;
- Provide Advice and Guidance to staff dealing with issues relating to safeguarding adults and children.

The Director of People and Culture is responsible for:

- Advising on the employment of staff who are aged under 18 or identified as a vulnerable adult, including those on unpaid or paid work experience schemes;
- Monitoring the welfare of staff who are aged under 18 or identified as a vulnerable adult (in conjunction with the relevant Head of Department);

- Providing guidance on whether individuals who are employed in any capacity by the University, or in another category (volunteers, self-employed, secondees, work experience), should be subject to a DBS check and the frequency of renewal.

Records and Confidentiality

All information recorded relating to safeguarding concerns and disclosures will be kept in a separate secure file from all other student files. These files will be the responsibility of the Assistant Head of Wellbeing (Advice & Guidance). Access to these files will be restricted to:

Director of Student Services

Head of Students Services (Life and Learning)

Head of Student Services (Wellbeing)

Assistant Heads of Wellbeing (Advice & Guidance) & (Life and Learning)

Senior Wellbeing Advisers

Safeguarding files will be reviewed for deletion seven years after the most recent safeguarding file for the student has been closed.

Human Resources and Disclosure Baring Service (DBS)

The University is registered with the Disclosure and Barring Service and will ensure that any member of staff or student, or individual in another category (volunteers, self-employed, secondees, work experience), who will be undertaking regulated activity will be required to undertake an enhanced DBS check.

A person will be considered to be engaging in regulated activity if, as a result of their work, they:

- are unsupervised with children for once a week or more, or 4 days in any 30 day period or overnight and
- in a specific role OR in a specified place

The specific roles most likely to be undertaken by University staff or students are supervising, caring for, teaching, training, instructing, providing advice/guidance, undertaking research trials and experiments, or transporting children.

The University is required to report to a range of external bodies should a staff member or student leave the University through reasons, for example, of misconduct or unsuitability to work with children or vulnerable adults. Reporting to the DBS would normally be carried out by the Chief Resource Officer. Additionally, liaison with and referral to external agencies such as Children's Services, Social Services, LADO and/or the Police may be required.

DBS checks must only be processed where there is legitimate reason to do so. DBS counter signatories are responsible for ensuring that checks are only requested in line with DBS guidance. Additional guidance can be provided by Human Resources.

Protocols for DBS Screening for students

Protocols are in place for DBS screening of students who, as part of their programme of study, go on placements or to conduct research which involves working with children, young people or vulnerable adults.

Training

All staff and students whose roles and responsibilities include regular contact with children and potentially vulnerable individuals will receive training and guidance appropriate to their role. All staff will be made aware of this policy and procedure and related guidance.

Accommodation and Safeguarding

Students residing in UEA accommodation with care needs that need to be met by an external provider should inform the Wellbeing Disability Team. The Wellbeing Disability Team should then collect the information of the care provider and pass this to the Safeguarding Team.

It is then the responsibility of the Safeguarding Team to communicate with the agency of Professionals providing the care to ensure that the relevant employment checks have been undertaken. This should be confirmed in writing by the external employer in an email that can be held in the central Safeguarding File.

A discussion should take place about the times and frequency that the student expects carers to enter the residence. Where possible the carers should only be present when the student in need of care is also in the residence. The university recognises that there will be students that require carers to be in the student residence while the student is not present. The reasons for this should be explored with the employer and recorded in the central Safeguarding File.

All students living in the same residence as a student requiring external care should be informed of carers coming into the residence and the timings and frequency of visits.

Any student wanting to raise concerns about a carer should be informed they can raise this with the Residential Life Team in the first instance. It is the responsibility of the Residential Life Team to communicate this to the Safeguarding Lead as soon as possible.

OFSTED Inspected Courses

The university engages with partners in the education sector to deliver courses which will be subject to inspection by OFSTED and have a high likelihood of students under the age of 18 enrolling on the course.

The University also delivers a range of apprenticeships that are now subject to review by OFSTED. The Safeguarding Team will work with teams delivering apprenticeships to have a clear understanding of how and when to make referrals.

All staff connected to an OFSTED Inspected course must:

- Read part one of Keeping Children Safe in Education 2019 – a record should be kept by the department;
- Undergo Safeguarding training which makes specific reference to safeguarding children.

All staff who will be in regulated activity need to be DBS and Barred list checked (both Adult and Child lists.) Information regarding these checks should be held within HR on a Single Central Record.

This records when HR have undertaken:

- Identity Check
- An Enhanced DBS check
- A prohibition from teaching check
- Professional Qualification check
- Right to work in the UK check
- Criminal record check overseas
- Certificates of good conduct

The university will work with partner institutions to ensure that clear guidelines exist between partner institutions to ensure smooth referrals and that all staff know and adhere to the process for making referrals.

There will be situations where a student on placement is concerned about a vulnerable adult or child in the care of the service for which they are on placement. In these situations the student should raise this with the placement provider following their local procedures and policies. It is not the responsibility of UEA to deal with these cases, but to support the student in making the referral and following the local procedures.

Outreach Activities

When visiting schools and colleges, staff and representatives of the university should ensure they are aware of local safeguarding policies and procedures for the premises and the point of contact for raising safeguarding concerns within the setting. In England, social services offer a point of contact in the Local Authority Designated Officer (LADO) for each county/region for this purpose, should it be necessary to report beyond the specific school.

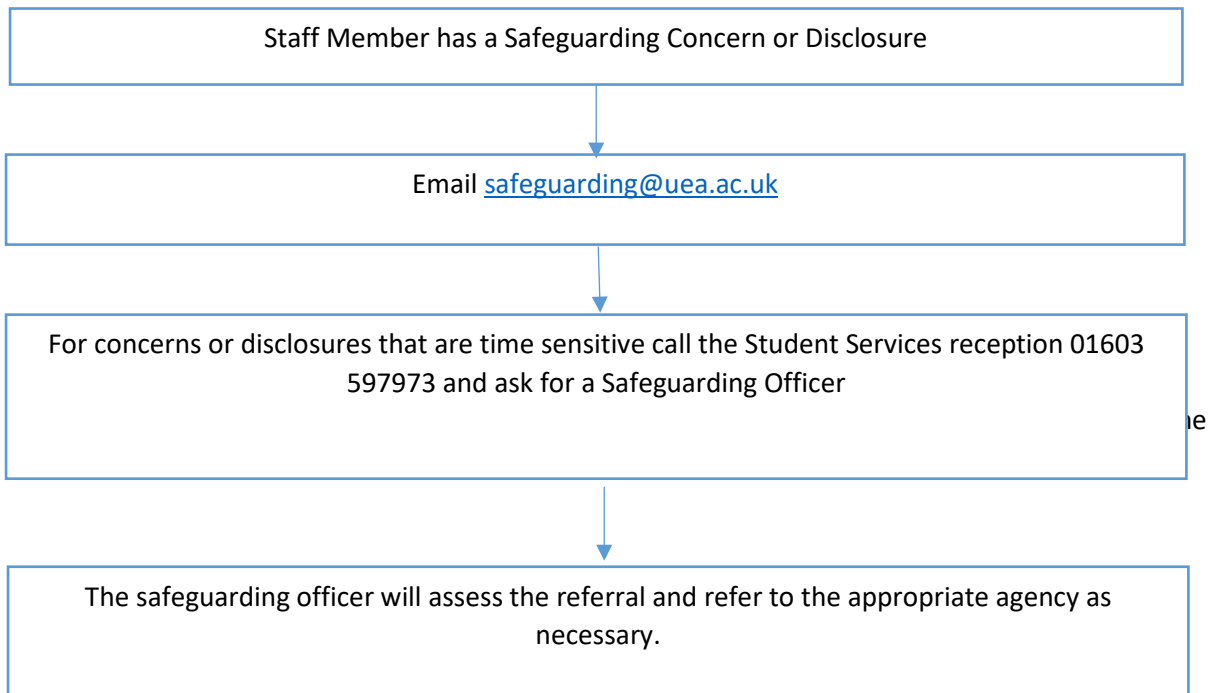
University staff are not expected to take responsibility for students in other educational establishments. Students remain the responsibility of their regular staff members. University staff should avoid situations where they might be left alone with students from other establishments, should ensure that the room/space is appropriate to the situation, and should always offer the student the choice to be accompanied by a person of their choosing.

Activity that sits outside regular teaching and learning programmes and which involves children or adults at risk should be risk assessed. The assessment should consider how the risks identified can be minimised and should also outline the local processes for reporting concerns as well as taking account of Health and Safety considerations

Position of Power

In the UK, a person can legally consent to sexual activity if they are 16 years old or over. However, it is illegal under the Sexual Offences Act 2003 for an adult in a position of trust to engage in sexual activity with a person under the age of 18 or a vulnerable adult. Staff employed by the university are in a position of trust when working with Children and Young People.

How to Raise a Concern



It is not the duty of the staff member to investigate concerns, disclosures or allegations. It is the duty of the staff member to pass on the information to the Safeguarding Officer or the Chief Resource Officer (If it relates to the behaviour of a staff member) who will act in accordance with this policy.

All concerns and disclosures of safeguarding issues must be reported to the Safeguarding Officer as a matter of urgency.

While legislation allows for any staff member to make a referral to Child/Adult services it is the policy of the university to make referrals through the Safeguarding Team wherever possible. This ensures that the right records are kept, in accordance with both GDPR legislation and this policy, and that the right level of support is being offered to the student.

Any concern around the immediate life-threatening safety of a child or vulnerable adult where safeguarding issues have been raised must be reported via the normal safeguarding route. Staff members dealing with time sensitive cases should always contact the Safeguarding Officer by phone or in person. It is the responsibility of the Safeguarding Officer to inform, where appropriate, the Senior Wellbeing Advisors and work on a safety plan for the individual.

Out of Hours

If a concern arises outside normal working hours that cannot wait until the resumption of working hours then the safety of the vulnerable person must be prioritised and the local police force be called on 999. On reporting your concern you should also ask for advice about reporting the case to the Local Authority. The police will be able to provide you with the number for out of hours support. Any case dealt with in this way should still be reported to the safeguarding team as described above with information about who was informed, reference numbers and action that will be taken by the local authority or police.

Retention of Information

The University complies with the principles of data protection law in the way that it retains and disposes of personal information.

Written records of any safeguarding concerns will be retained for as long as is necessary for the purpose for which it was obtained or as legally required or lawfully permitted.

Such written records will be held centrally and separately from a member of staff or student's personal records.

Review of Policy and Procedure

The Safeguarding Lead and the Safeguarding and Prevent Officer will review this procedure on an annual basis and is responsible for overseeing and updating this policy and procedure particularly with respect to the legal obligations and other external requirements. Any revisions will be sent to the Student Experience Committees to seek approval.

Equality issues have been given full consideration during the development of this policy and all protected characteristics have been considered as part of the Equality Analysis undertaken.

Appendix

Definitions for abuse of adults as provided by Norfolk Safeguarding Adults Board:

<https://www.norfolksafeguardingadultsboard.info/>

The main forms of abuse and neglect are generally classified under the following ten headings.

Physical abuse

The non-accidental infliction of physical force that results (or could result) in bodily injury, pain or impairment.

Domestic violence

Incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse by someone who is or has been an intimate partner or family member, regardless of gender or sexuality. Domestic abuse is not just about partners, but all family relationships including forced marriage and honour-based abuse.

Sexual abuse

Direct or indirect involvement in sexual activity without consent. This could also be the inability to consent, pressure or inducement to consent or take part.

Psychological (emotional) abuse

Acts or behaviour which impinge on the emotional health of, or which causes distress or anguish to individuals. This may also be present in other forms of abuse.

Financial or material abuse

Unauthorised, fraudulent obtaining and improper use of funds, property or any resources of an adult at risk from abuse.

Modern slavery

Encompasses slavery, human trafficking, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment

Discriminatory abuse

Discriminatory abuse exists when values, beliefs or culture result in a misuse of power that denies mainstream opportunities to some groups or individuals.

Organisational (Institutional) abuse

Institutional abuse occurs where the culture of the organisation (such as a care home) places emphasis on the running of the establishment and the needs of the staff above the needs and care of the adult, including neglect and poor care practice within an institution or specific care setting, such as a hospital or care home, for example, or in relation to care provided in one's own home from domiciliary services.

Neglect and acts of omission

Ignoring or withholding physical or medical care needs which result in a situation or environment detrimental to individual(s). Ill-treatment and wilful neglect of a person who lacks capacity are now criminal offences under the Mental Capacity Act.

Self-neglect

Self-neglect is characterised as the behaviour of a person that threatens his/her own health or safety. Self-neglect generally manifests itself as a refusal or failure to provide himself/herself with adequate food, water, clothing, shelter, personal hygiene, medication (when indicated), and safety precautions. The definition of self-neglect excludes a situation in which a mentally competent adult, who understands the consequences of his/her decisions, makes a conscious and voluntary decision to engage in acts that threaten his/her health or safety as a matter of personal choice.

Definitions of Abuse provided by Working Together 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening

Review of Policy	
1 August 2022	Assistant Head of Wellbeing (Advice and Guidance)