

THE SENATE



There will be a meeting of the Senate at 2pm on Wednesday 7 November 2018, in the Council Chamber, the Council House, University Plain.

Chief Resource Office and University Secretary
24 October 2018

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 5 November 2018. Reserved items appear in Section D.

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

- Go to the UEA Portal site (<https://portal.uea.ac.uk/>) and log in
- Click on the Blackboard tab
- Then find the Senate Committee Blackboard site listed under My Organisations and look at the Meeting Papers folder for the relevant meeting.

The open items can be found online at the Committee Office website at <https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/senate>

2. MINUTES

To confirm
the Minutes of the meeting held on 6 June 2018 (**PAGE 1**)

3. CONFIRMATION OF CHAIR'S ACTION

To confirm
Chair's action taken since the last meeting of Senate on 6 June 2018:

- a) changes to the Standing Orders of School Boards to reflect the Code of practice on student representation as recommended by LTC
- b) revisions to the Harassment and Sexual or Physical Misconduct Policy as recommended by LTC
- c) the appointment of a new Senate member for FMH – Professor Ailsa Welch and HUM Dr Francisco Costa and Dr Sally Broughton Micova all with end dates of 2021.
- d) That Professor Richard Hand and Dr Kelly Walker will be joining HDAC.

4. STATEMENTS BY THE VICE-CHANCELLOR

SECTION A: ITEMS FOR DISCUSSION AND ACTION

*A1. UNIVERSITY PERFORMANCE

To consider

the University's current and future performance following recent reports:

- (1) **Admissions performance 2018 and plans for 2019**
A confidential oral report from the Academic Director of Admissions and the Head of Admissions
- (2) **Performance in Key Domestic League Tables**
A confidential report summarising the University's performance in the 2016 Complete University Guide, The Good University Guide (The Times – now published jointly with The Sunday Times), and the Guardian League table. SEN18D001 (**PAGE 17**)
- (3) **National Student Survey 2018**
The confidential outcome of the 2018 National Student Survey SEN18D002 (**PAGE 25**)
- (4) **Good Honours 2018**
A confidential report summarising the University's performance. SEN18D003*** (**PAGE 37**)

A2. UEA PLAN

To consider

an oral presentation from the Chief Operating Officer on the means of prioritisation.

A3. FEEDBACK FROM COUNCIL ON THE REVIEW OF SENATE EFFECTIVENESS

At the meeting of Council on 8 October the Senate Effectiveness Review was considered. The following is the minute of that discussion:

Council noted the detailed work that had gone into undertaking the review and thanked the parties concerned. On the specific point of membership (notably whether Heads of Schools should be added to the membership) Council considered the various arguments put forward which included:

- The impact on the size of Senate
- The role of Heads of Schools as “drivers and influencers of change and performance”
- The diversity of Senate
- The potential for conflict of interest between Senate's role in maintaining and improving performance and Heads of Schools' responsibility for delivering the academic mission of the University.

On balance, it was agreed that the primary driver for adding Heads of Schools to Senate was one of communication and that there were alternative methods to deliver this – this should be the subject of Faculty Executive meetings receiving feedback from Faculty PVC's for example. On that basis, it was confirmed that the need for communication to and from Senate would be emphasised and additional communication methods considered in conjunction with the Director of Communications. A review would take place in two years.

**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. UNIVERSITY RESEARCH ETHICS POLICY

To consider
a report SEN18D007 (**PAGE 57**)

B2. UNIVERSITY ETHICS REVIEW APPEALS PROCEDURES

To consider
a report. SEN18D008 (**PAGE 67**)

B3. UEA RESEARCH INTEGRITY REPORT 2017/18

To receive
the Annual Research Integrity Report 2017/18. SEN18D009 (**PAGE 73**)

**B4. PROPOSED INSTITUTIONAL PARTNERSHIPS (1) WEST SUFFOLK COLLEGE AND (2)
COLCHESTER INSTITUTE**

To consider
the recommendations within the reports from the Academic Partnerships Office.
SEN18D004 (**PAGE 87**)

SECTION C: ITEMS FOR REPORT

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

C1. ANNUAL REPORT FROM SENATE TO COUNCIL

To receive
the confidential 2017/18 report from Senate to Council which went to the Council
meeting on 25 June 2018. SEN18D010 (**PAGE 113**)

C2. THE SENATE 2018/19

To receive
(1) the Senate – Membership. SEN18D012 (**PAGE 121**)
(2) the Senate - Standing Orders SEN18D013 (**PAGE 123**)

C3. RESERVED AREAS OF BUSINESS AND CONFIDENTIALITY

To receive
statements of the University's policies on reserved areas of business and
confidentiality. SEN18D014 (**PAGE 127**)

C4. LEARNING AND TEACHING COMMITTEE

To receive

- (1) a round up report from the Learning and Teaching Committee from it's meetings on 20 June 2018 and 17 October 2018. SEN18D015 (**PAGE 129**)
- (2) the confidential LTS Plan of Work. SEN18D016 (**PAGE 135**)
- (3) the LTC Plan of Work SEN18D017 (**PAGE 139**)

C5. DATES OF MEETINGS IN 2018-2019

To report

that the remaining dates for meetings in 2018-2019 are:

Wednesday 27 February 2019
Wednesday 5 June 2019

C6. DATE OF NEXT MEETING

To report

that the next meetings of the Senate is scheduled for Wednesday 27 February 2019.

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

THE SENATE



Minutes of the meeting held on 6 June 2018

Present: The Vice-Chancellor (Professor D.J. Richardson) (in the Chair), Deputy Vice Chancellor (Professor N. Ward), Pro-Vice-Chancellor Research and Innovation (Professor F. Lettice), the Faculty Pro-Vice-Chancellors (Professor S. Barrow, Professor J. Collier, Professor D. Edwards and Professor P. Gilmartin), Heads of Schools (Professor P. Dobson, and Professor M. Searcey), Academic Representatives (Dr H. Adcock, Dr A. Avila-Merino, Professor K. Coventry, Dr B. De La Igesia, Professor R. Hand, Dr M. Neumann, Dr D. Nowell-Smith, Dr K. Schaller, Dr K. Walker, and Professor K. Yeoman), The Librarian (Mr N. Lewis), Director of Student Services (Dr C.J. Sharp), Ms C. Peasgood (CCN Representative) and the Student Representatives except for business marked ** (Ms M. Colledge and Ms I. Edwards)

With: The Chief Resource Officer (Mr I. Callaghan), The Chief Operating Officer (Mrs J. Baxter), The Academic Director of Taught Programmes (Dr C. Matthews), Academic Director of Widening Participation (Mrs H. Gillespie), Academic Director of Partnerships (Professor I. Dewing), Academic Director of Pg Research Degree Programmes (Dr N. Watmough), Academic Director of Admissions (Professor R. Harvey), Academic Director of Innovation Professor L Bowater), Director of Student and Academic Services (Dr A Blanchflower), Assistant Registrar (Mrs L. Williams) and Head of Corporate Communications (Mr A. Stronach), Director of IT (Mr M Barry) and Heads of the Careers Service J Goodwin and J Schofield for the Employability item (Minute 33).

Apologies: Professor R. Jowett, Professor N. Boodhoo, Dr R. Gray, Dr J. Kirby, Professor S. Watts and Ms M. Leishman, Professor A Finlayson.

25. MINUTES

Reported

that the meeting planned for 28th February 2018 did not take place due to adverse weather conditions and it was not re-arranged. Some items were brought forward for consideration at the June meeting and where a decision was required the Vice Chancellor took action as Chair of Senate on behalf of Senate.

Confirmed

the Minutes of the meeting held on 8 November 2017.

26. STATEMENTS BY THE VICE-CHANCELLOR

The Vice Chancellor

- (1) Welcomed Chief Resource Officer and University Secretary, Ian Callaghan and Chief Operating Officer, Jenny Baxter to their first Senate meetings in their new roles and also to Mark Barry (Director of IT) who was attending as an observer.

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06.06.2018
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- (2) thanked those whose membership had ended or whose term of office was due to end this summer: Dr Toby Smith, Professor M Frenneaux, and student members Ms Mary Leishman, Ms Madeleine Colledge and Ms India Edwards.

27. CONFIRMATION OF CHAIRS ACTION

Confirmed

actions taken by the Vice Chancellor as Chair of Senate on behalf of Senate

- a) Recommendations from the Honorary Degrees and Awards Committee for the award of Emeritus Professor and Readerships at the Summer 2018 Graduation ceremonies. (A copy is filed in the Minute Book, ref. SEN17D032)
- b) The approval of the continued arrangements in the Norwich Research Park PGR Agreement, as presented to the February Senate meeting. (A copy is filed in the Minute Book ref. SEN 17D028)
- c) The approval of the UEA University of Suffolk PGR Agreement, which was signed by the Vice Chancellors of UEA and the University of Suffolk.

*28. UEA PLAN 2016-2020

This minute is confidential and attached as a separate sheet.

*29. UNIVERSITY PERFORMANCE

This minute is confidential and attached as a separate sheet.

*30. UNIVERSITY RESEARCH PERFORMANCE

This minute is confidential and attached as a separate sheet.

*31. FULL-TIME PhD SUBMISSION RATES

This minute is confidential and attached as a separate sheet.

*32. STUDENT ENGAGEMENT SURVEY OUTCOMES

This minute is confidential and attached as a separate sheet.

*33 EMPLOYABILITY

This minute is confidential and attached as a separate sheet.

*34. ASSESSMENT AND FEEDBACK

This minute is confidential and attached as a separate sheet.

35. STUDENT WELFARE REPORT

Considered

a report from the Director of Student Support Services and Senate is asked to:

- (1) provide feedback with regard to the current provision
- (2) provide feedback on the format to inform future reports.

(A copy is filed in the Minute Book, ref. SEN17D038)

(Senate welcomed the report and were supportive of an ambitious re-setting of the response times for well-being services especially given the additional investment in this area arising from the monies withheld from staff who took recent strike action. Senate questioned how staff supporting students could be best supported in their roles and personally and noted that this was a key element of the Mental Health Strategy implementation plan. Senate noted the approach being taken to the distribution of hardship and other funds to address a downturn in take up this year. There was to be a focus on disability and accessibility during 2018/19.)

*36. ALIGN

This minute is confidential and attached as a separate sheet.

37. REVIEW OF SENATE EFFECTIVENESS

Considered

the report and the following recommendations from the Review Group. (A copy is filed in the Minute Book, ref. SEN17D027)

Role and function

- 1) that no change is required to the Terms of Reference of Senate;
- 2) that no change is required to the structure of its sub-committees;

Meetings

- 3) that improvements be made in the setting and timing of agendas, and in the quality of paperwork to ensure all areas of responsibility are covered and in particular:
 - a) involving Senate in agenda setting;
 - b) doing more in relation to setting and monitoring KPIs and benchmarking;
 - c) increasing the focus on the efficiency and effectiveness of management and administrative processes associated with teaching and learning, research and innovation;
 - d) giving more consideration to matters of student welfare;
 - e) ensuring proportionality in terms of the time spent reviewing performance of different areas of University business;
 - f) considering how the investment in the University Estate will improve University performance;

- g) to consider more closely areas of performance where priorities change during the year;
- 4) that the standard committee template be revised for Senate with some additional headings and a guide for authors be produced;
- 5) that further guidance be given to Senate members in relation to the confidentiality requirements;
- 6) that the agenda and papers be distributed earlier i.e. 7-8 working days in advance;
- 7) that it would be desirable to move Senate meetings to a morning slot;
- 8) that further consideration be given to establishing a fourth ordinary meeting per year if the business grows;
- 9) that each meeting commences with a summary of the agenda outlining the key questions to be decided upon, which items they relate to, the reason why the matter is being presented, and the purpose of any presentations;
- 10) that more use was made of Blackboard between meetings to keep members informed;
- 11) more attention is paid to fostering an open and inclusive atmosphere at Senate meetings for members who do not have opportunities to meet up and work together in other fora;

Membership

- 12) The Review Group recommends changes be made to the method of recruiting Faculty representatives, and in Senate receiving nominations and that:
 - a) Faculties are provided with wording that could be used in recruitment materials to encourage candidates from under- represented groups;
 - b) Faculties continue with current local practice but work to an earlier deadline on a timescale; that enables
 - c) Senate as the appointing body to be pro-active and undertake a review of the equality profile of Senate generated by the prospective nominations prior to approval; and potentially other nominees sought in good time ahead of the next academic year.
- 13) that there needed to be significant improvements in the induction and training of new Senate members.
- 14) that the membership of Senate be expanded to include all Heads of School
- 15) that Senate members who do not attend meetings regularly are required to step down.

Communications

- 16) that a communications plan be developed that:
 - a) raised awareness of Senate's role in the governance of the University
 - b) raised awareness of the discussions that take place at Senate, why they matter and the decisions made
 - c) enabled Senate members to engage with their Faculty constituency where information or feedback could be fruitfully exchanged;

- d) clarified the role of Senate members in the dissemination process;
- e) considered the purpose and function of the VC consultations and University policy Half days and the general communication of University strategy to different groups of staff;

Venue

- 17) that consideration is given in the Estates Strategy to either refurbishing the Council Chamber or building a new one.

(Senate welcomed the report, considered that Senate played a valuable role and was a force for good. Members agreed that effectiveness would be improved by:

- a) a relaxation of confidentiality restrictions
- b) giving members more time to read and consult with others on agenda papers prior to meetings
- c) providing Senate members with more guidance on the key issues for debate
- d) undertaking a wide dissemination of papers and Minutes
- e) revising recruitment practices with a view to ensuring Equality and Diversity of membership.

There was disagreement in relation to the proposal to expand Senate membership to include all Heads of School with strong views expressed both for and against this proposal and which echoed the debate had by the Review Group. The arguments in favour of expansion focussed on the fact that Heads of School are critical to delivery and implementation of strategic action plans and therefore should be party to the decision making. The arguments against expansion focussed on the understanding that the membership was designed to reflect the academic University community of staff and students in the broadest sense and that the inclusion of all Heads of School would unbalance this and would:

- a) reduce the strength of the voices of other types of Senate members
- b) potentially create situations where Heads of School were conflicted by self-interest and so unable to perform their role as Senate members
- c) risk Senate's ability to set and measure performance standards by having too many voices of one type.

It was also suggested that a change in membership might not be necessary given the other opportunities Heads have for engagement in the development and implementation of strategy and if other proposals for improving effectiveness were approved. No conclusion was reached with members reflecting that the decision depended on the intended role and function of Senate.)

RESOLVED

- (1) to approve recommendations 1-11, 12-13 and 15 -17
- (2) to not approve recommendation 14

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06.06.2018
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Recommended
that Council give further consideration to:
(1) the Review of Senate Effectiveness
(2) the function of Senate and its membership.

38. SENATE MEMBERSHIP

Reported
that the terms of office of the following Senate members would expire on 31 July 2018 or were otherwise stepping down:

FMH ACADEMIC REPRESENTATIVES

Professor Michael Frenneaux (ending term of office early)
1 Vacancy

Considered
the recommendation that the following members were approved:

FMH ACADEMIC REPRESENTATIVES

Katrina Emerson (HSC)

RESOLVED

*39. HONORARY DEGREES AND AWARDS COMMITTEE

This minute is confidential and attached as a separate sheet.

40. APPOINTMENT BY SENATE OF A REPRESENTATIVE TO SERVE ON COUNCIL

Reported

- (1) that the Council includes amongst its membership two members of staff appointed by Senate;
- (2) that the members were currently Professor Nalini Boodhoo (2020) and Ms Helen Lewis (2018)
- (3) that the term of office of Ms Helen Lewis would end on 31 July 2018;
- (4) that nominations had been sought for the vacancy and the following nominations received:
 - Dr Louise Bohn, Head of Partnerships, Academic Partnerships nominated by Professor Jacqueline Collier
 - Professor Ratula Chakraborty, NBS nominated by Professor Nalini Boodhoo

Considered
the two nominations
(A secret ballot was undertaken and Dr Louise Bohn was the successful candidate).

Recommended

that Dr Louise Bohn be appointed to Council as one of the two Senate representatives on Council.

41. HONORARY DEGREES AND AWARDS COMMITTEE MEMBERSHIP

Reported

- (1) that the membership of the Honorary Degrees and Awards Committee (HDAC) included two members nominated by Senate from its own membership.
- (2) that members of Senate were invited to nominate a fellow member to serve on this Committee for the one vacancy, for a three year period, and were reminded of the current membership:

Member of the UEA Professoriate (Chair) - The Vice-Chancellor (Professor D. Richardson)

One Academic Representative From each of the four Faculties nominated by the relevant Faculty Executive, and who should not be the Dean:

- HUM – Professor L. Stonebridge (2018), FMH – Professor R Jowett (2019), SCI – Dr M. O'Connell (2019) and SSF – Professor G. Thomas (2018)

Two members of nominated by the Senate from its own membership:

- Dr Jon Sharp (2019) and Vacancy
Up to two members co-opted by the Chair as required:

- Professor C. Bigsby

The Welfare, Community and Diversity Officer of the Union of UEA Students – Georgina Burchell

The Director of Development and Campaigns - Mr D Ellis

Assistant Head of Alumni, Conferences and Events - Ms M. Padmore

Acting Director of Finance – Mr J Brown

Secretary - Assistant Registrar (Ms L. Williams)

- (3) No nominations were received by the deadline. Therefore nominations were sought at the meeting on 6 June 2018.

(There were no nominations made at the meeting and Senate members interested in joining this Committee were invited to contact the Secretary. It was also noted that some Faculty representatives had reached the end of their term of office and would need to be replaced or extended.)

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06.06.2018
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42. APPOINTMENT BY SENATE OF ONE MEMBER ON THE SAINSBURY CENTRE BOARD

Reported

- (1) that the membership of the Sainsbury Centre Board included one members appointed by Senate.
- (2) that a vacancy had arisen and Members of Senate were invited to make a nomination for one post of "One member appointed by the Senate" for a 3 year period.
- (3) that one nomination was received from members of Senate:

Professor Claire Jowitt nominated by Professor Fiona Lettice

Recommended

that Professor Jowitt was appointed from 1 August 2018 to 31 July 2021.

RESOLVED

43. REVISIONS TO THE GENERAL REGULATIONS FOR STUDENTS AND UNIVERSITY DISCIPLINARY AND INVESTIGATIVE POWERS AND PROCEDURES

Reported

that there had been a review of University Disciplinary and Investigative Procedures and Powers and General Regulations for Students. The proposed revisions and rationale are detailed within the discussion section and the revised documents were provided in Appendix A and B.

Considered

the recommendation from the Learning and Teaching Committee that these changes are approved with the adaptation that students should continue to be represented on the relevant Disciplinary Panels. This issue is outlined further in the background section. (A copy is filed in the Minute Book, ref. SEN17D040)

RESOLVED

44. PROCEDURES FOR INVESTIGATING ALLEGATIONS OF RESEARCH MISCONDUCT MADE AGAINST STUDENTS

Reported

that the Learning and Teaching Committee recommended that the *Procedure for Dealing with Allegations of Misconduct in Research Against Students*, which is currently Research Degree Policy Document 5, was updated to ensure that it was practicable for both taught and research students, and that it works with (and is informed by) the new General Regulations and Disciplinary Procedures.

Considered

a recommendation from the Chair of the Learning and Teaching Committee.
acting on behalf of the Committee, that the revised procedures are approved.
(A copy is filed in the Minute Book, ref. SEN17D041)

RESOLVED

*45. IMPACT OF THE NEW ACADEMIC MODEL ON UNIVERSITY PERFORMANCE

Received

a confidential report from the Head of Learning and Teaching Services
(Systems). (A copy is filed in the Minute Book, ref. SEN17D042)

46. SENATE COMMITTEES – MEMBERSHIP

Received

committee membership and membership changes for 2018/19. (A copy is filed
in the Minute Book, ref. SEN17D043).

47. LEARNING AND TEACHING COMMITTEE

Received

- (1) a round-up report of the meetings of the Committee held on 29
November 2017 and 24 January 2018. (A copy is filed in the Minute
Book, ref. SEN17D029)
- (2) a round up report of the meetings of the committee held on 14 March
and 9 May 2018. (A copy is filed in the Minute Book, ref. SEN17D044)

48. ITEMS FOR REPORT

Received

items for report. (A copy is filed in the Minute Book, ref. SEN17D045)

- (1) Heads of Schools for 2018/19
- (2) Union of UEA Students – Election 2018/19 Results

49. DATES OF MEETINGS IN 2018/19

Reported

that the dates of the Senate meetings have been confirmed as:

Wednesday 7 November 2018 – 2pm
Wednesday 7 February 2019 – 2pm
Wednesday 5 June 2019 – 2pm

SEN17M003

SEN-M10
06.06.2018
Min. 50

50. BUSINESS CONTINUITY

Reported

that following the cancellation of the February 2018 meeting the Vice Chancellor, as Chair of Senate and on behalf of Senate, approved :

- (1) the confidential and reserved report on the University's business continuity plans. (A copy is filed in the Minute Book SEN 17D030).
- (2) the detail of the provisions including the delegation of powers.

SEN18D007

Title: University Research Ethics Policy
Author: Dr Helen Brownlee (RIN)
Date: 17th October 2018
Circulation: Senate - 7th November 2018
Agenda: SEN18A001
Version: Final
Status: Open

Issue

A proposal to endorse an updated *Research Ethics Policy* for the University of East Anglia following a scheduled biennial review. This update takes account of the new General Data Protection Regulation, Data Protection Act 2018 and refers to the University's *Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding*. There is also improved clarity on - when ethics review is required; the outcomes of retrospective ethics review; time limits on 'umbrella' ethics approvals; and the use of risk assessment forms. The document has been reformatted to provide a consistent style for the University's Research Integrity policies and guidelines.

Recommendation

Recipients are invited to endorse the attached Policy, to be effective immediately. The Policy was reviewed and approved by the University Research Executive on 16th October 2018 and by the University Research Ethics Committee on 17th October 2018.

Resource Implications

Personnel are already in post within the Research and Innovation Services (RIN) to support implementation of the revised Policy. RIN will notify staff and students of the revised Policy using the Staff and Student e-Bulletins, and will also work with the School Research Directors to ensure that academics and researchers are aware of the updates to the Policy. The revised Policy will be made available on the University's Research Integrity webpage: <https://www.uea.ac.uk/research/about-uea-research/our-research-integrity> and on the RIN portal page for Research Integrity: <https://portal.uea.ac.uk/rin/research-integrity>.

Risk Implications

Failure to endorse this Policy would affect the University's commitment to promoting the highest professional ethical standards in research and to safeguarding the dignity, rights and welfare of all participants involved in research and the implementation of its results, and providing care and respect to animals, the environment and cultural objects as a fundamental part of its principles of Research Integrity.

Equality and Diversity

No equality and diversity issues are associated with this Policy.

Timing of decisions

Approval by Senate will allow the updated Policy to take effect immediately.

Further Information

For further information contact: Dr Helen Brownlee, Research Integrity Manager, Research and Innovation Services (RIN) on 01603 593435 or h.brownlee@uea.ac.uk.

Background

The University's *Research Ethics Policy* was originally developed in November 2005, and updated in 2009, 2011 and 2016. The current Policy was approved by Senate in November 2016 (SEN16D009).

The purpose of the *Research Ethics Policy* is to ensure that anyone engaged in research that involves the University of East Anglia is aware of the ethical principles that the University upholds, and has access to the guidance necessary to comply with those principles.

Discussion

No discussion is anticipated.

Attachments

The University's revised *Research Ethics Policy* is attached.

Research Ethics Policy

Author: The University's Research Integrity Manager, Research and Innovation Services (RIN) with the University Research Ethics Committee (UREC), working from the document approved by Senate in November 2016.

Date: 25th September 2018 (*To be approved by Senate 7th November 2018*)
Original - November 2005; Reviewed - 2009, June 2011, November 2016.

Version	Date	Notes
6	25/09/18	<p>Scheduled review. Revised to:</p> <ul style="list-style-type: none">• improve clarity on - when ethics review is required; the outcomes of retrospective ethics review; time limits on 'umbrella' ethics approvals; and the use of risk assessment forms.• refer to - DPA 2018; GDPR; UEA's <i>Ethics Review Appeals Procedures</i>; and UEA's <i>Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding</i>.• meet the UEA standard for layout.

Background

The University is committed to promoting high ethical standards in research and to safeguarding the dignity, rights and welfare of all those involved in research and the implementation of its results, as a fundamental part of its principles of research integrity.

The purpose of the *Research Ethics Policy* is to ensure that anyone engaged in research that involves the University of East Anglia is aware of the ethical principles that the University upholds, and has access to the guidance necessary to comply with those principles.

Review

This Policy will be reviewed and updated by the University Research Ethics Committee (UREC) and recommendations will be made to the University Research Executive, and thereafter to Senate before 31st July 2021.

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Part A. Introduction

A1 The purpose of this *Research Ethics Policy* is to ensure that anyone engaged in research that involves the University of East Anglia (UEA) is aware of the ethical principles that the University upholds, and has access to the guidance necessary to comply with those principles. The *Research Excellence Framework (REF) 2021* defines research as ‘a process of investigation leading to new insights, effectively shared’. Additionally, there are forms of enquiry or investigation which may not strictly be defined as research, but which may carry risks to participants or infringe ethical principles or legal obligations, and need to be considered under the directions of this Policy.

A2 This Policy applies to **all** researchers:

- academic, research and relevant support staff employed by the University, and other individuals carrying out research at, or on behalf of, the University;
- all students (undergraduate, post-graduate taught, post-graduate research) undertaking research and their supervisors;
- any persons with honorary positions conducting research within, or on behalf of, the University;
- and the University also expects ethical oversight of research undertaken by any institution utilising UEA resources. This would/could include the University as a site for data collection.

All work carried out by the University of Suffolk postgraduate students registered with the University of East Anglia must be consistent with the principles and standards of this Policy, albeit the precise processes for ethical approval at the University of Suffolk may vary to those at the University of East Anglia.

A3 The Policy recognises that it is necessary to take account of specific legislative and funding body requirements.

A4 Although ethics should always be a consideration in research, this does not mean that full ethics review by the University is always required; ethics review supports good research practice and is not an end in itself.

A5 This Policy sets out conditions for establishing the ethics review requirements of research involving human participants and animals, or with a potential to affect the environment or cultural objects.

A6 The Policy also provides guidance on the review of projects which do not fit the definition of research but which may present ethical issues.

A7 The Policy should be read in conjunction with the University’s other policies and guidelines available to researchers which relate to research integrity issues, and the University’s range of Research Ethics Guidance Notes. These documents are available on the Research and Innovation Services’ (RIN) Research Integrity webpages.

Part B. Scope

B1 The University's *Guidelines for Good Practice in Research* outline what is expected of its researchers. This Policy and the associated guidance expand on this with respect to research ethics.

B2 The Policy:

- sets out the University's core principles for undertaking ethical research;
- provides a framework for the conduct of ethical procedures within the University;
- is one of a number of University policies and guidelines available to researchers which relate to research integrity issues; and
- outlines the relevant responsibilities and ethics review procedures within the University.

Part C. Principles

C1 When undertaking research, it is the researcher's responsibility to consider and observe ethical principles and this Policy.

C2 In line with the ESRC's *Framework for Research Ethics*, the University's core principles for ethical research are:

- research should aim to maximise benefit for individuals and society and minimise risk and harm;
- the rights and dignity of individuals and groups should be respected;
- wherever possible, participation should be voluntary and appropriately informed;
- research should be conducted with integrity and transparency;
- lines of responsibility and accountability should be clearly defined; and
- independence of research should be maintained and where conflicts of interest cannot be avoided they should be made explicit.

C3 Ethics review is required for all research that:

- involves human participants. This includes research that:
 - directly involves people in the research activities, through their physical (or virtual) participation. This may be interventional (for example surgery, drug trials, interviews, questionnaires of a personal nature) or non-interventional research (for example surveys, observational research) and may require the active or passive involvement of a person;
 - indirectly involves people in the research activities, through their provision of, or access to, information, personal data and/or tissue;
 - involves people on behalf of others (for example legal guardians of children and the psychologically or physically impaired or supervisors of people under controlled environments, for example prisoners, school pupils).
- involves animals. For the purposes of this Policy, animal research is defined as any research involving vertebrates and protected invertebrates such as cephalopods.

It includes other invertebrates where these are registered as endangered or protected species, or involves large scale destructive sampling and/or the research is on specially protected sites. Research in this context includes research that is:

- regulated by the Animals (Scientific Procedures) Act 1986 (amended 2012);
- not covered by the Act, for example, fieldwork research and observational studies.

Ethics review of research involving animals will be undertaken by the University's Animal Welfare and Ethical Review Board (AWERB).

Research using post-mortem animal tissue such as that taken from abattoirs does not require ethics review.

- has a potential to affect the environment or cultural objects. Researchers should refer to the University's Research Ethics Guidance Notes for clarification of the ethics issues to be considered.

- C4 Ethics review should be sought **before** the research has started, unless the requirement for review only becomes necessary during development of the project, for example, following a literature review or as the findings of the research start to be implemented in practice. Research must not start unless the ethics application has been reviewed and approved.
- C5 Participants in research have, at the very least, all the rights as defined by law (for example, the Human Rights Act 1998, the General Data Protection Regulation (GDPR) and Data Protection Act (DPA) 2018, the Mental Capacity Act 2005, and relevant European Directives and conventions).
- C6 In line with the ESRC's *Framework for Research Ethics*, "Researchers should consider ethics issues throughout the lifecycle of a research project and promote a culture of ethical reflection, debate and mutual learning. The lifecycle of research includes the planning and research design stage, the period of funding for the project, and all activities that relate to the project up to - and including - the time when funding has ended. This includes knowledge exchange and impact activities, the dissemination process - including reporting and publication - and the archiving, future use, sharing and linking of data."
- C7 Ethics review is required for impact activities funded from the University's internal funding streams:
- HEIF Pro-Vice-Chancellor Impact Fund
 - ESRC Impact Accelerator Account (IAA) Funding
- C8 The Policy should also be applied to activities such as innovation, consultancy, service evaluation and audit which may have ethical issues.
- C9 Researchers should take into account legislation and cultural standards relating to the country in which the research is carried out. For research activities overseas,

researchers must be able to demonstrate with documentary evidence that they are in compliance with relevant legal and ethical requirements of the host overseas country. Researchers and all partner organisations will make sure that appropriate measures are in place to protect all involved in the research and must ensure that procedures are in place to handle any breach of Sections 2 and 6 of the DFID Supply Partner Code of Conduct, and make clear the legal ramifications of such a breach.

C10 The nature and ethical standing of all stakeholders involved in a research project should be considered in the context of their fit with the University's mission and values.

C11 Where organisations involved in research prescribe specific policies in this context which are not necessarily legal requirements, these should be observed, in so far as this does not conflict with ethical standards.

C12 Specific areas of activity relating to research and innovation may require detailed consideration to ensure that they are consistent with the University's stated goals and standards of integrity and ethical practice. The University's *Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding* sets out the procedures to be followed where there are any issues of doubt arising from these considerations, which must be followed prior to any activities starting.

C13 As a condition of their employment, all staff are required to adhere to the policies, rules and procedures of the University. Researchers are individually responsible for adhering to the University's *Research Ethics Policy* under the leadership of their Head of School, or Dean of Faculty, who are ultimately responsible for all activities performed in the School.

C14 Students are governed by the University's *General Regulations for Students* which are available within the annual University Calendar.

C15 The University Research Ethics Committee (UREC) defines the University's *Research Ethics Policy* and operational principles, which are applied by UREC and its Research Ethics Subcommittees (S-RECs).

C16 UREC is a Committee of Council and Senate, and reports to the University Research Executive, Senate and Council.

C17 The University recognises that it is important for UREC and its Subcommittees to be able to operate independently of any influence or bias inside or outside the institution, and has procedures to handle conflicts of interest.

C18 The Policy will be implemented by procedures determined by the Terms of Reference for UREC, the S-RECs and Faculties which are published on RIN's Research Integrity webpages.

C19 Failure by a member of staff or a student to comply with the University's *Research Ethics Policy* will be investigated as research misconduct, and be subject to

disciplinary action as appropriate under the University's *Procedures for Dealing With Allegations of Misconduct in Research*.

C20 Certain types of research must gain approval from a NHS Research Ethics Committee (NHS-REC) before starting. This includes research involving:

- NHS patients;
- the storage of human tissue regulated under the Human Tissue Act 2004;
- human participants lacking capacity to provide informed consent to participation;
- health-related-research involving prisoners;
- clinical investigations of medical devices;
- clinical trials of investigational medical products.

Part D. Responsibilities and Procedures

D1 This Policy cannot address all possible ethics issues. Researchers are expected to maintain awareness of ethical issues as they arise and seek guidance from the relevant S-REC Chair in the first instance.

D2 The primary responsibility for considering ethics in research lies with the lead researcher, student supervisor or equivalent.

D3 Researchers are expected to consider the ethical implications of their research and, depending on its nature, the socio-cultural consequences of it for the participants involved. This should be considered in the context of a range of other potential stakeholders, including fellow researchers, their School and the University, the research funder and the academic profession.

D4 Submission for review by a S-REC should be planned for in setting up the project. Chairs of S-RECs will provide informal guidance to researchers on request at any stage in the project lifecycle where ethical issues are apparent.

D5 Research activities put forward for formal ethics review:

- require ethics approval prior to commencement of the research activities;
- cannot continue if ethics approval has been withdrawn or suspended;
- may have to request review during the course of the research if the research plan alters;
- must comply with the conditions set by the University or other recognised bodies.

D6 Any request for retrospective ethics review of a project which has already started, will only be considered in exceptional circumstances. Where the Chair of a S-REC agrees to a retrospective review, that review will be undertaken by the UREC. Retrospective approval is only likely to be given if there have been procedural failings. If retrospective approval is not given, the decision whether to proceed to formal research misconduct procedures will be dealt with on a case by case basis and will depend on the level of risk that was posed to the participants/researchers.

- D7 For some S-RECs a risk assessment forms part of the ethics review process. Please check the requirements of the S-REC you are applying to.
- D8 Applications for ‘umbrella’ ethics approval, for example the use of chick embryos, should include reasonable levels of scope and time. The S-REC, in consultation with UREC if necessary, will set the expiry date for this type of ethics approval.
- D9 Surveys and market research carried out within UEA will require ethics review. Those to be undertaken by the University’s Central Services and the University’s Students’ Union should be emailed to the Chair and Secretary of the UREC for review and approval by the Chair. Those to be undertaken by staff and students in the Faculties and Schools of Study should be submitted to the relevant S-REC.
- D10 Research data should be managed in accordance with the University’s *Research Data Management Policy*, which may require the completion of a Data Management Plan during development of the project.
- D11 Anyone planning a project should consider using the relevant S-REC’s Research Ethics Checklist to identify potential issues and assist with preparing any subsequent application for ethical review.
- D12 An appeal against the decision of a S-REC will initially be handled by informal arbitration, and conducted by the Chair of the reviewing S-REC, providing there is no conflict of interest. If an informal resolution cannot be achieved, a researcher may use the University’s *Ethics Review Appeals Procedures* to submit a formal appeal.
- D13 The S-REC documents are available from RIN’s Research Integrity webpages.
- D14 Ethics review does not, in and of itself, ensure compliance with the data protection legislation. Where staff or students are processing personal data for which the University is the Data Controller, they must familiarise themselves with the requirements for compliance with both the GDPR and the DPA 2018. This includes obligations to provide certain information to participants, and the legal requirement to undertake a Data Protection Impact Assessment (DPIA) for any processing likely to result in a high risk to individuals. The University’s Data Protection Officer can provide guidance and must be consulted on any DPIA undertaken.

SEN18D008

Title: University Ethics Review Appeals Procedures
Author: Dr Helen Brownlee (RIN)
Date: 17th October 2018
Circulation: Senate - 7th November 2018
Agenda: SEN18A001
Version: Final
Status: Open

Issue

A proposal to endorse the updated *Ethics Review Appeals Procedures* for the University of East Anglia following a review of the original document. The document has also been reformatted to provide a consistent style for the University's Research Integrity policies and guidelines.

Recommendation

Recipients are invited to endorse the attached Procedures, to be effective immediately. The Procedures were reviewed and approved by the University Research Executive on 16th October 2018 and by the University Research Ethics Committee on 17th October 2018.

Resource Implications

Personnel are already in post within the Research and Innovation Services (RIN) to support implementation of the revised Procedures. RIN will notify staff and students of the revised Procedures using the Staff and Student e-Bulletins, and will also work with the School Research Directors to ensure that academics and researchers are aware of the updates to the Procedures. The revised Procedures will be made available on the RIN portal page for Research Integrity: <https://portal.uea.ac.uk/rin/research-integrity>.

Risk Implications

These Procedures form an essential part of the University's Research Integrity policies and guidelines and the current Procedures are very out of date.

Equality and Diversity

No equality and diversity issues are associated with these Procedures.

Timing of decisions

Approval by Senate will allow the updated Procedures to take effect immediately.

Further Information

For further information contact: Dr Helen Brownlee, Research Integrity Manager, Research and Innovation Services (RIN) on 01603 593435 or h.brownlee@uea.ac.uk.

Background

The University's *Ethics Review Appeals Procedures* were originally developed in November 2006.

The purpose of the *Ethics Review Appeals Procedures* are to allow the University's staff and students proposing projects or revisions to on-going projects to formally raise concerns about the results of the ethical review process or circumstances relating to this.

Discussion

No discussion is anticipated.

Attachments

The University's revised *Ethics Review Appeals Procedures* are attached.

Ethics Review Appeals Procedures

Author: The University's Research Integrity Manager, Research and Innovation Services (RIN) with the University Research Ethics Committee (UREC), working from an original document dated November 2006.

Date: 25th September 2018 (*To be approved by Senate 7th November 2018*)

Original - November 2006.

Version	Date	Notes
2	25/09/18	Revised following comments by UREC on an out of date original document.

Background

As part of the University's commitment to ensuring that all research undertaken by staff and students is carried out to the highest professional standards of research ethics, the University has established procedures to allow appeals against the decisions of its Research Ethics Subcommittees (S-RECs).

These *Ethics Review Appeals Procedures* are intended to allow the University's staff and students proposing projects or revisions to on-going projects to formally raise concerns about the results of the ethical review process or circumstances relating to this.

Review

These Procedures will be reviewed and updated by the University Research Ethics Committee (UREC) and recommendations will be made to the University Research Executive, and thereafter to Senate before 31st July 2021.

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Part A. Introduction

- A1 The University's *Ethics Review Appeals Procedures* are intended to allow the University's staff and students proposing projects or revisions to on-going projects to formally raise concerns about the results of the ethical review process or circumstances relating to this.
- A2 These Procedures comprise of two parts: a Stage 1 Appeal in which the Chair of the relevant Research Ethics Subcommittee (S-REC) initially considers the appeal, and a Stage 2 Appeal, which a researcher may follow if dissatisfied with the outcome of the Stage 1 Appeal. Stage 2 Appeals are initially considered by the Chair of the University Research Ethics Committee (UREC).
- A3 Researchers are encouraged to try to resolve the ethics review matter they are concerned about informally before beginning the formal Procedures. In the first instance, an informal approach should be made to the Chair of the S-REC and the advice of the Head of School may be sought. Students can be assisted in making such an approach by their adviser, research project supervisor or student representative within the School, and may also seek advice from the Student Support Service and/or the Students' Union Advice Centre.
- A4 If an informal resolution cannot be achieved, a researcher may make a formal request for the original ethics review decision to be reconsidered or raise circumstances relating to the ethics review through the University's *Ethics Review Appeals Procedures*. The more specific the researcher is about the reasons for concern when supplying supporting evidence or arguments, the more effective will be the University's investigation.

Part B. Principles

- B1 Researchers who submit a case under these Procedures will not be disadvantaged for having done so. Anyone who believes that they have been disadvantaged by submitting a case should contact the Pro Vice Chancellor for Research and Innovation. The University expects that researchers will not engage in frivolous or malicious appeals.
- B2 All parties to the appeal and individuals who have been involved in any related investigation and/or the management and/or administration of the appeal will observe the requirements for confidentiality. Whilst confidential information may need to be disclosed in order to consider the appeal, this will only be to those staff involved in the consideration of the appeal.
- B3 Each appeal will normally be considered individually. Depending on circumstances, where a series of appeals involve the same subject matter or individual(s), the University

may consider such appeals collectively, subject to any confidentiality requirements.

- B4 All personal information will be processed by the University in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act (DPA) 2018.
- B5 A researcher may decide to withdraw an appeal at any time.

Part C. The Procedure: Stage 1 - Further S-REC Consideration

- C1 A researcher must submit a Stage 1 Appeal, including the title of the research project and the date of the S-REC decision, to the S-REC Chair in writing within 10 working days of the notification of the outcome of the original ethics review. Appeals submitted after this deadline with good reason for the delay may still be considered. The researcher should contact the S-REC Chair if they are unable to meet this deadline. Disputes about whether an appeal submitted after the deadline should be accepted should be referred to the UREC Chair.
- C2 The S-REC Chair having reviewed the information provided will decide whether the original ethics review decision should be reconsidered by the S-REC or whether the appeal should be rejected. The decision of the S-REC Chair must be communicated to the researcher in writing within 10 working days of receipt of the Stage 1 Appeal, or advise the researcher within that time if more time is needed.
- C3 If the original ethics review decision is reconsidered, a full and clear explanation of the outcome must be communicated to the researcher by the S-REC Chair in writing within 20 working days of the first communication in C2 or advise the researcher within that time if more time is needed.
- C4 A researcher who is not satisfied with the outcome of the Stage 1 Appeal may decide to move to Stage 2 of the Procedures as described in D1 - D4 below.

Part D. The Procedure: Stage 2 - UREC Consideration

- D1 For a Stage 2 Appeal to be considered, at least one of the following conditions must be met:
- new information is put forward by the researcher that was not known at Stage 1 of the appeal;
 - evidence put forward at Stage 1 of the appeal was not fully and properly considered by the S-REC;
 - there was a procedural irregularity in the conduct of the Stage 1 Appeal, or
 - there was/appeared to be prejudice and/or bias, in the conduct of the Stage 1 Appeal.

- D2 A researcher must submit the Stage 2 Appeal to the UREC Chair and copy it to the UREC Secretary within 10 working days of the notification of the outcome of the Stage 1 Appeal. Appeals submitted after this deadline with good reason for the delay may still be considered by the UREC Chair.
- D3 The UREC Chair will check whether the Stage 2 Appeal meets at least one of the conditions in D1; if it does, the appeal will be accepted and the researcher informed by the UREC Secretary within 10 working days of receipt. If it does not, the researcher will be informed by the UREC Secretary within 10 working days of receipt and this decision is final and there is no further right to appeal.
- D4 If the Stage 2 Appeal is accepted, the UREC members will review any new information provided and the Stage 1 Appeal documentation. A full and clear explanation of the decision taken by UREC and the outcome of the Stage 2 Appeal will be communicated by the UREC Secretary to the researcher in writing within 20 working days of the first communication in D3, or advise the researcher within that time if more time is needed.
- D5 Following completion of the Stage 2 Appeal, there is no further right to appeal within the University.

SEN18D009

Title: University Annual Research Integrity Report 2017/18
Author: Dr Helen Brownlee (RIN)
Date: 17th October 2018
Circulation: Senate - 7th November 2018
Agenda: SEN18A001
Version: Final
Status: Open

Issue

The *Concordat to Support Research Integrity* recommends that employers of researchers present a short annual statement to their governing body concerning research integrity.

The Concordat also recommends that this statement is made publically available to improve accountability, and provide assurances that measures being taken continue to support consistently high standards of research integrity.

Recommendation

Recipients are invited to receive and accept the attached Annual Report summarising activities undertaken to support and strengthen understanding and application of research integrity issues in the period 1st August 2017 to 31st July 2018, which was reviewed and approved by the University Research Executive on 16th October 2018 and by the University Research Ethics Committee on 17th October 2018.

That assurances be given to Council on the activities undertaken to support and strengthen understanding and application of research integrity issues across the University; 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 that the very small number of formal investigations of research misconduct undertaken mean that it is not possible to identify any trends and further analysis is not warranted.

Resource Implications

Support for research integrity is provided by RIN and by the Schools which are responsible for the management of researchers and for the University's Research Ethics Subcommittees (S-RECs). Personnel are already in post within RIN and the Schools to provide training sessions on research integrity. The three-page summary of the Report will be made available on the University's Research Integrity webpage: <https://www.uea.ac.uk/research/about-uea-research/our-research-integrity> and on the RIN portal page for Research Integrity: <https://portal.uea.ac.uk/rin/research-integrity>.

Risk Implications

Failure to accept this Report would compromise the University's Annual Accountability Return for 2018 to the Office of Students (formerly the Higher Education Funding Council for England), which requires a statement of compliance with the *Concordat to Support Research Integrity* as part of its ongoing financial support.

Equality and Diversity

No equality and diversity issues are associated with this Report.

Timing of decisions

Acceptance by Senate and recommendation of assurance to the Council will support the University's Accountability Return for 2018 to the Office for Students, which is currently being compiled.

Further Information

For further information contact: Dr Helen Brownlee, Research Integrity Manager, Research and Innovation Services on 01603 593435 or h.brownlee@uea.ac.uk.

Background

The *Concordat to Support Research Integrity* encourages research active institutions to make an annual report to their governing bodies which:

“provides a summary of actions and activities that have been undertaken to support and strengthen understanding and application of research integrity issues;

provides assurance that the processes that they have in place for dealing with allegations of misconduct in research are transparent, robust and fair and that they continue to be appropriate to the needs of the organisation; and

provides a high-level statement on any formal investigations of research misconduct that have been undertaken”.

This Report summarises UEA's activities and issues relating to Research Integrity in the period 1st August 2017 to 31st July 2018 in alignment with the University's academic and financial years.

There were three allegations of misconduct in research in the reporting period. The staff allegation did not proceed to informal enquiry. The PGR student allegation was referred to the Senate Student Discipline Committee (SSDC) but no further action was taken. The UG student allegation also referred to SSDC was upheld and action taken. With such small numbers of cases it is not possible to identify any trends and further analysis is not warranted.

In addition, the Concordat recommends:

“to improve accountability, and provide assurances that measures being taken continue to support consistently high standards of research integrity, this statement should be made publically available.”

The University's Annual Research Integrity Report will be made publically available. This was done for the first time last year for the 16/17 Report.

Discussion

No discussion is anticipated.

Attachments

The Annual Report including a breakdown by S-REC (Annex 1) is attached.

Annual Research Integrity Report 2017/18

Summary

This statement is produced annually for the University Research Executive to consider and is presented thereafter to the University's Senate and Council to approve. The report provides a summary of activities and issues relating to the support and implementation of research integrity, and processes relating to allegations of misconduct in research in the period 1st August 2017 to 31st July 2018. This Summary will be made available to the public on the University's Research Integrity [webpages](#).

As this Summary has been written as a stand-alone document, it contains text which is repeated from the previous year where it covers the University's Research Integrity Statement, governance structure and procedures.

The University is fully committed to ensuring that all research undertaken by staff and students is carried out to the highest professional standards of research integrity, and that all researchers uphold the principles set out in the Universities UK [Concordat to Support Research Integrity](#). The term 'Research Integrity' has been adopted internationally to describe "the core principles and responsibilities that should be common to all good research".¹

Responsibility for maintaining the highest standards of research integrity at the University rests with the Pro-Vice-Chancellor for Research and Innovation (PVC R&I). The PVC R&I may be contacted using the email address fiona.lettice@uea.ac.uk. The University's Research and Innovation Services (RIN) support the PVC R&I, and have a Research Integrity Manager who manages RIN's responsibilities in this area including promoting the culture of research integrity within the University. RIN is also the first point of contact for any queries on the relevant policies or process to follow and can be contacted using the email address researchintegrity@uea.ac.uk. RIN also has formal nominated representatives who act as legal representatives (under the Health Research Authority's (HRA) Sponsor requirements) for all NHS-related studies in accordance with the HRA's [UK Policy Framework for Health and Social Care Research](#) (HRA Framework). RIN further advises on ethical, legal and regulatory requirements, and on behalf of the University submits an Insurance Assurance and Annual Report to the Office of Research Integrity (ORI) to renew its research misconduct assurance. In doing so, the University remains eligible to apply for or receive PHS research funds.

The University has an overarching committee, the University Research Ethics Committee (UREC), to define the University's Research Ethics Policy and operational principles. It also has oversight of the University's Research Ethics Subcommittees (S-RECs). UREC is led by a Chair appointed by the PVC R&I, and is constituted from the S-REC Chairs, lay members and co-opted experts.

¹ Universities UK, 'The Concordat to Support Research Integrity'. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2012/the-concordat-to-support-research-integrity.pdf>

This Report will be received by the Council of the University of East Anglia on 27th November 2018.

The S-RECs provide ethics reviews of student and staff research projects and teaching modules. They also undertake ethics reviews of internally-funded impact activities in support of the University's stance that ethics issues should be considered throughout the lifecycle of a project. Occasionally, ethics reviews are undertaken by the S-RECs for academics in the Norwich Biosciences Institutes to facilitate efficient operations across the Norwich Research Park. During the reporting period, a total of 1198 proposals were reviewed within the University by its S-RECs of which 1163 were given ethical clearance. In addition, UREC reviewed 45 proposals for surveys and market research submitted by the University's Central Services and the Students' Union and reviewed two non-standard ethics requests; 42 of these proposals were approved.

The new General Data Protection Regulation (GDPR) and Data Protection Act 2018 (DPA 2018) came into force on 25th May 2018. The S-RECs' documentation and processes have been reviewed by the S-REC Chairs to ensure compliance with the new data protection legislation.

Alongside UREC, the University with the Norfolk and Norwich University Hospital (NNUH) Trust operates a [NNUH/UEA Joint Research Governance Policy](#) together with [Joint NNUH/UEA Standard Operating Procedures](#) (revised according to an agreed schedule), which apply to all healthcare research within the NNUH Trust and the UEA, under the HRA Framework.

Governance arrangements in support of research at the University include a number of research integrity policies and guidelines, which are available on the University's Research Integrity [webpages](#):

- *Guidelines on Good Practice in Research*
- *Research Ethics Policy* (supplemented with *Ethics Guidance Notes* covering a range of topics)
- *Policy for Approving the Integrity of UEA Research and Innovation Related Activities and Funding*
- *Procedures for Dealing with Allegations of Misconduct in Research*
- *Joint NNUH/UEA Standard Operating Procedures* (for healthcare research)
- *Open Access Policy*
- *Research Data Management Policy*
- *Insurance Policies*
- *Intellectual Property Regulations*
- *Public Interest (Whistleblowing) Policy*

The University is also required to comply with UK legislation relating to research, as well as Concordats and codes of practice issued by funding bodies and collaborating organisations. The University has a subscription to the UK Research Integrity Office (UKRIO).

The University has a rolling programme of reviews for its research integrity policies and guidelines. During 2017/18, scheduled reviews of the following policies and guidelines were initiated:

- *Research Ethics Policy*
- *Ethics Review Appeal Procedures*

This Report will be received by the Council of the University of East Anglia on 27th November 2018.

A new Policy for Approving the Integrity of UEA Research and Enterprise Related Activities and Funding was approved by Senate and Council in March 2017 to ensure that any proposed research and innovation activity and acceptance of any associated external funding is consistent with the University's stated principles and standards of integrity and ethical practice. The Policy is intended to include the University's consideration of whether or not to approve sensitive or high-risk types of studies. The Policy has undergone a light-touch review in 2017/18 and will have a full review in 2020.

In 2017/18, the University's [*Procedures for Investigating Allegations of Research Misconduct Made Against Students*](#) were updated to ensure that it is practicable for both taught and research students. This ensures consistency with the University's [*General Regulations for Students*](#), and [*Disciplinary Procedures*](#) which were revised during 2017/18.

In 2017/18, the University of East Anglia's and the University of Suffolk's Postgraduate Research (PGR) Partnership Agreement was formally signed by both universities. Suffolk PGR students registered with UEA will follow the University of Suffolk's procedures for research ethics review, and all of the research carried out must be consistent with the principles and standards of UEA's research integrity policies and guidelines.

Good data management is a fundamental aspect of the research process, and in light of the recent [*Concordat on Open Research Data*](#), the University is committed to making research data gathered and generated by its academic staff openly available for use by others in the UK research community wherever possible. In 2017/18, the University became a member of the UK ORCID Consortium as part of its commitment to openness in research.

The University has *Procedures for Dealing with Allegations of Misconduct in Research*, which outline the actions to be taken when any allegation of misconduct in research is brought against any present or past member of staff of the University in respect of research undertaken while employed by the University and/or while registered as a student at the University. Any allegations of misconduct in research against a present or past student while registered by the University is handled using the *Procedures for Investigating Allegations of Research Misconduct Made Against Students*. During 2017/18, there was one allegation concerning a member of staff, one allegation concerning a PGR student, and one allegation concerning an undergraduate (UG) student. The staff allegation did not proceed to informal enquiry. The PGR student allegation was referred to the Senate Student Discipline Committee (SSDC) but no further action was taken. The UG student allegation also referred to SSDC was upheld and action taken.

The University's thorough and robust approach to research integrity was submitted as written evidence to the House of Commons Science and Technology Committee's inquiry into research integrity within universities. The Committee, which the Rt Hon Norman Lamb MP chairs, produced its [*report*](#) on research integrity on 11th July 2018.

[Professor Fiona Lettice
Pro-Vice-Chancellor for Research and Innovation
Tbc 16th October 2018]

Report

Further details supporting the above Summary are presented below and will **not** be made available to the public. The information is provided under three main sections - a summary of UEA activities relating to research integrity, development of UEA's research integrity framework, and arising issues or areas for further development and consideration.

Summary of UEA Activities Relating to Research Integrity

Activity	Number (1.8.17 - 31.7.18)	Number (1.8.16 - 31.7.17)	Number (1.8.15 - 31.7.16)	Comments on 2017/18 Activity
UEA Research Ethics Subcommittees (S-RECs): 1. Proposals reviewed 2. Proposals approved 3. Potential misconduct cases 4. Incident reports for adverse events 5. Incidents of non-compliance	1198 1163 3 0 0	783 735 1 0 0	750 731 1 0 0	A breakdown by S-REC is provided in Annex 1. S-RECs also review internally-funded impact activities.
UoS Research Ethics Committee: 1. Proposals reviewed 2. Proposals approved 3. Alleged misconduct cases 4. Incident reports for adverse events 5. Incidents of non-compliance	1 1 0 0 0			These data relate to PGR students based at UoS and registered with UEA.
University Research Ethics Committee (UREC): 1. Proposals reviewed 2. Proposals approved	47 42	39 39	20 19	UREC has reviewed proposals for surveys and market research submitted by the University's Central Services and the Students' Union. It also reviewed two non-standard ethics requests.

Number of new Allegations of research misconduct:				*Allegation did not proceed to the Screening Stage. **PGR student referred to SSDC - no further action necessary. UG student referred to SSDC - allegation upheld and action taken.
1. Staff	1*	1	0	
2. Staff/Student	0	0	1	
3. Student	2**	1	1	
Number of Serious Adverse Events (SAEs) for UEA sponsored healthcare studies	12	5	38	None of the SAEs were assessed as being related to the study and were reported to the NNUH/UEA Joint Research Governance Committee.
Number of breaches of Good Clinical Practice for UEA sponsored healthcare studies	2	0	0	Both breaches were reported and resolved with the relevant RECs.
Freedom of Information requests	13	15	24	

Development of UEA's Research Integrity Framework

During the reporting period, the framework in support of research integrity has been developed as follows:

1. In November 2017, the VC made a written submission to the House of Commons Science and Technology Committee's inquiry into research integrity, which included statements on the University's compliance with the recommendations of the *Concordat to Support Research Integrity*. The University's thorough and robust approach to research integrity has been published as written evidence and can be viewed on the inquiry publications page of

This Report will be received by the Council of the University of East Anglia on 27th November 2018.

the Committee's [website](#). The Committee, which the Rt Hon Norman Lamb MP chairs, produced its [report](#) on research integrity in July 2018.

2. In March 2018, the PGR Partnership Agreement between UEA and UoS was formally signed by both universities. This agreement contains a section on Research Ethics and Misconduct, which makes it clear that Suffolk PGR students registered with UEA will follow the University of Suffolk's procedures for research ethics review, and all of the research carried out must be consistent with the principles and standards of UEA's research integrity policies and guidelines.
3. The University's research integrity policies and guidelines are subject to periodic (normally three year) reviews. UREC has been given responsibility to comment on those under review before being considered by the University Research Executive. During the year, the following reviews have been initiated and reviewed by UREC:
 - *Research Ethics Policy* (last reviewed and approved by Senate in November 2016)
 - *Ethics Review Appeal Procedures* (created in November 2006)

These documents will be submitted for approval by the University Research Executive on 16th October 2018 and by Senate on 7th November 2018.

4. To support the University's *Research Ethics Policy*, three new *Ethics Guidance Notes* on 'Participant and Researcher Safety', 'Research Involving Prisoners, Young Offenders and/or Probation Services', and 'Research with a Potential to Affect the Environment' were written in 2017/18 and are available for researchers on RIN's Research Integrity [webpages](#).
5. A new *Policy for Approving the Integrity of UEA Research and Enterprise Related Activities and Funding* was approved by Senate and Council in March 2017. A light-touch review of this Policy was undertaken by UREC at its meeting on 2nd May 2018, as the Committee recommended that the Policy required more promotion within the University before a full review should be undertaken.
6. In 2017/18, two non-standard ethics cases were escalated to UREC and thereafter to the PVC R&I under the *Policy for Approving the Integrity of UEA Research and Enterprise Related Activities and Funding*. For one of these cases, Special Branch was notified that extremist material would be accessed for legitimate research purposes. However, there remains no special protection for researchers doing this, which has been raised previously in the University's Annual Report to HEFCE on the Implementation of the Prevent Duty at UEA dated 1st December 2017.

7. Raising the awareness of research ethics issues has been identified as a priority by the PVC R&I, the Head of Research Services, the Research Integrity Manager and the UREC Chair. The latter attended a round of Faculty Research Executive meetings and a round of Faculty Learning, Teaching and Quality (LTQ) Committee meetings in 2017/18. It is essential that the information percolates to all staff and students to be aware of the University's requirements for ethics review. At the start of 2017/18, the University's digital signage and e-Bulletins were used to remind staff and students to seek ethical review of relevant projects. This approach was repeated before Easter particularly to provide a reminder for students doing work over the summer. It will also be repeated in future academic sessions.
8. Digital signage around the University was also used to display text to remind staff and students to familiarise themselves with the revisions made in 2017/18 to four of the University's research integrity policies and guidelines:
 - *Guidelines for Good Practice in Research*
 - *Procedures for Dealing with Allegations of Misconduct in Research*
 - *Open Access policy*
 - *Research Data Management Policy*

The UREC Chair promoted the new guide for Supervisors [Student Applications for Ethics Review: A Guide for Supervisors](#) at the Faculty LTQ Committee meetings and the document was also sent to Faculty LTQ representatives.

9. RIN began work in February 2018 to review the ethics information provided by each School for UGs undertaking research projects (as part of an individual module or for their final year Dissertation project) to ensure that the ethics review procedures across the University are clear and do not cause any confusion for students.
10. Following discussions at UREC on the revised *General Regulations for Students*, the University's *Procedures for Investigating Allegations of Research Misconduct Against Students* were updated to ensure that it is practicable for both taught and research students.
11. The University's research misconduct procedures have been required for one staff case, one PGR student case, and one UG student case since August 2017.
12. Since 2015, the University has held a subscription to the UK Research Integrity Office (UKRIO), whose remit is to: "... help institutions achieve high standards when they have to manage challenges to research integrity and support individuals faced with bad practice. Our advice and guidance emphasises the good practice that runs across all research disciplines and all regulatory remits. In this way, our role complements that of regulatory bodies for research and supports the work of Government and research funders." Institutional access to UKRIO's guidance service continues to be beneficial; in particular its guidance on '*Good Practice in Research: Authorship*' has been helpful this year.

13. In line with the United States' [*Public Health Service \(PHS\) Policies on Research Misconduct*](#), at 42 C.F.R. Part 93.301, the University submitted an Institutional Assurance and Annual Report to the Office of Research Integrity thus renewing its research misconduct assurance. By doing so, the University remains eligible to apply for or receive PHS research funds.
14. Over 1000 UEA researchers have signed up for an [ORCID iD](#). ORCID provides a unique digital identifier and ensures that all their research activities and outputs are correctly attributed and improves recognition and discoverability. Currently, over 200 of these researchers have entered their ORCID iD into Pure. In 2017/18, the University became a member of the UK ORCID Consortium, which amongst other benefits, facilitates creating an ORCID iD, linking an ORCID iD and Pure to update records, and to use ORCID iDs to exchange information between research systems including those of publishers and funders with ORCID records.
15. The NNUH/UEA Joint Research Governance Operations Group has been reviewing the *Joint NNUH/UEA Standard Operating Procedures (SOPs)* to ensure they are current and valid. In 2018, the Group made a recommendation to the NNUH/UEA Joint Research Governance Committee for an in-depth review of the format and usability of these *SOPs* which included widening them to include the Quadram Institute Biosciences (QIB). This proposal was approved and the project will commence in the autumn with resources for the review being committed from RIN, Norwich Clinical Trials Unit, NNUH and QIB.
16. The NNUH have introduced a Research Oversight Board and the NNUH/UEA Joint Research Governance Committee will report to this Board.
17. In 2017/18, RIN offered training in research integrity to Faculties/Schools/Committees/individuals (staff and students) and a number of bespoke training sessions were delivered as requested. RIN's Research Integrity Manager delivered an introductory talk on UREC's policies and procedures to newly appointed S-REC Chairs. Online training in research ethics would be beneficial to students and staff. Many universities provide access to online research ethics training modules provided by [Epigeum](#) and these have been trialled this year within UEA; other suppliers are now being considered.
18. All Doctoral Training Pathway students starting their studies on or after 1st October 2017, now undertake mandatory ethics training (with the exception of SCI students whose work does not involve human subjects or tissues) delivered by the relevant Faculty/Partnership Training Pathway Lead.

Issues and Future Development

Issues arising for further development and consideration are:

1. Compliance with the *Concordat to Support Research Integrity* is a status that needs to be maintained, and this requires training and development of the University's staff and students. RIN will continue to offer face-to-face training in research integrity to Faculties/Schools/Committees/individuals etc. In addition, other options for online training in research integrity are being considered. The online training would be provided as an introduction to research integrity, and then followed up with discipline specific face-to-face training.
2. The University, being a recipient of funding from the Department for International Development (DFID), received a letter in February 2018 from the Rt Hon Penny Mordaunt MP, Secretary of State for International Development. The letter is a reminder of an organisation's responsibilities when its researchers are working overseas in relation to safeguarding issues. The University will need to include this topic within an institutional policy and to provide an institutional response to DFID.
3. In 2018/19, the following scheduled reviews will be initiated and reviewed by UREC:
 - *Guidelines on Good Practice in Research*
 - *Open Access Policy*
 - *Research Data Management Policy*

These documents will be submitted for approval by the University Research Executive on 16th May 2019 and by Senate on 5th June 2019.

4. To support the University's *Research Ethics Policy*, three new *Ethics Guidance Notes* on 'Archival Research', 'Research using Social Media Data', and 'Research with a Potential to Affect Cultural Objects' will be completed during 2018/19 and made available for researchers on RIN's Research Integrity webpages.
5. Many universities have implemented an online system to undertake ethics reviews of projects. The numbers of proposals requiring ethics review by the University's S-RECs has increased by 53% over the last two reporting years. Not only would an online ethics review system reduce the administrative burden associated with the paper-based systems, it would also streamline the process, thus providing a single source of information for reference, tracking, and auditing purposes. It would also provide considerable benefits post-GDPR. The scoping of an online system to manage the ethical review of projects at UEA is included in Phase 2 of the University's Research Systems Improvement Project.
6. The University will be taking part in [International Open Access Week](#) which runs from 22nd to 28th October 2018. RIN are organising a programme of events during this week designed to

help researchers make their work (publications and datasets) open access. It will also provide an opportunity to promote the benefits of using Pure to researchers, including i) creating and embedding their ORCID iD into their Pure profile to facilitate the transfer of information between research systems, such as Researchfish ii) recording metadata on their research datasets and to link this information to publications, research grants and other types of content in Pure iii) sharing datasets underlying publications to promote open research and iv) developing a Pure profile to showcase research publicly through the University's new Pure Portal.

7. The application of the forthcoming EU Clinical Trials Regulation (EU no 536/2014) is linked to the full functionality of the EU portal and database under development by the European Medicines Agency (EMA). At this point, it is anticipated that the Regulation will come into effect from 2019, with the portal in place by 2020. The implications for the UK following Brexit will also need to be followed carefully.
8. It is anticipated that a joint policy between the University and its local primary care sites for the research governance of primary health-related projects will be finalised by the end of 2018.

Dr Helen Brownlee
Research Integrity Manager, RIN
9th October 2018

Research Ethics Subcommittee	Number of Proposals Reviewed	Number of Proposals Approved	Number of Alleged Misconduct Cases	Number of Incident Reports for Adverse Events	Number of Incidents of Non-Compliance	Comments
AWERB	59	59	0	0	0	
CMP-REC	34	34	0	0	0	
DEV-REC	104	94	0	0	0	
ECO-REC	32	29	1	0	0	1 MSc student was interviewed for a potential ethics violation. We concluded there was no violation, but we have revised our ethical approval forms and our teaching of ethics on one module. Rejected ethics proposals were usually for inappropriate use of the "light touch" form and were typically accepted after a full proposal was made, sometimes with revisions.
EDU-REC	201	201	1	0	0	'Number of Proposals Reviewed' now includes those submitted by students in line with the other S-REC figures. UG misconduct case referred to SSDC. Allegation upheld and further action taken.
FMH-REC	148	138	0	0	0	There are currently 7 applications approved in principle but require minor amendments, 1 which is requiring response from the FMH S-REC's Human Tissue Subcommittee and 2 which we are awaiting resubmissions for.
GENERAL-REC (G-REC)	320	320	0	0	0	11 proposals were received in 2016/17 but approved in 2017/18 so are included here. 2 non-standard proposals were referred to UREC so not included here. 2 proposals also required AWERB review so are not included here.
NBS-REC	37	36	0	0	0	1 proposal was withdrawn.
PSY-REC	246	237	1	0	0	PGR misconduct case referred to SSDC. No further action necessary.
SWK-REC	17	15	0	0	0	Approval pending review for two proposals.
TOTAL	1198	1163	3	0	0	

SEN18D004



Title: Proposed New Institutional Partnership – West Suffolk College
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Issue

Approval of West Suffolk College as a partner institution of UEA.

Recommendation

Senate is asked to endorse the recommendation made by Professor Neil Ward, as Chair of UEA's Learning and Teaching Committee, that West Suffolk College be approved as a partner institution of the University for a period of up to five years.

In making its recommendation, Professor Ward considered the report from the Institutional Approval event held on 9 October 2018 (attached as Appendix 1), on behalf of the Learning and Teaching Committee.

Resource Implications

Cost and time involved in supporting the approval process will be covered by the validation fees charged to West Suffolk College. Ongoing costs (mainly fixed costs: staff time) in managing and monitoring the partnership and supporting academic and support staff at West Suffolk College.

Risk Implications

Risks identified as part of the Institutional Approval process.

Equality and Diversity

There are no equality and diversity implications.

Further Information

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Attachments

Appendix 1 – West Suffolk College Institutional Approval Report

University of East Anglia

Report of the Institutional Approval of West Suffolk College 9 October 2018

1. Introduction and Background

- 1.1 An institutional approval Panel met at West Suffolk College (WSC) on 9 October 2018 to consider the approval of the College as a partner institution of the University of East Anglia (UEA). Membership of the Institutional Approval Panel is shown in Appendix A.
- 1.2 The Panel met with College staff and a group of students from a range of programmes at the College (as listed in Appendix B). Separate meetings took place with the higher education leadership team, academic and administrative staff and students.
- 1.3 Discussions were informed by the Initial Review produced by the Partnership Proposal produced by the College. A range of supporting documentation had been considered including copies of policies and procedures, strategy documents, External Examiner reports and the annual review (RIME) reports.

2. Tour of Facilities

- 2.1 During the event the Panel received a tour of facilities including:
 - Student welfare
 - Catering and social spaces
 - Training restaurant
 - Training salon
 - Art and design teaching spaces
 - Science labs
 - Computer labs
 - Drama studios/ theatre
 - HE music studio suite
 - Library
 - Lecture theatre
- 2.2 The UEA Library Director was provided with a tour of the College's Learning Resources Centre and facilities on 1 October 2018 and met with the Learning Resources Coordinator to discuss current learning resources and future plans. Following the visit, the Library Director provided a written report for the Panel which provided assurance that the College's learning resource facilities were adequate (attached as Appendix D).

Recommendation 2: Respond to outcomes of Learning Resources Report

3. Summary of Discussions

HE Staff Development and Scholarly Activity

- 3.1 The Panel queried what processes and support were in place for staff development and scholarly activity as the CVs submitted with the documentation did not include many examples of recent scholarly activity. Staff stated that now they had an HE Strategy in place, they were planning to develop an HE CPD Strategy.

Recommendation 1: Produce HE Staff Development Strategy to include tangible objectives

- 3.2 Despite there not currently being an HE Staff Development Strategy in place there were a number of opportunities for staff development. These included:
- a monthly HE forum, with a theme e.g. policy and procedure update or teachers disseminating feedback from conferences they had attended
 - College staff CPD days which including HE specific sessions
 - A buddy/ mentor system for new HE teaching staff
 - Support for staff seeking HEA accreditation (Two staff were currently working towards HEA Fellowships)
 - Staff attending UEA and University of Suffolk (UOS) professional development events
 - Annual WSC Festival of Learning
 - Financial support for staff to attend or present at academic conferences
 - External Examining at other institutions

- 3.3 WSC was planning to embed HE development milestones (e.g. achieving HEA Fellowship) in its appraisal system, Spotlight.

- 3.4 A significant proportion of WSC teaching staff had a PhD or were working towards one and that there was also a good offering of CPD for support staff.

- 3.5 It was noted that there was a common peer observation process across HE and FE which was supplanted by learning walks in HE. Any issues identified triggered a Spotlight intervention

Student Satisfaction and National Student Survey (NSS)

- 3.6 The Panel noted that there has been a decline in NSS overall satisfaction in 2017, prior to an increase in 2018, and were interested in the reasons for the decline and steps taken that led to the recovery. Staff explained that the decline was linked to a key member of the Engineering Teaching team leaving. A Risk Alert was issued and an action plan but in place, which successfully addressed the issues arising from this. The College had also taken a number of other actions to improve student satisfaction and NSS performance including:

- Investing more time explaining what NSS questions mean to students: for example, what is meant by feedback?
- Running student focus groups to identify issues early in academic year, so the College could address concerns promptly

Admission Processes

- 3.7 The Panel noted that some of the supporting documents highlighted issues with Admissions and Enrolment which had not been addressed in a timely manner in 2017/18. The Head of Higher Education explained that these issues had been related to admissions managed by the UOS. Throughout the year the Head of Higher Education had met with the UOS Admissions Manager to resolve issues and put measures in place to ensure the situation was not repeated. It was noted that UEA validated students would be enrolled directly by WSC.

HE Strategy, Curriculum Plan and Student Number Growth

- 3.8 It was noted that the curriculum plan submitted with the documentation was a work in

progress and was constantly being reviewed by the college. The Institutional Approval event was considering approval at an institutional level and not making any decisions on validating particular programmes.

- 3.9 Staff explained that the course development process was driven by course leaders, identifying opportunities to develop a new offering and making business cases for new provision. The college had established an HE Curriculum Planning forum this year, which would feed into college wide strategy
- 3.10 The ambitious student growth plans were noted. College staff explained that they wanted to be realistic with growth plans and not compromise on quality so would be feeding these considerations into the ongoing review of the curriculum plan. The majority of students would progress from WSC Level 3 programmes but there would also be some progression from local sixth form colleges.
- 3.11 College staff explained how the HE Strategy was informed by market research which had identified three key markets: internal progression, local mature students, and leisure and community engagement learning
- 3.12 It was noted that all degrees would be developed to meet relevant Degree Apprenticeship standards

Student Welfare and Support

- 3.13 The Panel noted that the largest group of students with protected characteristics were students with mental health issues and were interested in how the college supported them. Staff explained that the Welfare Team specifically deal with students who have higher support requirements. All students had access to a Personal Support Tutor who would refer students to the Welfare Team when required. Support facilities were sign posted for students through induction and the student handbook. The College had good links with external agencies such as the Mental Health Trust. The College had a number of other mechanisms for supporting students including:
- a Fitness to Study process and interruption to study application and assessment process
 - a DSA advisor
 - a learning support tutor who worked directly with students
 - an inclusive study skills programme
- 3.14 The College were pleased to note that NSS overall satisfaction scores for 2018 were higher for students with Mental Health needs than the general student body.
- 3.15 The College stated that it monitored performance across different demographic groups to ensure there were no significant attainment gaps for groups with protected characteristics.
- 3.16 The Panel noted that the students it met with commended the support provided by the college.

Technology Enhanced Learning

- 3.17 The Panel asked college staff about their approach to technology enhanced learning. College staff explained that this varied across curriculum areas. It was noted that all courses validated by University of Suffolk had Blackboard sites and all new provision would have Moodle sites. Other features used on some programmes included lecture capture and podcasts. Online submission, marking and feedback was used consistently across programmes.
- 3.18 Staff development sessions were sometimes used to upskill staff in regard to technology assisted learning. It was acknowledged that use of new technologies was a culture shift for some staff but teaching teams were embracing this challenge. There was a culture of sharing best practice where staff were comfortable to ask for help if they didn't know how to do something.
- 3.19 The College supported digital literacy of students through support provided by the library.

Responding to Issues and Student Feedback.

- 3.20 The Panel asked how students knew if the College had responded to issues. Staff explained that there was an escalation process which was clear to students. Students had a number of mechanisms for raising concerns including course committees, student voice forums and annual meetings with external examiners. Each course had a student course representative and a Campus Officer was elected by students every October. The Campus Office ran drop in sessions in the common room and had a 'You Said We Did' board.

Branding

- 3.21 The College explained that it would now be publishing its own prospectus and would be keen to discuss with UEA's Marketing team appropriate use of the UEA brand in publicity materials.

HE Governance, Quality Assurance and Monitoring

- 3.22 The Head of Higher Education explained that it was her responsibility to raise risk alerts should there be any concerns with particular areas. This resulted in action plans being set, monitored with curriculum area leads and progress reported through established governance structures.
- 3.23 The college Senior Leadership Team received a weekly update on HE including performance against key performance indicators as well as a formal monthly report to the college's Standards and Excellence Committee.
- 3.24 The former VC of Durham University, Chris Higgins, was a member of the college governing board who had responsibility for HE provision. He had helped the college develop its HE strategy and curriculum plan.
- 3.25 Although delivery of HE programmes was through specific departments, the central HE team provided support and quality assurance.

Regulations, Policies and Procedures

- 3.26 It was noted that the college programmes validated by UEA would be required to follow UEA regulations, policies and procedures.

4. Summary of Conclusions

- 4.1 The Institutional Approval Panel recommends to the Senate of the University of East Anglia that West Suffolk College be approved as a partner institution of the University, subject to the following recommendations. The action plan for meeting these is included in Appendix C.

4.2 Recommendations:

- 4.2.1. Produce HE Staff Development Strategy to include tangible objectives
- 4.2.2 Respond to outcomes of Learning Resources Report

4.3 Commendations

The review Panel commended the College on:

- 4.3.1 Staff commitment and contribution to excellent student experience

4.4 Deadline for Responses to Recommendations

Responses to the recommendations should be submitted to the Institutional Approval Panel Secretary, for consideration by the Panel Chair by 7 January 2019.

Panel Membership

Professor Ian Dewing, Academic Director of Partnerships, UEA (Chair)

Mr Scott Isaacs, Head of UK Partnerships, University of Hertfordshire (external Panel member)

Mrs Emma Sutton, Associate Dean for Learning, Teaching and Quality, Faculty of Medicine and Health Sciences, UEA (UEA academic Panel member)

Dr Louise Bohn, Head of Partnerships, UEA

Ms Zoe Pateman (student representative)

Mr Laurence Daly, Assistant Head of Partnerships, UEA

Mr Gavin Tash, Assistant Head of Partnerships, UEA (Secretary)

Members of School Staff and Students Involved in Discussions with the Panel

Senior Staff

Debbie Coomes, Executive Director – Healthcare, Sport and Tech

Rachel Kirk, Assistant Principal of Higher Education

Tegan Locke, Head of Higher Education

Colin Shaw, Vice Principal- Quality and Student Experience

Academic and Administrative Staff

Stuart Appleby, Route Leader – Humanities

Sarah Ellison, Personal Support Tutor

David Gee, Course Leader - Computing

Andrea Healy, Course Leader - Music

Sian Horn, Course Leader – Art & Design (Graphics)

Lisa Hunt, Higher Education Quality Co-ordinator

Yasmin Jeffery, Head of Marketing and Communication

Tegan Locke, Head of Higher Education

Michael Nelson, Head of Engineering

Jack Rundell, Higher Education Learning Mentor

Trudy Waterton- Duly, Learning Services Co-ordinator

Katie Wilden, Lecturer in Teacher Education

Students Involved in Discussions with the Panel:

Harriet Bull – Year 3, Early Childhood Studies

Sarah Liming – Year 3, Early Childhood Studies

Calum McManus – Year 3, Creative and Commercial Music

Connor Willingham – Year 2, Creative and Commercial Music

Institutional Approval Outcomes Action Plan
West Suffolk College
9 October 2018

The Institutional Approval Panel resolved to recommend to the Senate of the University of East Anglia that West Suffolk College be approved as a partner institution of the University subject to the following conditions and recommendations:

<i>Outcomes</i>				<i>College Response</i>
<i>Type*</i>	<i>No</i>	<i>Details</i>	<i>Deadline</i>	
REC	1.	Produce HE Staff Development Strategy to include tangible objectives	31.12.2018	
REC	2.	Respond to outcomes of Learning Resources Report	31.12.2018	

West Suffolk College – Review of Learning Resources

Visit to West Suffolk, 1st October 2018

West Suffolk College has well-appointed Library, well managed by professional librarian Trudy Waterton-Duly, with Stephen Macdonald (Subject Librarian) – both of whom I met - and 4 library assistants. I am confident that the service is being delivered to a high standard within the resources available.

The Library has a good range of physical and electronic resources and facilities including:

- WiFi and eduroam
- Open access PCs in the Library and adjacent Common Room and other common areas on campus
- Multi-function devices for printing, photocopying, scanning
- A range of study spaces, with dedicated HE space
- A silent study room
- Staff available throughout Library opening hours
- Induction & training sessions for staff & students
- Specialist offerings in information literacy embedded in the curriculum, wherever possible, (see Appendix A) and a contribution to the wider institutional employability agenda (Appendix B)

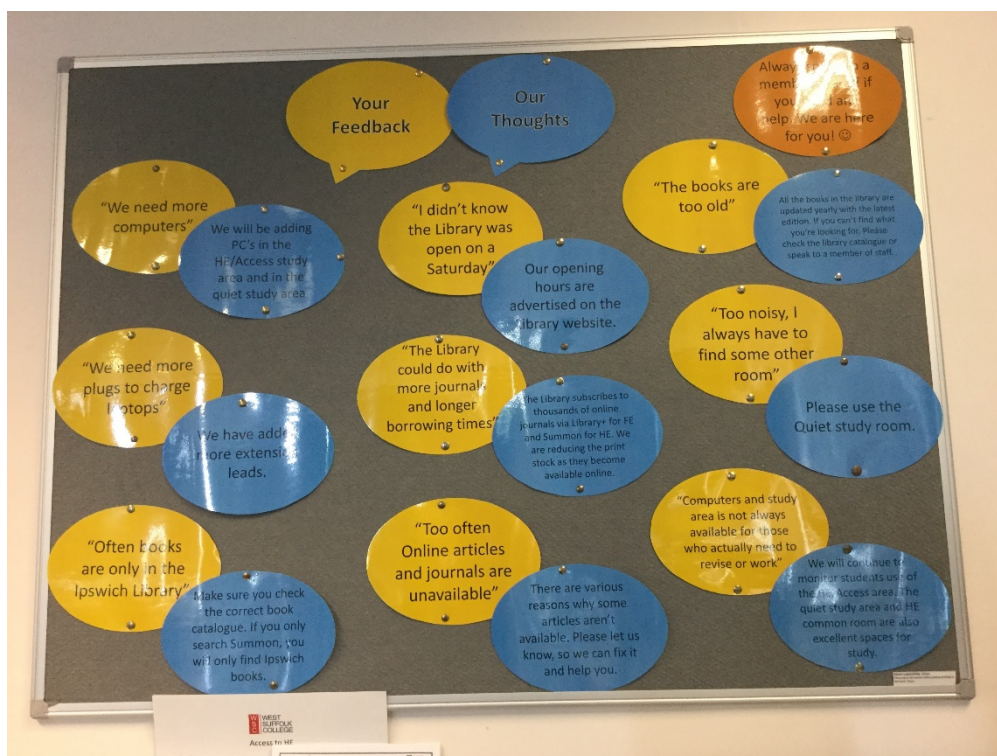
In addition to the Library staff I met Colin Shaw, Vice Principal for Student Experience and Quality, Rachel Kirk, Assistant Principal Higher Education, and Tegan Locke, Head of Higher Education. They outlined various initiatives that had helped to improve the student experience, retention rates and results, including “wrap around” support.

The college senior management appear to be very supportive of the Library and willing to fund additional resources and facilities where appropriate business cases can be made.

In particular, as the subject areas expand it will be necessary to take out some additional subscriptions to journals and databases and purchase additional books and e-books. For completely new subject areas, it may be worth considering one-off stocking grants (for copies of physical books) as well as an additional recurrent budget for subscriptions. As students on UEA validated courses will be WSC students and not UEA students, this will differ from the existing arrangements with University of Suffolk where I understand the HE students are primarily registered with University of Suffolk and reflected as such their HESA return.

Trudy Waterton-Duly was able to provide a range of statistical and management information (see Appendix C) demonstrating that she has a good understanding of how the resources and facilities of the Library are being used. Trudy and colleagues have made extensive use of “Libguides” to provide the HE students with a relatively seamless experience for accessing resources and reading lists at WSC and University of Suffolk.

In terms of student feedback, I observed a helpful “You said, we did” display in the Library which provided evidence of engagement with the student voice.



In terms of the NSS, there was both local analysis of comments and scores and also reflection as part of the wider University of Suffolk Learning Network. Selective use was also made of focus groups on specific issues.

Q18 The IT resources and facilities provided have supported my learning well

Q19 The library resources (e.g. books, online services and learning spaces) have supported my learning well

Q20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to

	West Suffolk College	
	2017	2018
Q18	57	66
Q19	80	77
Q20	74	77

The WSC Senior Managers with whom I met seemed to have a good understanding of library issues and are keen to see a consistency in the student experience and journey. They understand that more in depth library resources are needed to support independent learning and dissertation writing at HE level. They acknowledge that a different approach will need to be agreed to ensure an equivalent experience for HE students validated under UEA, as opposed to those validated under University of Suffolk. Trudy seems to have excellent contacts with the main publishers and providers, and is part of the JISC 'HE in FE' network, so I have every confidence she will find some solutions going forward for the UEA validated courses. However UEA Library staff are also available to assist with further planning on request.

The college aims to be responsive to student needs and encourages engagement by the students. I met with a class of approximately 16 'Level 5 Early Childhood studies' students who were positive about their learning experiences at WSC. They did mention it was sometimes difficult to get copies of the books they needed, but they tended to communicate via social media to share the books and they found Trudy very approachable if there was any problem.

The only other issue they raised was access to Group Study space. Although there seemed to be plenty of space on campus and in the Library for group study, in future it may be helpful to think about using different furniture, such as group study pods, with technology & whiteboards, to better demarcate spaces for group work.

Photos: Existing, followed by some indicative options.



In summary, though in no way needing to hold up the validation, the Panel and WSC may like to consider the following issues:

1. How to approach funding for additional HE-level library resources (databases, journals and books) for the new subject areas, given that, with the registration of students at WSC, responsibility for e-resource licensing will reside with WSC. Also whether individual subscriptions or subscriptions to 'packages' would offer the best value for money going forwards.
2. How to work with the IT department to ensure that only HE students will be able to access any new HE level library resources (unless WSC is prepared to pay additional fees for FE student access as well). (This may require the reinstatement of a subscription to *EzProxy* or further configuration of *Shibboleth*).
3. When funding becomes available, whether there could be a minor reconfiguration of the HE study space to create some 'group study' pods more suitable for HE collaborative working and some dedicated space for information skills teaching. Also whether the temperature and furniture in the silent study room could be addressed to create a more attractive space for silent individual working, e.g. for dissertation research and writing.
4. Whether the co-location of a student PC lab as part of the Library is the best fit going forwards if quiet, independent learning is to be encouraged.

Nicholas Lewis, Library Director
University of East Anglia Library
1st October 2018

Title: Proposed New Institutional Partnership – Colchester Institute
Authors: Mr Laurence Daly, Assistant Head of Partnerships,
Circulation: Senate – 7 November 2018
Agenda: SEN18A001
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Issue

Approval of Colchester Institute as a partner institution of UEA.

Recommendation

Senate is asked to endorse the recommendation made by Professor Neil Ward, as Chair of UEA's Learning and Teaching Committee, that Colchester Institute be approved as a partner institution of the University for a period of up to five years.

In making its recommendation, Professor Ward considered the report from the Institutional Approval event held on 12 October 2018 (attached as Appendix 1), on behalf of the Learning and Teaching Committee.

Resource Implications

Cost and time involved in supporting the approval process will be covered by the validation fees charged to Colchester Institute. Ongoing costs (mainly fixed costs: staff time) in managing and monitoring the partnership and supporting academic and support staff at Colchester Institute.

Risk Implications

Risks identified as part of the Institutional Approval process.

Equality and Diversity

There are no equality and diversity implications.

Further Information

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Attachments

Appendix 1 – Colchester Institute Institutional Approval Report

University of East Anglia

Report of the Institutional Approval of Colchester Institute 12 October 2018

1. Introduction and Background

- 1.1 An institutional approval Panel met at Colchester Institute (CI) on 12 October 2018 to consider the approval of the Institute as a partner institution of the University of East Anglia (UEA). Specifically, the Panel were considering the delivery of HE by University Centre Colchester (UCC). Membership of the Institutional Approval Panel is shown in Appendix A.
- 1.2 The Panel met with CI staff and a group of students from a range of programmes at UCC (as listed in Appendix B). Separate meetings took place with the senior leadership team, academic and administrative staff and students.
- 1.3 Discussions were informed by an initial review of the Partnership Proposal produced by the College, along with a range of supporting documentation including policies and procedures, strategy documents, External Examiner reports and annual review reports.

2. Learning Resources

- 2.1 Jane Helgesen, Head of Academic Engagement at UEA's Library visited on 15 October 2018 and was provided with a tour of the College's Learning Resources Centre and facilities and met the Learning Resources Coordinator to discuss current learning resources and future plans. Following the visit, Jane provided a written report for the Panel which provided assurance that the Institute's learning resource facilities were satisfactory (attached as Appendix D) and made two recommendations.

Recommendation 1: Respond to outcomes of Learning Resources Report

3. Meeting with Senior Staff

HE Strategy, Curriculum Plan and Student Number Growth

- 3.1 The Panel were interested in how the Institute saw the development of HE at UCC, in the context of difficult recruitment conditions in the sector. The team responded that HE had a critical role at CI and they had a clear strategy for growth in the UCC, focusing on the following areas:
 - Employer based courses that capitalised on CI's excellent employer links
 - STEM
 - Health and care
 - Social sciences
 - IT, especially business computing
 - The arts, particularly employability aspects

To facilitate this there was a strong alignment of HE provision to their FE courses to encourage progression opportunities, particularly for apprenticeships and a clear

focus on local market demands.

The choice of UEA as their new HEI partner which they see as a 'modern', responsive university, was also key to their strategic direction.

The potential challenges to the achievement of their aims included:

- Changing markets and funding streams: CI is fairly small so can react quickly to these factors
- The tension between responsiveness and curriculum viability: CI aimed to be flexible in their delivery modes and models

An example of the latter points is the consideration of two year degrees. The team recognised the cultural and logistical challenges involved but felt that there was a clear market in certain areas for this model.

Staff Development

- 3.2 The Panel asked about the Institute's plans for encouraging membership of the Higher Education Academy and scholarly activity.

The team explained that there were 48 FTE Fellows and their School of Education played a key role in supporting staff in this respect, with the intention of increasing numbers, including that of Senior Fellows. Staff have 144 hours for research and scholarly activity which can be increased as required for individual projects. New staff have a 4 day induction to HE in addition to the standard CI induction and there is a good appraisal system in place to track progress. A number of staff are external examiners at other institutions and many are current practitioners in a wide area of vocational areas.

National Student Survey

- 3.3 The Panel noted that there had been a decline in NSS overall satisfaction in 2017, prior to an increase in 2018, and were interested in the reasons for the decline and steps taken that led to the recovery.

The team explained that the decline was linked to several factors:

- IT was 20% below benchmark. There had been a major investment in IT with a resultant improvement in performance, particularly WiFi.
- In certain subject areas learning resources had poor scores as those students felt that further books were required
- UCC had analysed feedback from module reviews and had introduced 'you said, we did' feedback mechanisms were required
- Responses to Question 7 regarding the learning community had shown a need to get students together from different areas to facilitate a greater sense of HE community

Student Voice

- 3.4 The Panel asked how UCC listened to students.

The Principal explained that her door was open to students and she often received emails from them; she personally reviewed module evaluations and asked questions about student feedback at high level CI committees. Principal's Question Time allowed students to challenge her on issues and there were student representatives on all CI committees.

Transition between HEI Partners

- 3.5 The Panel were interested in the team's perception of how students would view the switch between Essex and UEA.

The team felt that it was seen as either positive or neutral: students identified more with UCC/CI than the validating university so were unlikely to feel affected by the change. Although in theory there would be a loss of local facilities available at UoE, in reality they were little used by students so this would not be as much of an issue as one might think.

4. Meeting with Students

Student Experience

- 4.1 The Panel wanted to know how the students felt overall about their experience. The students were all very positive about how UCC looked after them and responded to their needs: issues were dealt with promptly, there was good support for learning disabilities, the lecturers were very good and supportive and were often current practitioners, there were small numbers on courses and sensitive issues were dealt with very well.
- 4.2 In terms of improvements that could be made, the students felt that:
- the profile of UCC and what courses are delivered could be raised within CI and externally
 - the Student Union facilities, support, clubs and societies are too FE focused
 - there should be greater interaction and communication across all student groups in UCC

Recommendation 2:

- *Develop Student Union facilities and services with an HE focus.*
- *Establish UCC-specific clubs and societies.*
- *Facilitate social and educational interaction between different student subject groups and courses.*

5. Meeting with Academic and Administrative Staff

Staff Development and Support

- 5.1 The Panel asked what it was like to be an HE lecturer at UCC, including support for new staff.

The lecturers present responded that there was a comprehensive induction and that for staff transitioning from FE to HE, there was a very helpful process of phased workload allocation, with 50% in the first semester and 25% reduction in the second semester.

There was good support for staff development and research, with a research and scholarly activity committee responsible for allocating time and funds to applications from staff.

NSS

- 5.2 The team's view on recent NSS results was sought.

The staff related a number of areas that they had focused on to improve scores, including:

- Investing more time explaining what NSS questions mean to students: for example, what is meant by feedback?
- Aligning in-house surveys with the NSS so students become familiar with the style of questions
- Being more responsive to feedback and issues raised by students in committees
- Running student focus groups to identify issues early in academic year, so they could address concerns promptly

Transition between HEI Partners

- 5.3 The Panel wondered how the staff felt about the UCC brand and the move to UEA. The team felt that UCC was a good brand that was distinct from CI but could always be improved. They were aware of the need to emphasise the HE element by providing a more HE focused experience including the Students Union. The move to UEA was seen as very positive.
- 5.4 The Panel were interested to hear of any issues that the team had with the current HEI that they should be aware of.
- There were some constraints that included:
- Module sizes could not be more 30 credits (the Panel confirmed that this would not be the case with UEA)
 - There was not enough understanding of HE in FE and the role of vocational assessment (the Panel responded that UEA had long standing experience of working in this sector and working in partnership with course teams)
 - Restrictions on curriculum development in certain subject areas (the Panel confirmed that this would not be the case with UEA)

6. Summary of Conclusions

- 6.1 The Institutional Approval Panel recommends to the Senate of the University of East Anglia that Colchester Institute be approved as a partner institution of the University, subject to the following recommendations. The action plan for meeting these is included in Appendix C.

6.2 Recommendations:

- 6.2.1. Respond to outcomes of Learning Resources Report.
- 6.2.2. Consider how to enhance the student experience in the following ways:
- Develop Student Union facilities and services with an HE focus.
 - Establish UCC-specific clubs and societies.
 - Facilitate social and educational interaction between different student subject groups and courses.

6.3 Commendations

The review Panel commended the Institute on:

- 6.3.1 The staff development and scholarly activity framework.
- 6.3.2. The support for students by teaching, HE management and Library staff and implications for the student experience.
- 6.3.3. The articulate and enthusiastic students.

6.4 Deadline for Responses to Recommendations

Responses to the recommendations should be submitted to the Institutional Approval Panel Secretary, for consideration by the Panel Chair by 30 November 2018.

Panel Membership

Professor Ian Dewing, Academic Director of Partnerships, UEA (Chair)

Dr Liz Elston, Collaborative Partnerships Manager, University of Gloucestershire (external Panel member)

Professor Nicola Spalding, School of Health Sciences, UEA (UEA academic Panel member)

Dr Louise Bohn, Head of Partnerships, UEA

Ms Laura Joseph, Year 3 Musical theatre Student, Student Panel Member

Mr Laurence Daly, Assistant Head of Partnerships, UEA (Secretary)

Members of School Staff and Students Involved in Discussions with the Panel

Meeting with Senior Staff

- Alison Andreas Principal and Chief Executive
- Jill Wognum Executive Vice Principal: Curriculum, Planning and Quality
- Nils Franke Dean of Higher Education

Meeting with Students

- Ashley Cation-Barnes BA (Hons) Information Technology & Systems Analysis Year 3
- Danielle Hall BA (Hons) Person Centred Counselling Year 3
- Lauren Warner BA (Hons) Fine Art Year 2
- Nathan Hanover BA (Hons) Film Music Year 2
- Maxwell Jerry BA (Hons) Popular Music Year 3
- Beth Greenyer BA (Hons) Music Education Year 3

Meeting with College academic and administrative staff

- Neil Barnes Head of Schools of Education and Health & Social Sciences, UCC
Director of Teaching and Learning
- Bill Martin Head of Schools of Construction and Engineering
- Elizabeth Scott Head of Schools of Business & Management and Information
Technology
- Mick Stubbs Head of School of Art
- Phil Toms Head of Schools of Music, Performing Arts & Digital Media
- Michele Fuller Assistant Head of Schools of Education and Health & Social Sciences
- Rachel James Assistant Head of Schools of Music, Performing Arts & Digital Media
- Nil Franke Dean of Higher Education
- Chris Mills Head of UCC operations
- Caroline Fritz Assistant Principal: Quality, Teaching and Learning Improvement

**Institutional Approval Outcomes Action Plan
Colchester Institute
12 October 2018**

The Institutional Approval Panel resolved to recommend to the Senate of the University of East Anglia that Colchester Institute be approved as a partner institution of the University subject to the following conditions and recommendations:

<i>Outcomes</i>				<i>College Response</i>
<i>Type*</i>	<i>No</i>	<i>Details</i>	<i>Deadline</i>	
REC	1.	Respond to outcomes of Learning Resources Report	30.11.2018	
REC	2.	Consider how to enhance the student experience in the following ways: - Develop Student Union facilities and services with an HE focus. - Establish UCC-specific clubs and societies. - Facilitate social and educational interaction between different student subject groups and courses.	30.11.2018	

Appendix D

Colchester Institute/University Centre Colchester (UCC): Review of Learning Resources

Visit to Colchester Institute/UCC 5th October 2018

Colchester Institute/UCC has a modern, purpose built library space, and dedicated HE study rooms in the UCC building. These are well managed by professional librarian Haydn White, with a team of 3 professional librarians and 12 library assistants - 8 at Colchester site, and 4 Braintree site (FE only). The library is well resourced and has a good range of physical and electronic resources and facilities including (for selected images see appendix A):

- WiFi, using the Institute's own "bring your own device" network
- 34 open access PCs in the library, including a specific silent PC area
- A seminar room with projection equipment, which can be booked by groups of students
- Individual study spaces and soft seating
- Multi-function devices for printing, photocopying, scanning
- Staff available throughout library opening hours, including Saturday mornings
- In addition there is a resources centre, with 28 PCs
- Specifically for HE students, in the UCC building, there are further PC study spaces, including a large flexible group study space.
- Induction & training sessions for staff and students.

Haydn White was able to provide a range of statistical and management information (see Appendix B) demonstrating that he has a good understanding of how the resources and facilities of the library are being used.

In addition to the library staff, I met Maeve Borges, Vice Principal: Student Services and Support. She outlined the successful move into new building a couple of years ago and investment in the development of TV studios, which library has responsibility for. Library is also standing item on all HE teaching committees, enabling formal channel for feedback and discussion with staff and students. Library staff work alongside teaching staff on the development of library training and teaching, and where possible this is delivered at the point of need in the teaching curriculum. The library has a systematic process for acquisition of reading lists, to support specific modules, which students can access via their virtual learning environment and webpages.

It was noted that the students on UEA validated courses will be Colchester Institute/UCC students and not UEA students. This means that students would not be eligible to access UEA's licenced electronic library resources. Under the previous arrangement with Essex University, UG students were not able to borrow, but were able to request ILL from Essex's journal material, provided as scans. It was suggested that UEA and Colchester Institute/UCC could work together on a reciprocal borrowing agreement. This would be offered instead of the previous ILL arrangement, as UEA would not be able to offer this to Colchester Institute/UCC students.

We discussed NSS (Q19: The library resources e.g. books, online services and learning spaces, have supported my learning well), and noted there was has been an increase in satisfaction rates.

	Q19 score 2017 NSS	Q19 score 2018 NSS
Colchester Institute	74	79

Whilst the quantitative data provided by NSS is reflected and acted upon, the library is also taking other opportunities to gather qualitative data from students. In particular, a survey was conducted at the end 2017-18 teaching year. Analysis of the responses and recommendations have been reported to the Institute's senior management team.

This engagement with the library demonstrates that the college senior management are supportive

of the library and willing to fund additional resources and facilities where appropriate business cases can be made.

The Institute aims to be responsive to student needs and encourages engagement by the students. I met with seven year 2 and 3 students, on courses ranging from Fine Art; Fashion and textiles; Music and Music Education. The students were positive about their learning experiences at Colchester Institute/UCC, and in particular mentioned the responsiveness of library staff to their learning needs. They also said that the courses were good and that they felt supported by their teachers.

They did mention that some the PCs in the library did not have specialist software they needed and that they were quite slow. However, they were able to access the software needed in their specific teaching spaces.

They also didn't seem very aware of the opportunities open to them to feedback to the library.

When prompted, they did note that student reps attend that committees/staff student meetings, which also included library staff, and therefore had the chance to feedback through those formal routes. They did not refer to the library survey mentioned above.




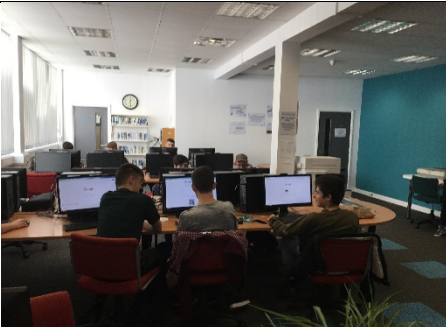


In summary, though in no way needing to hold up the validation, the Panel and Colchester Institute may like to consider the following issues:

1. How to increase the visibility of action taken following feedback from students, effectively closing the loop on that feedback? Campaigns such as "you said, we did" work well for demonstrating responsiveness to feedback. May also wish to consider opening up HE feedback to more informal and immediate routes, such as comments board.
2. When funding becomes available, that Library's PCs are updated, and were possible additional specialist software is made available from some PCs in the library. The library's longer opening hours, would enable students to access software required outside of teaching hours.

Jane Helgesen, Head of Academic Engagement, University of East Anglia Library

9th October 2018

Appendix A: Selected images of library and resource spaces visited on Oct 5th 2018

<p>Library:</p> 	
<p>Resources Centre:</p> 	
<p>UCC HE Study areas:</p> 	

Note: student's permissions were sought prior to these photos were taken.

Appendix B: Colchester Institute/UCC resources overview/data return

Resources available?	Data	Notes
Gross Floor area of library/Learning resources centre	702m ²	Library 542m ² (not including workroom) + Resources Zone 160m ² . This does not include the TV studio, staff office or HE building study rooms (noted below).
Number of students FTE (All and then HE)	4,835 (886)	Figures provide 8/18 for previous academic year.
Number of individual study spaces	8+	8 permanent spaces for individuals in library. Library seminar room can be configured for individual study (+8 approx.) or booked for group working, presentation practice etc. (see below). +10 individual soft seating spaces also available. The UCC building has an additional 6 individual desk spaces in their study rooms as well as an additional area with 20 spaces (also noted under 'group study' below).
Number & capacity of group study rooms/spaces	1 room* (20 approx. capacity), 7 tables/areas in library (22 capacity).	*Library Seminar room when set out for this purpose. This figure does not include UCC building HE study room (1 room, 20 spaces).
Number of open access workstations	62	34 in Library + 28 in Resources Zone. HE study areas (in UCC building) hold an additional 21 standard PCs.
Total catalogued print stock	67,386	60,249 of these at Colchester site.
Number of additions to stock in last academic year	1,176	New print items included only.
Number of withdrawals in last academic year	3,046	
Total number of e-books available to HE users in last academic year	6,115	
Total number of serial titles available to HE users in last academic year	75	Print only figure (see below for e-access).
Of the above number how many of these titles are available as e-journals	15	

Resources available?	Data	Notes
Number of serial titles purchased – e-only	19,498	Via collections only (EBSCO databases, JSTOR, Infotrac etc.).
Number of databases available to HE users in last academic year	17	JSTOR, Mintel etc. just counted once, rather than per subscription area or collection.
Total number of unique loans (excluding renewals)	16,630	
Number of enquiries	Information not gathered.	
Number of staff hours spent on delivering orientation sessions	139	Includes referencing, induction and information skills delivery. This information is not generally gathered. Counted from booking calendar based on Nov 17-October 18 to provide an (almost) full academic year.
Total information provision expenditure	£102,304	
Total other LRC expenditure (excluding staffing)	£66,710	Not including Technical Learning Resources budget and successful TV studio update capital bid (£10,000).
Opening hours	60 ½ per week	Term time, Colchester Library only -Monday - Thursday 8am-8pm, Friday 8am-4.30pm, Saturday 9am-1pm). Holiday time total 42 hours per week (Monday- Thursday 8.30am-5pm, Friday 8.30am-4.30pm).
No. professional staff	4	All based in Colchester site library.
No. other staff	12	5 Colchester Library, 4 Braintree Library, 3 Resources Zone.

SEN18D012

Title: The Senate – Membership 2018/19
Author: Membership
Version: Final
Circulation: The Senate – 7th November 2018
Agenda: SEN18A001
Status: Open

SENATE MEMBERSHIP

The Vice-Chancellor:

Professor David Richardson

The Deputy Vice-Chancellor

Academic - Professor Neil Ward (2020)

The Pro-Vice-Chancellors:

Research and Innovation - Professor Fiona Lettice (2022)
Faculty of Arts and Humanities – Professor Sarah Barrow (2022)
Faculty of Health - Professor Dylan Edwards (31.01.2021)
Faculty of Social Sciences – Professor Frances Bowen (2023)*
Faculty of Science - Professor Phillip Gilmartin (2019)

Four Heads of Schools (one from each faculty):

Faculty of Arts and Humanities – Professor Lee Marsden (2019)
Faculty of Medicine and Health Sciences - Professor Rosalynd Jowett (2020)
Faculty of Social Sciences – Professor Paul Dobson (2019)
Faculty of Science – Professor Mark Searcey (2019)

16 academic representatives (4 from each faculty) with one of the Four from the professoriate and one at lecturer grade:

Faculty of Arts and Humanities

Dr Sally Broughton Micova (2021)*
Dr Francisco Costa (2021)*
Professor Richard Hand (2020)
Dr Matthias Neumann (2020)

Faculty of Medicine and Health Sciences

Dr Helen Adcock (2020)
Mrs Katrina Emerson (2021)*
Dr Kelly Walker (2019)
Professor Ailsa Welch (2021)*

Faculty of Social Sciences

Dr Alfonso Avila-Merino (2019)
Dr Nalini Boodhoo (2020)
Professor Kenny Coventry (2019)
Professor Simon Watts (2020)

Faculty of Science

Dr Robert Gray (2019)
Dr B. De La Iglesia (2019)
Dr Jonathan Kirby (2020)
Professor Kay Yeoman (2020)

The Librarian

Mr Nick Lewis

The Director of Student Services

Dr Jon Sharp

Principal of City College Norwich:

Ms Corrienne Peasgood

Three representatives of the Union of UEA Students

Undergraduate Education Officer – Ms Jenna Chapman (2019)*
Postgraduate Education Officer – Mr Martin Marko (2019)*
Welfare, Community and Diversity Officer – Ms Georgina Burchell (2019)*

Secretary – Director of University Services – Dr Andrea Blanchflower

*** denotes a new member of Senate for 2018/19 onwards**

SEN18D013

Title: The Senate – Standing Orders
Author: Standing Orders
Version: Final
Circulation: The Senate – 7th November 2018
Agenda: SEN18A001
Status: Open

STANDING ORDERS OF THE SENATE

These Standing Orders are made under the provision of paragraph 7, Ordinance 3.

1. Membership

- (1) The membership of Senate is:

The Vice-Chancellor (Chair);
The Deputy Vice-Chancellor;
The Pro-Vice-Chancellors (5);
Four Heads of Schools (one from each Faculty);
16 academic representatives (4 from each Faculty) with one of the four from the professoriate and one at lecturer grade;
The Librarian
Director of Student Services;
Principal of City College, Norwich
Three representatives of the Union of UEA Students
- (2) In the absence of the Vice-Chancellor the Deputy Vice-Chancellor will act as Chair, otherwise the Vice-Chancellor will nominate the Chair.
- (3) The Senate is the appointing body for all members other than ex-officio members. The Senate will receive nominations from Faculty Executives for the academic representatives.
- (4) Members of the Senate (other than ex-officio members) will serve for 3 years (renewable, but normally only for one further term) or until they cease to be qualified in the category in which they are appointed or until removed by resolution of the Senate, whichever is the earlier.

2. Meetings

- (1) There shall be three ordinary meetings of the Senate in each academic year.
- (2) Special meetings shall be held at such time and such place as the Senate may determine.
- (3) Extraordinary meetings may in case of urgency be summoned by the Vice-Chancellor and shall be summoned by him or her on written requisition signed by ten members.

- (4) At extraordinary meetings no business shall be taken which does not appear on the Agenda paper.
- (5) Five days' notice with the Agenda paper shall be given for ordinary and special meetings and seven days for extraordinary meetings.

3. Order of Business

- (1) The Agenda for any meeting of Senate will be determined by the Chair.
- (2) Business shall be arranged such that items for discussion will be presented under Section A, matters for report (not requiring discussion) will be presented under Section B, and confidential and reserved business under Section C. Each item and any accompanying paper will be clearly presented to the Senate with details of its origin, its status in terms of confidentiality, and the action required from the Senate.

4. Motions

Any member of the Senate may require a motion which is relevant to the terms of reference of the Senate to be placed on the Agenda paper by giving notice in writing so that it reaches the office of the Registrar and Secretary no later than the seventh day preceding the meeting.

5. Conduct of Business

- (1) The conduct of business shall be as directed by the Chair of the meeting.
- (2) The Chair may express the consensus on any issue and if there is no dissent it will be deemed to be resolved with no objections. Any matter put to the vote shall be determined by a majority of the members present and voting on the question. In the case of equality of votes, the Chair shall give a second or casting vote.
- (3) Voting shall be by a show of hands except:
 - (a) when Standing Orders require a ballot, or
 - (b) when any member of the Senate requests a ballot.

6. Honorary Degrees

- (1) Honorary Degrees may be awarded to persons who have achieved distinction through their contribution to science, learning or the arts, through public life either nationally or internationally, or through service to the University or to the counties of Norfolk and Suffolk or otherwise.
- (2) In each academic year the Registrar and Secretary shall draw the attention of all Heads of School and Directors of Central Divisions to this Standing Order and shall ask for nominations to be submitted to him or her.
- (3) Each nomination shall be made in writing and separately, and shall be accompanied by a statement of the grounds on which the recommendation is made.
- (4) All nominations shall be considered by the Honorary Degrees and Awards Committee, together with any other names agreed by the Committee, and the Committee shall submit its recommendations to the Senate.

- (5) Any member of the Senate may give notice in writing to the Registrar and Secretary before the meeting that he or she wishes a discussion to be held on the recommendations of the Committee. If no such notice is given the Senate shall proceed to a vote by ballot. No proposal shall be approved by the Senate unless a simple majority of those voting are in favour of it.
- (6) In exceptional circumstances and where time is of the essence the Chair may consult members of Senate by email, and approve the award under Chair's action.
- (7) No honorary degree shall be conferred in absentia.

7. Title of Emeritus Professor and Reader Emeritus

Any proposals to confer the title of Emeritus Professor or Reader Emeritus upon a Professor or Reader who is retiring fully from their post shall be considered by the Honorary Degrees and Awards Committee and the Committee shall submit its recommendations to the Senate.

8. Members of the Council

- (1) Nominations from members of Senate of candidates for vacancies on Council for Senate representatives shall be lodged with the Registrar and Secretary in writing no later than the eighth day before the ordinary meeting of the Senate in the Summer Committee round and shall state that the consent of the nominee has been obtained. If Senate is content to proceed the nominations may be approved with no objection or following a ballot as appropriate.
- (2) In the event of nominations for the full number of vacancies not being received, other nominations shall be asked for at the meeting.

10. Committees

- (1) The Senate may establish committees from time to time determine and delegate such of its powers and duties as it thinks fit.
- (2) Every committee of the Senate shall have power to appoint sub-committees and to delegate such of its powers and duties as it thinks fit.
- (3) Each committee and sub-committee shall have a Chair appointed by the Vice-Chancellor.
- (4) In the case of urgent business requiring attention between meetings of the Senate, or a committee or sub-committee and when it is not reasonably practicable to call a special meeting the relevant Chair or the Vice-Chancellor shall have power to exercise all the powers and duties of the Senate, or the committee or sub-committee (subject to Ordinance 3, paragraph 6).
- (5) Standing Order 5, "Conduct of Business" will apply to committees and sub-committees.
- (6) Members of committees and sub-committees (other than ex-officio members) will serve for 3 years (renewable) or until they cease to be qualified in the category in which they are appointed or until removed by resolution of the Senate, whichever is the earlier.
- (7) The Senate may choose/exercise the delegated powers and duties in any circumstance it deems necessary or appropriate.

11. Honorary Appointments

- (1) The Honorary Appointments Committee, a sub-committee of the University Promotions Committee has responsibility for approving recommendations for Honorary Appointments. The membership is as follows:

Pro Vice Chancellor (Research) (Chair)
Pro Vice Chancellor for the Faculty of Science
Pro Vice Chancellor for the Faculty of Medicine and Health Sciences
Head of the John Innes Centre
Head of the Institute of Food Research
Head of the School of Biological Sciences
One member co-opted by the Chair as required
Secretary: HR Manager

- (2) A Head of School may recommend persons of academic standing not being members of the University who are academically suitable and have a teaching or research role in the School for appointment to honorary positions or (in the case of Readerships or Professorships) for other appropriate and beneficial links.
- (3) The recommendations for all appointments if supported by the School Promotions Committee shall be submitted under confidential cover accompanied by a curriculum vitae and a statement by the Head of School of the case for wishing to create the association and an outline of the duties they will perform.
- (4) Additionally, in the case of recommendations for the appointment of honorary Professors, Schools shall submit the names of three external assessors to whom the Committee may refer for independent expert advice as to the suitability of the persons proposed for appointment.
- (5) Decisions and recommendations will be determined by the Honorary Appointments Committee, or in the case of honorary appointments below the level of Reader, the Secretary on behalf of the Committee.
- (a) Recommendations in relation to Honorary Professors will be made by the Honorary Appointments Committee to the relevant Faculty Promotions Committee, who will consider cases and where candidates are considered suitable resolve to make appointments.
- (b) The Honorary Appointments Committee will resolve on appointments to Honorary Readerships.
- (6) The period of appointment for an honorary Chair or Reader shall be a maximum of five years in the first instance. The period of appointment below Reader level shall be for a maximum of three years in the first instance.
- (7) The Honorary Appointments Committee will terminate any appointment if the person appointed ceases the appropriate association with the University.

Senate 10.3.71: Minute 136
Senate 10.2.71: Minute 116(1)
Senate 10.5.72: Minute 201
Senate 22.5.74: Minute 251
Senate 7.3.79: Minute 137
Senate 1.12.82: Minute 57(7)
Senate 26.2.86: Minute 78

Senate 1.3.89: Minute 52(3)
Senate 6.6.89: Minute 66
Senate 16.1.91: Minute 23(1)
Senate 28.6.00: Minute 44
Senate 20.11.02: Minute 8 (d)
Senate 2.3.05 : Minute 17
Senate 7.6.17: Minute 38

SEN18D014

Title: Reserved Areas of Business and Confidentiality
Circulation: SENATE – 7 November 2018
Agenda: SEN18A001
Status: Open
Version: Final

Issue

Statement on the University's reserved areas of business and confidentiality.

Recommendation

None.

Resource Implications

Not relevant

Equality and Diversity

Not relevant.

Timing of decisions

Not relevant.

Further Information

Further information is available from, Mrs Rebecca Phillips, tel. 01603 593203, email rebecca.phillips@uea.ac.uk

Background

Not relevant

Discussion

To report

(1) that the Council (19 November 2012: Minute 35) have adopted the following convention of operation of reserved areas of business (ie business in which a student may not participate) which incorporates the definition included in the University's Statutes:

Confidentiality and Reserved Business

20. Where there is good reason for papers to be confidential and/or to remain confidential after the meeting for a period of time these will normally be printed on blue paper. Council will determine whether the paper will remain confidential after the meeting and for what period of time, normally on the recommendation of the paper's author. Circumstances where confidentiality is important could include where commercial issues

are involved, where the reputation of the University, any of its ventures or any of its partners could be at risk, or where sensitive issues affect identifiable individuals. However, Council wishes to make as much information as possible open and reports should be constructed so that sensible redactions can easily be made to enable the bulk of material to be published more quickly.

21. If it is proposed that the minute of any discussion should remain confidential for a period of time after the meeting that will be approved by Council, normally on the basis of a recommendation provided in the report.
22. The Registrar & Secretary may determine that any business to be put before Council should be designated as both confidential and reserved, and this will normally be printed on yellow paper. In such circumstances student members will not receive papers and will withdraw from the meeting when the business is discussed. Council has determined that the amount of reserved business should be kept to a minimum and normally only be in circumstances where sensitive issues affect identifiable staff or students whether as individuals or groups.
23. From time to time Council may receive papers which are classified as "Secret", normally printed on pink paper. Such papers will be issued at the meeting and collected following the discussion. The content of these papers, Council discussions and prospectively any minutes will remain confidential at all times.
24. Members have personal responsibility for safeguarding the confidentiality of reports and Council discussions in accordance with this Ordinance, and for the safekeeping of papers.

SEN18D015

Title: Report from the Learning and Teaching Committee
Author: Michele Pavey
Circulation: Senate November 2018
Agenda: SEN18A001
Version: Final
Status: Open

Issue

This is a round up report to members of Senate for information on activities of the Learning and Teaching Committee meetings held on 20 June 2018 and 17 October 2018

Recommendations

None

Resource Implications

None

Risk Implications

None

Equality and Diversity

None

Further Information

Michele Pavey (M.Pavey@uea.ac.uk)

Background

N/A

Discussion

The report is for information only and no discussion is anticipated.

Attachments

Summary report is below.

Report of the Meeting of the Learning and Teaching Committees of Senate on 20 June 2018

The following items were considered by the Learning and Teaching Committee of Senate on 20 June 2018 and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at:

<https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee/learning-and-teaching-committee-2017-2018>

1) CONFIRMATION OF CHAIR'S ACTION

LTC was advised of Chair's action taken since the last meeting, namely:

- (1) BSc Economics with a Placement Year New Course Proposals -all issues raised by LTC at its meeting on 24 January 2018 had been satisfactorily addressed;
- (2) MSci Economics and Finance New Course Proposal- all issues raised by LTC at its meeting on 14 March 2018 had been satisfactorily addressed;
- (3) Procedures For Investigating Allegations Of Research Misconduct Made Against Students:
updates to the the *Procedure for Dealing with Allegations of Misconduct in Research Against Students*, which is currently Research Degree Policy Document 5, to ensure that it is practicable for both taught and research students, and that it works with (and is informed by) the new General Regulations and Disciplinary Procedures.
Recommended approval by Senate.

2) TEF SUBJECT LEVEL PILOTS

Members approved a number of recommendations relating to TEF subject level pilots which would ensure that a core group with TEF specific knowledge remained in existence, would simplify the process and link it to Teaching Excellence Plans.

3) PATTERN OF CHANGES IN THE AWARD OF FIRST CLASS DEGREES BY SCHOOL

The committee agreed that LTC should review patterns of degree awards by School on a regular basis. It also agreed that more work was needed on the impact of the different criteria used for awarding first class honours degrees.

4) UNIVERSITY ACCESS AND PARTICIPATION PLAN

LTC noted Office for Student requirements for Higher Education Institutions to ensure success and for students from all backgrounds, especially those from disadvantaged and/or underrepresented groupings (widening participation students. It agreed that members of the Widening Participation team would attend FLTQCs to consider the Faculty and Schools level performance trends and support available to meet the commitments in the Access and Participation Plan annually.

5) INDIVIDUALISED EXAMINATION FEEDBACK PILOTS

The committee agreed that generic feedback should continue in accordance with University policy, that individual exam feedback, by any mode, was not progressed further at this stage. It was clarified that students could have access to their exam scripts on request to their Hub

6) INSTITUTIONAL STUDENT REPRESENTATION – A NEW APPENDIX TO THE STUDENT REPRESENTATION CODE OF PRACTICE

The committee approved a change to the Standing Orders of School Boards relating to student membership.

7) LTC REVIEW OF EXTENUATING CIRCUMSTANCES

Revisions to the Extenuating Circumstances policy following its five yearly review were approved.

8) PROPOSED AMENDMENTS TO THE 2018/19 BACHELORS, INTEGRATED MASTERS AND CERTIFICATE REGULATIONS (BIM)

A number of amendment to BIM for 2018/19 were approved. The substantive amendments were removal of reference to programme specifications, discontinuation of Module Assessment Boards, with marks now being confirmed by Stage Boards, clarification regarding delayed assessment and which marks counted if a first attempt was completed and the discontinuation of Progress Board, except where there were PSRB requirement. All changes apart from that relating to Progress Boards also applied to the Common Masters Framework.

9) LTC REVIEW OF INTERNAL MODERATION AND DOUBLE MARKING

Members approved, in principle, the new Policy on the Moderation of Assessment with particular reference to the introduction of assessment-moderation, the mandating of Assignment Briefs to be implemented from 2019/20, the marking-moderation of all summative assessments and changes to sample size. The operation of the policy will be reviewed in 2020/21.

10) REVISIONS TO THE ACADEMIC APPEALS AND COMPLAINTS POLICY

The committee approves a number of revisions to the Academic Appeals and Complaints policy which included general editing and replacement of gender specific terms.

11) INTERNAL QUALITY ASSURANCE

Members received an update on progress with the implementation of the new IQA procedures, specifically relating to the set- up of task and finish groups to explore the detail of the project.

12) UNIVERSITY SAFEGUARDING POLICY

The Committee approved a UEA Safeguarding Policy, Procedures and Guidance for the safeguarding of children, vulnerable adults and prevention of exploitation.

13) TIMETABLE SLOTTING SYSTEM

Approval was given to the introduction of a revised UEA timetable slotting matrix for use from 2019/20.

14) NEW AWARDS AND NEW COURSE PROPOSALS

A new MSc Advanced Clinical Practitioner Degree Apprenticeship was approved. In addition a FdSc Health Studies for Nursing Associate Apprentices was approved in principle subject to further work being carried out on the proposal. An MA Teaching English to Speakers of Other Languages (TESOL) was also approved.

15) REVIEW OF THE TAUGHT PROGRAMMES POLICY GROUP

Members approved the closure of the Taught Programmes Policy Group as there were a range of other effective fora to consider proposed policy and procedural developments.

16) EFFICIENCY OF TEACHING DELIVERY AND COURSE CLOSURE

The committee approved the closure of the Graduate Diplomas in Chemical Sciences and History with effect from the end of 2017/18 as there were no applicants in the pipeline and also the closure of the Graduate Diploma in World Art Studies from the end of 2018/19 as there were a small number of applicants and offer holders in the pipeline.

Approval was given for the continuation of the Graduate Diploma in Ecology with a revised course profile and refreshed marketing. This would be reviewed again if student registrations did not exceed 10 students per year by 2019/20. Continuation of the Graduate Diploma in Economics, again being kept under review and the Graduate Diploma in Legal Studies was also approved.

17) UPDATE ON PEER ASSISTED LEARNING

LTC endorsed the recommendation that the PAL scheme would continue to be run by the Learning Enhancement Team (LET). It was agreed that the Academic Director of Learning and Teaching Enhancement would work with LET to evaluate the impact and effectiveness of PAL with the aim of reporting to LTC in 2019/20.

18) ACADEMIC INTEGRITY

Members noted good practice in the sector and the time line of the internal audit of the University's position as conducted by Price Waterhouse Cooper relating to academic integrity.

19) STUDY ABROAD ACADEMIC COORDINATOR ROLE DESCRIPTOR

LTC approved a formal role descriptor for School Study Abroad Academic Coordinators.

20) STUDENT AFFAIRS GROUP: REVISED TERMS OF REFERENCE AND MEMBERSHIP FROM 2018/19

The committee approved revised terms of reference and membership of the Student Affairs Group from 2018/29.

21) PARTNER INSTITUTION ACADEMIC APPEALS AND ACADEMIC COMPLAINTS REGULATIONS

Updates to the Academic Appeals and Academic Complaints regulations for implementation at partner institutions were approved.

22) PARTNER INSTITUTION ASSESSMENT OF STUDENTS' FITNESS FOR STUDY PROCEDURE

Updated procedures for the assessment of students' Fitness for Study for implementation at partner institutions were approved.

23) CHANGES TO PhD BY PUBLICATION AWARDS REGULATIONS

Members approved a number of amendments to the PhD by Publication Awards Regulations including the following key changes, as recommended by PGR Executive.

24) PGR ADMISSIONS POLICY FROM 2018/19

The committee approved the introduction of an Admissions Policy for postgraduate research degree programmes from 2018/19.

25) PGR REGULATIONS AND RESEARCH DEGREES POLICY DOCUMENT UPDATES

Members endorsed a number of amendments to PGR regulations. In addition the committee approved the EdPsyD continuing for further cohorts as funding had been secured from the Department for Education beyond the 2018 cohort and HCPC and BPS had approved the course (subject to conditions we expect to be able to satisfy). It also noted the setting up of a pilot exercise by the NBI Graduate School during 2018-19 for the introduction of a fully electronic final thesis deposit process and the setting up of a parallel consultation exercise with students and supervisors regarding a possible move to fully electronic final thesis submission.

26) JOINT (CROSS- SCHOOL) DEGREES

A clarification to the definition of a "cross-School or joint degree was endorsed.

Report of the Meeting of the Learning and Teaching Committees of Senate on 17 October 2018

The following items were considered by the Learning and Teaching Committee of Senate on 17 October 2018 and are presented here for the Senate's information.

For all documents referred within this report, please refer to LTC agenda at:

<https://portal.uea.ac.uk/committee-office/uea-committees-and-boards/learning-and-teaching-committee/learning-and-teaching-committee-2018-2019>

1) CONFIRMATION OF CHAIR'S ACTION

Members were advised that the Chair had taken chair's action since the last meeting of LTC to approve the following:

- 1) New Course Proposals:
 - MComp in Computing Science with Study Abroad
 - MSci Social Psychology MSci Cognitive Psychology and MSci Developmental Psychology
 - FdSc Foundation Degree in Health Studies (Nursing Associate Apprenticeship)
 - PG Dip/ PG Cert Aesthetic Breast Surgery (Specialist Professional Development)
 - MSc/ PG Dip/ PG Cert Principles of Regional Anaesthesia (Specialist Professional Development)
 - MCh / PGDip/ PG Cert Coloproctology (Specialist Professional Development);
- 2) Change in membership for the Student Experience Committee: the Head of the Postgraduate Research Service would replace the Academic Director of Postgraduate Research Degree Programmes with immediate effect;
- 3) Amendments to UEA Partner Award regulations (applicable to Easton and Otley College, Brooksby Melton College, Mountview Academy and South Essex College);
- 4) Amendments to INTO UEA Award Regulations;
- 5) Approved to proceed to validation:
 - INTO UEA Intensive International Year One in Business Management and Economics
 - INTO UEA Intensive International Year One in Business Management and Economics with Placement.

2) TEF SUBJECT: PROCESS PROPOSAL

The committee endorsed the shift to a simplified process less based on data, with a greater focus on academic ownership with BIU support, and a change in the nature of the process to accelerate progress in the first few months of the pilot. It was also agreed that that work would begin on setup, despite the fact that UEA had not yet been selected as a pilot institution.

3) GRADE IMPROVEMENT AND DEGREE CLASSIFICATION ARRANGEMENTS

Amendments to the Bachelors and Integrated Masters regulations were approved to come into effect for new students starting their course in 2019/20. It was agreed that Schools of Study would annually review the distribution of marks across degree classification boundaries with reference to the national average for subject areas when considering the proportion of awards.

4) NATIONAL STUDENT SURVEY 2018

Members received an update from the Associate Deans (L&T) on how their Faculties and Schools were addressing the survey's outcomes.

5) OFFICE FOR STUDENTS REGISTRATION

Members noted that the University had registered with the Office for Students as an approved (fee cap) provider of higher education and approved a plan for the annual review and consideration of the various learning, teaching and student experience related requirements of our registration

6) INTERNAL QUALITY ASSURANCE

The committee approved key features and the overall proposed structure of the new IQA process. It was agreed that for the avoidance of confusion, the acronym QREF, currently being used to describe the framework would be reviewed given its similarity to REF.

7) NEW AWARDS AND COURSE PROPOSALS

Consideration was given to a new award, the MSc Organisational Behaviour. There were a number of areas which required further work with the proposal and once these had been addressed Chair's action would be taken to approve it.

8) PARTNERSHIPS GOVERNANCE AND OVERSIGHT PRINCIPLES

Key principles in relation to oversight of UEA's academic partnerships including approval processes and naming conventions for key documents were approved.

9) RECOMMENDATIONS FROM THE JOINT ACADEMIC COMMITTEE FOR THE UNIVERSITY OF SUFFOLK

Changes to committee membership and terms of reference of the Joint Academic Committee were approved with effect from 2018/19.

10) PEER OBSERVATION 2017/18

Outcomes from the SSF Faculty Summary Report on Peer Observation 2017/18 were noted.

11) FACULTY UNDERGRADUATE ANNUAL COURSE MONITORING SCHOOL SUMMARY REPORTS (QAR3) 2017/18: MATTERS FOR UNIVERSITY LEVEL CONSIDERATION

Matters identified for University level consideration arising from undergraduate annual course monitoring (QAR3) in 2017/18 and proposed actions were approved for the following HUM Schools Interdisciplinary Institute of the Humanities, History, Politics, Philosophy, Language and Communication Studies.

12) FACULTY POSTGRADUATE ANNUAL COURSE MONITORING SCHOOL SUMMARY REPORTS (QAR3) 2016/17: MATTERS FOR UNIVERSITY LEVEL CONSIDERATION

Matters identified for University level consideration arising from postgraduate course monitoring (QAR3) in 2016/17 and proposed actions were approved for the following PGT SSF Schools International Development, Economics, Law, Norwich Business School, Psychology, Social Work and Education.

13) RECOMMENDATIONS FROM THE JOINT ACADEMIC COMMITTEE FOR THE UNIVERSITY OF SUFFOLK

At the request of the SU Campaigns and Democracy Officer at the meeting members considered a concern from the Students Union representatives that students representatives at partner institutions were appropriately supported. It was agreed that a member of the Academic Partnerships team would provide an update for the Chair and the SU representatives on the support for student representatives at partner institutions.

No.	Category	Priority Rating A+ - D	Activity Title	Activity Description	Project Manager Initials	Lead L&T Manager (if appropriate)	Comments August/Sept. 2018	Progress expected by End December 2018	Progress expected by End April 2019	Progress expected by End July 2019	For internal LTS use: Progress update Aug 2018 - Do we need new members of the team/ confirmation of team members? (see Working Groups sheet). Any other internal notes
1	ET	A+	Learner analytics	The creation of dashboards for students so they can monitor and learn from their own learning behaviours. And Adviser access too.	CS		Project being led by BIU with LTS involvement. Pilot expected to go live this Autumn, for ECO, HIS, HSC and PHA				RP
2	ET	A+	Curriculum reform	To review courses and modules with a view to potentially a) culling unpopular courses, b) commencing ones in areas with large and or growing markets and c) refreshing tired courses.	All		Being led by PVC-Academic with data being provided from external sources and arriving late August 2018. Will inform course update for 2020/21. Need to keep an eye on CMA implications of change.				
3	LTC decision	A	E-marking of coursework	To continue the development and roll-out from LTS perspective	RP		LTC agreed to all e-submissions to be e-marked in 2019/20 providing Blackboard functionality was demonstrated to be working satisfactorily. AcD(LTE) leading with support from CTCL team also. All academic staff encouraged to trial one item during 2018/19 to prepare for 2019/20.				will there be any requirement for e-submission and hard copy marking eg chemical formulae?
4	LTC request	A	Grade Improvement	Review of degree classification algorithms and boundaries	CS		Working with BIU on modelling changes to classification boundary algorithms				
5	LTC request	A	Academic Integrity	To develop and implement the plan for raising awareness of the need for Academic Integrity following on from work undertaken by PwC on essay mills and contract cheating. AcD(TP) leading.	LT		Links to the review of Plagiarism and Collusion - line 8				
6	Policy LTC review	A	Peer Observation of Teaching	Work commenced in 2016/17.	AB		New AcD(LTE) to lead. Link to Green Book discussions.				Andrea to work with Kay and set up consultation process
7	Policy LTC review	A	Student Charter	Review current Student Charter and determine whether new approaches may be more appropriate e.g Sparqs.	AB		Had agreed to review this during 2017/18 but postponed to 2018/19. Requires a full review of function and purpose.				
8	Policy LTC review	A	Plagiarism and Collusion	Review of the University's Plagiarism and Collusion Policy (deferred from 17/18)	MP		AcDTP leading. Outcome of review group to report to LTC during 2018/19.				
9	Policy LTC review	A	L&T Strategy	Current strategy ends 2019 and so we need to develop a new L&T strategy 2019-2024	AB						
10	Policy LTC review	A	Widening Participation	Standard scheduled review	RP		AcD(WP) to lead with WP team. This work will not commence until the National Review of Tertiary Education has concluded - estimate Feb 2019.				
11	Policy LTC review	A	Supporting Educational Needs	This is now being developed as an Inclusive Education policy by the AcD(WP).	RP		Was due for review in 2017/18. Need to scope out what is involved. Work likely to mainly fall on SSS. First element of this - an Inclusive curriculum policy will be considered by FLTQCs in September/October 2018.				
12	Policy: L&T Strategy 1	A+	New internal QA processes	Main principles and structure already approved. Task and Finish groups now being consulted on detail. Processes include consideration of TEPs, CMA, Course and Module Update, Accreditation, Non-standard course timelines.	LT & JW		Approved by March 2018 LTC; now working through the detailed implementation with follow up to go to LTC, including defining the IT developments required to support the new process				
13	Policy: L&T Strategy 1	A	Student self-service	Review student processes to move to more on-line self service, either through eVision or online web forms. Particular emphasis for distance-learning students/degree apprenticeships to enable them to engage with processes without the need to be on campus.	NS		This will be considered once Start of Year has happened, and will be linked to Web project and eVision developments.				Sam Rajasingham, and Rob Gray for progressing the eVision developments. Nigel to consider whether having reps from each Hub might be useful.
14	Policy: L&T Strategy 1	A	Learners and Students	Consider learners and students' Terms and Conditions status and access to systems/ facilities/ complaints procedures etc.	AB						
15	Policy: L&T Strategy 3	A+	Tier 4 and attendance monitoring	Implementation and review of use in 2018-19: (1) Tableau report for attendance monitoring (all students), with removal of eVision reports for staff - but will retain eVision reports for students on their own attendance (2) Tableau report on register completion by academic staff, (3) report on students' historical attendance - this will probably be SRL from SITs. Also review escalation procedures (HoS reporting to FLTQCs as well as FLTQCs reporting to LTC)	CC		Tableau reports are available for (1) and (2) but these will be used for the first time in 2018-19. (3) hasn't yet been constructed so will need testing.	(1) and (2) should be functional, and (3) should also be available for use.	Escalation procedures reviewed		Attendance Monitoring WG already in place. Will include FLTQC secretaries when reviewing escalation processes
16	Policy: L&T Strategy 4	A	Timetabling	New Slotting scheme approved. Teams will need to align modules to new slots as part of course and module update for 2019/20 timetable.	NS		Will require detailed work with Schools to get the new slotting system working across the University.				Nigel, David Stevens, Teaching Directors/LTS teams
17	Policy: L&T Strategy 8	A+	Placement Management System	System to support placements - records, allocation, management and PSRB reporting information. Students view own placements past/present via e-Vision. UEA designated staff access. Access for Placement Providers desired in Phase 3 - e.g. to access lists of students coming to placement.	BF	Julia Jones	Expected to be live for September 2018 for HSC and MED ClinPsyD (PGR) students and UEA staff. Critical for HSC (initially was due to go live in Sept 16). Includes records of student clearance for DBS and/or OH. Once live, look at rolling out to other Schools e.g. SWK. Also in 2018/19 to investigate external Placement Providers having access to system; e.g., developments to enable them to update their own details and view lists of students coming to them on placement.	Depends on whether or not goes live for HSC and MED ClinPsyD in Sept 18.			Continue with Julia Jones with Sally Barber and Kristopher Harper

No.	Category	Priority Rating A+ - D	Activity Title	Activity Description	Project Manager Initials	Lead L&T Manager (if appropriate)	Comments August/Sept. 2018	Progress expected by End December 2018	Progress expected by End April 2019	Progress expected by End July 2019	For internal LTS use: Progress update Aug 2018 - Do we need new members of the team/ confirmation of team members? (see Working Groups sheet). Any other internal notes
18	Policy: UEA Plan	A+	Do Something Different Project	Do Something Different Week takes place Week 6 Sem 2. Will be working in partnership with the SU.	LT		LTC approved a further 4 years. Need to appt L&T Manager and then may become business as usual. Steering group set up including SU, AcD(TP), AcD(LTE) and PVC Academic HUM				Recruitment for Student and Academic Services Manager (to be a joint post with SSS Changing the culture) underway.
19	Process improvement	A	Student Records retention and offsite storage review	1. Review retention policy. 2. Move to e-records for historic records, with a view to stopping using off-site storage. 3. Move to paperless records for current students.	CS		In progress - will move to paperless records on a process-by-process basis, starting with concessions.				CS - policy and CC - filing. (need a policy on SITS records, too - BP in SAS leading on this). Will need to continue with some paper copy filing possibly.
20	Process improvement	A+	Degree apprenticeships	LTS will administer the operation of these, now we have our first two cohorts	BF	Kerry McConnell	Range of new processes and record keeping practices to establish.				
21	Process improvement	B	Academic Role-Holder training	Need to review what training we offer and how best it can be delivered.	LT		AD(LTQ)s and AcDs requested that additional support be provided from CSED to help create these online training modules				
22	Process improvement	A	Communications between LTS and Academic Staff	To consider how we can improve communications with academic staff about the things we need them to do in their roles and also raise awareness of policy discussions and how they can input.	LT						
23	Process improvement	A	Maverick courses	To identify courses that are running outside of normal structures and bring them in line.	Relevant LTS Asst. Heads						Two identified so far MSc Plant Breeding and MA in Cultural Heritage and Museum studies
24	Process improvement	A+	External examiners	Review role and function and seek to reduce numbers	JW/LT		Link with IQA plans				May have to be two-staged process - look at numbers of externals and whether they can be reduced short term, and EE policy will take a bit longer.
25	Process improvement	A+	Exam invigilation	Review how we can reduce costs by making more use of UEA staff	CS & JW		Need to model number of staff required to support main series				
26	Process improvement	A	Course tests	1) to streamline coursetest delivery during 2018/19 and 2) to re-badge course tests as exams during course and module update for 2019/20 and reduce the volume of course tests which are in effect run as physical exams. Need to also consider the release of provisional exam marks.	JW	LA					Will involve Jean, Caroline and Nigel
27	Process improvement	B	Reassessment fee arrangements	Review arrangements whereby students are invoiced for reassessment fees	JW		Explore how we could use the UEA shop. Needs to link to SITS reassessment record in some way.				on SAS development list.
28	Process improvement	A+	Increasing time for Summer exam marking in 2019	Range of possible actions already identified	JW		Most promising action looks to be finding a way of increasing the number of venues in the first two weeks.				
29	Process improvement	A	Review Senate Guidance on Assessment and Feedback	Necessary following on from new marking and moderation policy	MP		AcD(TP) leading				
30	Process improvement	B	Create a single webpage of all policies in the learning and teaching area	Important but not urgent	NS						
31	Process improvement	A	Review suspensions procedures	Need to do this as a follow on from the new disciplinary processes	CS	CW					Gemma, and Dawn Goff and Alex Frusher have expressed an interest too. Do we need someone from another Hub?
32	Process improvement	A	Student handbook refresh	Convert to a web version	NS	CB					Sam
33	Process improvement	A	Standard Operating Procedure development	Needed to inform SITS developments as well as aiding the transferability of staff between hubs.	MP						Use existing networks of Team leaders and Admin assistants
34	PVC Acad initiative	B	Week Zero	Need to explore the desirability of organising a Week Zero prior to the start of new students' studies and the practicalities of running one for Year 1 students.	MP		Academic Induction and Transitions group to lead on this				
35	PVC Acad initiative	A	Synoptic Assessment	Consider how course-level assessment might work.	CS		Discuss with academics how they would like this to work in their courses, then operationalise it on the system. Get advice from Tribal.				
36	Staff wellbeing	A	LTS Staff wellbeing initiatives	Follow up on ideas and suggestions coming out of SAS meeting in July 2018 inc pilot of flexible working	MP						Task group of LTS reps from each Hub/office and HR/SSS well being team
37	Student experience - SU priority	A	PGT Dissertation standardisation	Work plan established and agreed with Maddie Colledge. Initial focus of LTS Working Group was on processes for the submission, feedback and return of dissertations (UG & PGT). However, this widened following MC's report on PGT dissertations to include supervision expectations, parity of deadlines, and consistency of information across PGT programmes.	BF	SW	Objectives agreed with Maddie College for PGT: Supervision; deadlines for dissertations; UEA-wide PGT information. Requires LTC Working Group to be set up (to be lead by AcD(LTE)?).				
38	Student experience - SU priority	A	Lecture capture	Both urgent and important from a student experience perspective. Policies need to be developed. Matt North dealing with the hardware and software.	NS		AcD(LTE)				

item	Name of Group	Category (external, LTS with others, solely LTS)	Lead	Approx time commitment for members	Approx time frame in which the Working Group activity takes place	Constituency	Membership in 2017/18	Membership in 2018/19 - for completion
1	SSS Liaison Group	External	Sarah Wright		ongoing -meets three times a year	one rep from each Hub and from AQO, with SSS	Julie Burgess, Chloe Leggett	
2	Academic induction and transitions liaison group	External	Michele Pavey			Just Michele plus secretarial support from ASO	only one LTS rep	
3	Timetabling Advisory Group (TAG)	LTS with others	Nigel Shed	various	approx monthly	reps from each Hub, mixture of grades	Dawn Goff, Juha Agren, Antonia Shorten-Marsh, Malcolm Robertson, Emma Ogle, Richard Sapiano, Mike Mason plus Sophie Rogers (FPG), Mei Lin (ITCS), Fiona Gibbons (PGR)	
4	Online Module enrolment - UG and PGT combined	LTS with others	Michele Pavey	2 working group meetings plus tasks between meetings, 7-8 hrs	Jan-March & Aug-Sept each year	1 Admin Assistant from each Hub, 1 PGT Hub rep 1x Coordinator 1x CIS team, 1x FPG	Caroline Rose, Jo Champeney, Sophie Edwards, Chrissie Jones, Mel Haggar, Julie Winner, Louise Davison	Michele Pavey (Chair),Caroline Rose, Sophie Rogers, 1 or 2 reps from FPG, Mel Haggar, 1 pgt rep, Zicer rep
5	Start of Year	LTS with others	Michele Pavey	4-5 working group meetings plus some small tasks inbetween time and rotating note taker - 8 hours	Jan-September	1 Local Support rep from each Faculty, 1 LTS rep from each Hub, 1 rep from ARM (recruitment), 1 rep from ARM (UKVI), LTS Web Administrator, 1 rep from the PGR Office	Nadia Mobbs, Ollie Carlisle, Felicity Hinch, Catherine Butcher, Jennie Lawrence, Steve Carruthers, Mel Risebrow, Lorraine Newark, Josh Sowter, Louise Firth	Lorraine Newark (Chair)
6	New Student Website	LTS with others	Nigel Shed	2 working group meetings and coordinating updates from relevant services 5-6 hours	May-July	1 rep from LTS, 1 rep from ARM (recruitment), 1 rep from ARM (digital marketing), 1 rep from Accommodation Office, 1 rep from PGR office, 1 rep from DOS, 1 rep from Local Support	Paul Hartzler, Jonathan Moore, Jamie Beavis, Steve Carruthers, Joanne Burd, Robin Braysher, Peter Courridge, Simon Cross (UUEAS)	
7	PGT Group	LTS with others	Becky Fitt	Meeting approx every 2 months - 1-1.5 hrs/meeting. Consultation within Hubs, undertaking actions arising from the meetings, will help focus on PGT requirements and help inform project work.	October to July	LTS PGT Coordinators, with input from key stakeholders from time to time (e.g. uea su PGT Education Officer)	LTS PGT Coordinators: Carole Bull; Karin Goodby; Dawn Goff/Lorraine Newark; Robbie Meehan; Sarah Wright	
8	Attendance monitoring group	LTS with others	Christina Chan	During semester time, meet approx every 3 weeks. Each meeting approx 90 mins. Reps from each Hub may be asked to edit docs, test reports etc - approx 1-3 hours work per task.	Sep 2018 to Apr 2019 - review Briefing session for LTS staff in early Sep, review Tableau reports for attendance monitoring and Register completion, consideration of revised escalation process for HOSs/FLTQCs	Two reps per Hub, one or two reps from FPG plus Tier 4 rep from SVC.	James Colley (EFB), Jeff Davison (ZICER),Lee Nairn (ZICER), Melissa Haggar (ARTS), Mandy Care (ARTS), Melvyn Risebrow (SVC), Leon Doughty (FPG), David Astley (FPG)	James Colley (EFB), Jeff Davison (ZICER),Lee Nairn (ZICER), Melissa Haggar (ARTS), Mandy Care (ARTS), Melvyn Risebrow (SVC), Leon Doughty (FPG), Ant Griffiths (FPG) - until David Astley's replacement joins the University
9	Shared Drive	LTS with others	Clare Walker (project sponsor Michele Pavey)	3 or 4 meetings per year. Liaising with constituency on proposals and reporting back 6 hours p.a (approx)	Ongoing	1 Coordinator, 1 rep per Hub, 1 AQO rep, 1 ITCS rep, LTS Web Administrator	Richard Sapiano (ZICER), Clare Walker (Arts), Ellie Edwards (AQO), James Colley (Eftr), Sam Rajasingham (LTS Web), Keith Porter (ITCS)	Richard Sapiano (ZICER), Clare Walker (Arts), TBC (AQO), James Colley (Efry), Sam Rajasingham (LTS Web), Sheena Macrae (ITCS)
10	Assessment Delivery Group (incorporating the Course Test Working Group)	LTS with others	Jean Whiting	Meetings approx every 4 weeks. Each meeting 60 mins. Tasks (e.g. testing of Tableau reports, reviewing training documents, preparing for briefing sessions, ensuring ADG's plan of work is up to date and relevant notification of tasks coming up are communicated to LTS via LTS news) plus follow-up action from wash-up spreadsheet each year.	From Sep to July each year - this is an active group as LTS support for Exam Boards is a priority	Two reps per Hub, two reps from AQO, Ant Griffiths, David Astley. Would co-opt Jo Champeney as required, would co-opt Christina Chan (re Tableau development) as necessary	Heather Reynolds (ARTS), Lorraine Newark (ARTS), Alex Ponka (EFB), Kerry Mcconnell (EFB), Carole Bull (ZICER), Jean Whiting (AQO), Andy Miller (AQO), Ant Griffiths (FPG), David Astley (FPG), Leon Doughty (FPG)	
11	Admin Assistants' Group	LTS	Rotating Chair - was Ben Pavey in 2017-18	Meetings bimonthly. Each meeting approx 90 minutes. Reps should liaise with hubs - 1 hr?	Throughout academic year	Will continue to have reps from all hubs but perhaps two reps per hub plus two from AQO?	Erin Rawcliffe, Jane Alvarez, Jessica Kerry, Julie Winner, Anwulika Emessiri, Holly Dyer, Sue Johnson (ARTS x 3, AQO x 2, Zicer x1, EFB x2) A	

12	LTS Manager's Group (formerly Coordinators' Group)	Solely LTS	Rotating chair - Clare Walker and Antonia Shorten-Marsh to act as Chair and Secretary for 2018, to be followed by TBC	5 meetings per year, lasting 90 mins each. Chair + secretary will do 2-4 hours prep before meeting/follow-up action	Throughout the year	All LTS Managers, formerly coordinators	All LTS Managers, formerly coordinators	All LTS Managers, formerly coordinators
13	Front desk team group, to include CW management	Solely LTS	Rachel Paley	Working group meetings, consultation within Hubs and undertaking any actions arising from the meetings	October 2015-Feb 2016	Front Desk Supervisors from each Hub, 1 Coordinator (Lorraine Newark) , 1 rep from another service tbc	None- group to be set up	
14	Team Leaders' Group	Solely LTS	Robert Gray			Team Leader reps (two from each Hub?)	None- group to be set up	
15	Quality Delivery Group (QDG)	LTS	Jean Whiting	Working group meetings, consultation within Hubs and undertaking any actions arising from the meetings. Response for timely notification of "Quality" tasks coming to LTS via LTS news)	October to April		Jean Whiting (AQO), Lisa Atthowe (AQO), Heather Reynolds (ARTS), Dawn Goff (ARTS), Sarah Wright (EFB), Karen Bezants (EFB), Clare Cooper (ZICER), Olivia Louks (ZICER)	
16	Concessions Working Group	LTS with others	Michele Pavey	Working group meetings, consultation within Hubs and undertaking any actions arising from the meetings	Ongoing. 2017/18 is phase 3 of the group's work		Michele Pavey, Caroline Rose, Jean Whiting, Diana Cook, Alex Ponka, Sarah Reynolds, Helen Mount, Clare Cooper	Michele Pavey (chair), Caroline Rose, Alex Ponka, Sarah Reynolds, Clare Cooper, Trisha Goodwins, Klara Krcova
17	FACP Secretaries Working Group	LTS	Laura Thompson		Meets monthly	One Secretary in each Faculty, liaises with LTS Managers compiling Appeal Summaries for each FACP.	Clare Walker, Robbie Meehan, Carole Bull, Caroline Rose, Gemma Thurston	Clare Walker, Robbie Meehan, Carole Bull, Caroline Rose, Gemma Thurston
18	Taught Programmes Admin Systems Management Group	LTS with others	Caroline Sauverin			LTS, SAS team, Planning Office	Caroline Sauverin, Christina Chan/ Rachel Paley	
19	Taught Programmes Admin Systems Working Group	LTS with others	Christina Chan/ Rachel Paley			led by Ant Griffiths, FPG, LTS and SAS members	Jeff Davison, other reps	
20	Internal Quality Audit Group (IQA)	LTS with others	Laura Thompson				Laura Thompson (LTS), Jean Whiting (LTS)	Clare Walker
21	Data Sharing Group		Stephen Knock					
22	Course Test Working Group	LTS	Lisa Atthowe/ Jean Whiting				Isaac Mace-Tessler, Jane Alvarez, Laura Howe, Tom Miller, Adam Everett, Tracy Elley, Catherine Harris, Lou Ball, Julie Winner, Amy Leach	

LEARNING AND TEACHING COMMITTEE 2018/19**Deadlines for Receipt of Reports**

	REPORT	SOURCE	LTC MEETING	DEADLINE FOR RECEIPT	COMMENTS
	(Section A) Regular reports New course proposals (Section C) Academic Partnerships, Postgraduate Research Executive, Student Experience Committee, QAA, , Faculty LTQCs, Low Risk Course Changes/Course Closures, Prizes, Bursaries and Scholarships		All meetings		
	NSS 2017/18 outcomes	Caroline Botwood, FPG	17 October 2018	5 October 2018	
	Faculty reports on 2016/17 UG External Examiner Reports	LTQC Secretaries	17 October 2018	5 October 2018	To be reported to Senate
	TEF Update	Garrick Fincham	17 October 2018	5 October 2018	
	Good Honours update	Garrick Fincham	17 October 2018	5 October 2018	

	Update on revised Internal Quality Assurance Processes	Garrick Fincham	17 October 2018	5 October 2018	
	LTC Schedule of reports	Michele Pavey	17 October 2018	5 October 2018	
	Study Abroad and Work Placements report 2017/18	Alex Cole ARM	17 October 2018	5 October 2018	
	International Summer School 2018	Alex Cole, ARM	17 October 2018	5 October 2018	
	Faculty CR3 Reports (on 5 Yearly course reviews held in 2017/18)	LTQC Secretaries	17 October 2018	5 October 2018	
	Faculty QAR 3 UG (Annual Course Monitoring- School Summary) Reports 2017/18	LTQC Secretaries	17 October 2018	5 October 2018	Separate reports for ug and pgt
	Employability	James Goodwin	17 October 2017	5 October 2018	
	5 Yearly Course Review 2017/18 Compliance Report	Jean Whiting	17 October 2018	5 October 2018	
	Reports from Heads of School on Student Absence 2017/18	LTQC Secretaries	28 November 2018	16 November 2018	
	Analysis of the Postgraduate Student Experience Survey (PTES)	Caroline Botwood, FPG	28 November 2018	16 November 2018	

	UG and PGT External Examiner Appointments 2018/19	Jean Whiting	28 November 2018	16 November 2018	
	Update on Degree Apprenticeships	Ian Dewing and Sharon Davies	28 November 2018	16 November 2018	
	2017/18 CSED Annual Report	Amanda Giles, CSED	28 November 2018	16 November 2018	
	Narrative report and statistics on Concession requests (17/18)	Laura Thompson	28 November 2018	16 November 2018	
	Narrative report and Review of statistics on Stage 1/2 Academic Appeals and Complaints and OIA cases (academic year 17/18)	Laura Thompson	28 November 2018	16 November 2018	
	Senate Student Discipline Committee cases: Narrative report and Review of Statistics (17/18)	Laura Thompson	28 November 2018	16 November 2018	
	Plagiarism and/or Collusion Cases (Review 2017/18)	School Plagiarism Officers / Clive Matthews	28 November 2018	16 November 2018	
	External examiners' reports 2017/18 UG Compliance Report	Jean Whiting	28 November 2018	16 November 2018	

	Annual module and Course Review- UG Compliance Report 2017/18	Jean Whiting	28 November 2018	16 November 2018	
	Annual module and course review report 2017/18 UG MED	Jean Whiting	28 November 2018	16 November 2018	
	Extenuating Circumstances: Statistics and narrative report 2017/18	Laura Thompson	28 November 2018	16 November 2018	
	Learning Enhancement Team Report, 2017/18	Jeremy Schildt, SSS	23 January 2019	11 January 2019	
	LTC Review of the University Handbook for Taught Programmes	Clive Matthews	23 January 2019	11 January 2019	
	Annual Module and Course Review 2017/18: PGT compliance report	Jean Whiting	23 January 2019	11 January 2019	
	Annual Report on Placements	Becky Fitt	23 January 2019	11 January 2019	
	Employability	James Goodwin	23 January 2019	11 January 2019	
	External Examiner Reports 2017/18 - PGT Compliance Report	Jean Whiting	13 March 2019	1 March 2019	

	Faculty Report on External Examiners' reports 2017/18	FLTQC Secretaries	13 March 2019	1 March 2019	To be reported to Senate
	Report on the proportion of full-time PhD candidates who submit their doctoral thesis (pre-viva) within four years of their initial registration date and School Plans	Vivien Easson	8 May 2019	26 April 2019	
	LTC Review of Plagiarism and Collusion outcomes	Clive Matthews	8 May 2019	26 April 2019	
	Annual report from the Technology Enhanced Learning Committee	Kay Yeoman	19 June 2019	7 June 2019	
	Equality of Opportunity for Students- Annual report from the Head of Equality and Diversity	Helen Murdoch	19 June 2019	7 June 2019	Annual report to LTC
	Employability	James Goodwin	19 June 2019`	7 June 2019	