

**Members of the  
Board of Governors  
present:**

Mr Mark Anderson,  
Independent Governor  
(Chair)  
Ms Rolande Anderson,  
Independent Governor  
Ms Fionnuala Duggan,  
Independent Governor  
Mr Rob Hull,  
Independent Governor  
Ms Harini Iyengar,  
Independent Governor  
Mr Tony Millns,  
Independent Governor  
Ms Ann Minogue,  
Independent Governor  
Mr Michael Murphy,  
Independent Governor  
Ms Florence  
Onwumere, Student  
Governor  
John Raftery, Vice  
Chancellor<sup>1</sup>  
Mr Alex Tarry, Staff  
Governor  
Ms Cécile Tshirhart<sup>2</sup>,  
Academic Governor  
Prof. Dianne Willcocks,  
Independent Governor

**Members of the Academic  
Board present:**

Dr Trushar Adatia, Head of  
School (Human Sciences)  
Ms Suzanne Burley, Head of  
School (Social Professions)  
Dr Elizabeth Charman, PVC  
Academic Outcomes  
Mr Steve Curtis, Head of  
Student Experience and  
Outcomes (Social Sciences)  
Ms Sandra Heidecker, VLE  
Manager  
Ms Sheelagh Heugh, Head of  
Student Experience and  
Academic Outcomes (Human  
Sciences)  
Dr Simon Jones, Dean GSBL  
Ms Esther Mahamudi, Student  
Council Representative  
Ms Hayriye Mehmet, Director  
Student Journey  
Ms Elena Moschini, Head of  
Student Experience and  
Academic Outcomes  
(Computing and Digital Media)  
Prof. Dominic Palmer-Brown,  
PVC Employment Outcomes  
Ms Georgia Robinson (for part),  
Sabbatical Officer  
Ms Jo Skinner, Head of School  
(Social Sciences)  
Ms Alison Sorrell, Interim  
Customer Liaison Manager  
Mr Andy Stone, Head of School  
(CASS)  
Dr Stan Zakrzewski, Head of  
School (Computing and Digital  
Media)

**Others in attendance:**

Ms Lynn Burke, OC IOC  
Programme Director  
Ms Nicola Cahill, Assistant  
University Secretary (minutes)  
Mr John Duffy, Chief  
Operating Officer  
Mr Peter Garrod, University  
Secretary and Registrar  
Dr Graham Taylor-Russell,  
Interim Director of Academic  
Quality and Planning

---

<sup>1</sup> Also Chair of the Academic Board

<sup>2</sup> Also member of the Academic Board

## Welcome, Apologies and Announcements

1. The Chair welcomed members of the Board of Governors, Academic Board and attending staff to the second joint meeting of the Board and the Academic Board.
2. Apologies had been received from Governor Adrian Kamellard; members of the Academic Board Lewis Jones and Barbara Ntumy; the Deputy Chief Operating Officer, Pam Nelson; [REDACTED]

s.43(2) FOIA -  
commercially sensitive

## Declarations of interest

3. There were no declarations of interest.

## Minutes of the Academic Board meeting on 2 March 2017

**BG- AB  
02/1.1**

4. The members of the Academic Board approved the minutes of the Academic Board meeting held on 2 March 2017.

## Next Steps for Technology Enhanced Learning in the Curriculum: stimulus paper

**BG-AB  
02/2.1**

5. The Board of Governors and Academic Board considered a short stimulus paper which provided information regarding technological advances with the potential to transform teaching and learning. It was noted that the University benefited from areas of good practice with regards to the use of Technology Enhanced Learning (TEL). The development of an overarching strategy would enable better implementation of the Strategic Plan by leveraging the potential of TEL to maximum effect.
6. The Head of the Centre for Professional and Educational Development (CPED) introduced a presentation which provided examples of successful implementation of TEL at the University. The Board of Governors and Academic Board noted the variety of TEL opportunities in a range of disciplines, delivered throughout the University, which assisted students in: gaining in confidence; developing improved academic and digital literacy skills; facilitating student engagement; fostering active learning and enabling peer and tutor feedback.
7. The Board of Governors and Academic Board noted the positive impacts that building TEL into the curriculum could have in terms of retention and progression, as well as the relationship between improved digital literacy, academic outcomes and employment outcomes. It was acknowledged that the use of TEL across the University would require a step-change, both in terms of technological and non-technological factors. In order to fully embed TEL, rather than it being used as an optional teaching tool, the University would need to invest in staff training, facilitate student partnership and incorporate TEL within the workstreams of the Programme for Improved Student Outcomes.

## Conclusion

8. The Board of Governors and Academic Board considered the Technology Enhanced Learning stimulus paper.

9. The Pro-Vice Chancellor - Academic Outcomes reminded the Board of Governors and Academic Board that the Teaching Excellence Framework (TEF) provider submission had been submitted to HEFCE on 26 January 2017. The results of the TEF submission would be reported in due course when the outcome was received.
10. Members were advised that the Annual Provider Review (APR) was a mandatory metrics-based quality assessment process conducted by HEFCE, which had replaced periodic review by the Quality Assurance Agency. The results of the APR were expected to be received in April 2017 and would have implications for the University's eligibility for Year 2 of the TEF. It was noted that a request for information on the University's performance against the APR's benchmarks had been received from HEFCE's APR Group. Work was underway to co-ordinate the University's response. Members welcomed the news that action plans in place had started to gain traction with regards to each of HEFCE's areas of concern.

**Conclusion:**

11. The Board of Governors and Academic Board considered the oral update on the Teaching Excellence Framework and Annual Provider Review.

**PISO update****BG-AB  
02/3.1**

12. The Board of Governors and Academic Board considered an update on the Programme for Improved Student Outcomes (PISO).
13. Members were advised that the targeted Retention Action Plan and the Differential Attainment Action plan were both well-embedded within each of the six PISO workstreams.
14. It was noted that students had been recruited to contribute to the development of each of the PISO work streams, and over 75 students were actively involved in the PISO programme. As part of the retention strategy, work had also been undertaken in partnership with local FE colleges to develop a pre-entry induction package, which would be provided to students following enrolment, to assist in their transition to academic study.
15. It was noted that a review of the University's bursary provision was underway to ensure that the support package provided to students was effective in improving retention. There was evidence that bursaries had more impact for some groups of students than others. Bursaries were part of a range of options that were being explored, including alternatives such as childcare vouchers.
16. The members noted both the PISO progress table and the PISO Year 2 Initiatives and Outputs table, which included information in relation to Key Performance Indicators. Members requested that for future meetings, the latter should be updated to include RAG status reporting, to indicate progress using a 'traffic light' approach.

**Conclusion:**

17. The Board of Governors and Academic Board considered the update on the Programme for Improved Student Outcomes (PISO).

## Employment Outcomes

18. The Board of Governors and Academic Board considered a report from the Pro Vice Chancellor – Employment Outcomes which provided an update on Employment Outcomes.

**BG-AB  
02/3.2**

## Work Related Learning (WRL)

19. It was noted that the Employer Engagement Team (EET) had successfully sourced over 1000 work related learning opportunities for students. Members noted that the number of WRL engagements was likely to exceed the target for 2016/17. The estimated take-up for 2016/17 was 1500, which included 300 WRL opportunities provided on campus.

## DLHE Survey and Employability

20. The Board and Academic Board noted that the significant improvement in the University's performance in the Destination of Leavers from Higher Education survey (DLHE). The provisional results for the latest survey were under embargo until the data was validated by HESA and published in July, but indicated that the result for the E1a indicator (full-time UK domiciled first-degree graduates in work or further study) would be better than last year, and the University's best performance ever. An improvement was also likely in the indicator for graduates in 'graduate level' roles (60.4% in the previous survey). London Met would continue to develop students' core competencies to meet employer requirements through the curriculum and work experience.

## Apprenticeships

21. Members of the Board of Governors and Academic Board were pleased to learn that the University's application to the Skills Funding Agency (SFA) to be included on the new Register of Apprenticeship Training Providers, had been successful. The success of the application meant that the University would be able to offer apprenticeships in some areas from 2017-18.

## Conclusion

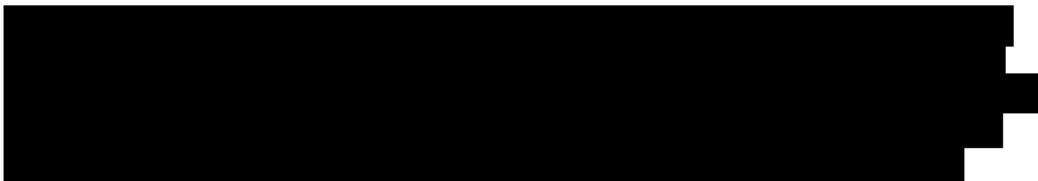
22. The joint meeting noted the update.

## Student Numbers for 2016/17 and applications for 2017/18

**BG-AB  
02/3.3**

23. The joint meeting considered an update report on the position regarding enrolments for the 2016/17 academic year, at a point where enrolment for almost all mainstream taught provision was complete following the January recruitment cycle.

24.



s.43(2) FOIA -  
commercially  
sensitive

25. Members welcomed the positive news that reductions in student numbers had not been as significant as had been expected, to which it was believed the marketing 'Surge' had been a significant contributor. It was noted that a report would be

submitted for the consideration of the Finance and Resources Committee and the Board of Governors meetings in June 2017, which would review the impact of the 18 month project and make recommendations with regard to future marketing investment.

**Conclusion:**

26. The Board considered the update report on student numbers.

**Annual Review of the Student Charter**

**BG-AB  
02/4.1**

27. The Board of Governors and Academic Board considered a report which sought the approval of minor changes to the University's Student Charter, following a process of consultation with staff and students.
28. The joint meeting was advised that the level of response to the consultation had been disappointing, which had reinforced the view expressed by the Standards and Enhancement Committee in February 2017 that additional work should be undertaken to improve the visibility of the Student Charter. Student Journey would take forward the embedding of the Student Charter in induction activities for new and returning students in autumn 2017. This would include using the Charter to reinforce messages about acceptable behaviour and the University's academic expectations of students.
29. It was noted that the proposed revisions to the Student Charter largely reflected the addition of references to initiatives which had embedded since the last review in 2016, such as work related learning, the National Student Survey and the Student Led Module Feedback scheme.

**Conclusion:**

30. The Board of Governors approved the minor changes to the Student Charter.

**Annual report on academic misconduct, appeals, student discipline and complaints**

**BG-AB  
02/4.2**

31. The joint meeting received a report which summarised formal cases of academic misconduct, appeals against decisions of Assessment Boards and complaints considered during the academic year 2015/16. The report also included statistics for 2015 for complaints to the Office of the Independent Adjudicator (OIA) – the independent ombudsman that reviewed individual complaints by students against universities – which presented its statistics by calendar year.
32. The Headlines included the following:
- i) The total number of cases of academic misconduct had fallen from 508 in 2014/15 to 472 in 2015/16;
  - ii) The total number of academic appeals was down from 666 to 636, which was broadly reflective of the changes in the size of the student population;
  - iii) When analysed by ethnicity, the figures for 2015/16 for both academic misconduct and, to a lesser extent, appeals, showed that White students were under-represented and Black African students were significantly over-represented;

- iv) The proportion of cases when disaggregated by gender showed that the number of appeals submitted was in line with the overall gender split of the University; however, the number of allegations of academic misconduct against female students was higher (at 73.7%) than would be expected given the number of enrolled female students (61.7%);
  - v) Overall, 5.9% of allegations of academic misconduct were found to be unsubstantiated, while a further 14.6% received a reprimand rather than an academic penalty.
33. Members noted that differences between BME and non-BME students in academic misconduct and appeals were very likely to be related to the broader issue of differential academic performance. It was requested that future reports should present breakdowns by additional protected characteristics, particularly disability. The joint meeting requested a report be submitted for the consideration of the Board of Governors and Academic Board in relation to the lessons that could be learnt from student complaints, to include proposals regarding 'designing out' plagiarism in the curriculum. The joint meeting noted the importance of preparing students for assessments with regards to time management to avoid poor pedagogical practice, and the need for explicit communication of messages around academic behaviour.

**Conclusion:**

34. The Board of Governors and Academic Board noted the number of cases of academic misconduct, appeals and complaints and endorsed the following recommendations:
- i) That the data be referred to the Head of School of Social Sciences to consider in relation to the action plan to address differential attainment in PISO Year 2;
  - ii) That the data regarding academic misconduct be referred to the PISO Preparation for Study and Assessment and Feedback workstreams, to consider how opportunities for plagiarism could be 'designed out' through changes to student induction, pedagogic practice and assessment and design.

**AOB**

35. The Student Governor advised the joint meeting that the Student Union Awards would be held on 4 May 2017, information about which could be found at <https://www.londonmetsu.org.uk/awards/>.

**CHAIRMAN** \_\_\_\_\_

## Action table

Item	Para / Action	For action by who	To be actioned by when	Update on action
PISO update BG-AB 01/3.1	Para. 16 – Future iterations of the PISO Year 2 Initiatives and Output table to include RAG ratings and arrows to depict the direction of travel.	PVC- A	June 2017	
Student Numbers for 2016/17 and applications for 2017/18 BG-AB 02/3.3	Para 25 – Report regarding the review of the marketing ‘Surge’ and future marketing investment to be submitted to the June meeting of the Board of Governors.	Director of Engagement	June 2017	
Annual report on academic misconduct, appeals, student discipline and complaints BG-AB 02/4.2	Para. 33 - The joint meeting requested a report be submitted on the lessons learnt from student complaints and ‘designing out’ plagiarism in the curriculum.	PVC Academic Outcomes / University Secretary	Next joint meeting in November 2017	