Minutes of an electronic meeting of the UCP Academic Board held at 13:00 on Friday 24 February 2023

Present:
Liz Knight (chair)

Maddi Hobman (Student Officer)
Emma Crisp (Lv4 Sport and Exercise Science)
Julie Gray (Lv6 History and Archaeology)
Declan Jackson (Lv6 Business)
Jameella Leadbitter (Lv6 Psychosocial)

Dan Lee (HE Manager)
Glen Mason (HE Manager)
Katie McAllister (HE Manager)
Claire Swales (HE Manager)
Peter Wright (HE Manager)
Claire Bowes (HE Curriculum Lead)
Blair Carter (HE Curriculum Lead)
Rachel Pishhorn (HE Curriculum Lead)
Rebecca Treston (HE Curriculum Lead)
Riah West (HE Curriculum Lead)
Ann Ashby (Academic Office Manager)
Angela O'Reilly (Vice Principal Curriculum & Quality)

Jo Dawkins (University of Leicester External)
Abigail Hunt (University of Lincoln External)

Apologies:
Matt Shough (Assistant Principal Quality)
Dianne Whattoff (Group Partnership Manager)
Matt Green (Addict Dance Academy)
Emily O'Neill (Animal Management)

1. **STANDING ITEMS**
   a. All attendees were welcomed and apologies accepted as above.
   b. Quorate – Confirmed.
   c. The minutes from the last meeting held on 18 November 2022 were confirmed as accurate.
   d. Actions from the last meeting have been implemented as below:

Action	Item	Decision
1	Promotion of Christmas Social.	Complete.
2	Promotion of Nene Park Project.	Complete.
3	Recruitment of Student Advisor.	Complete.
4	OU module amendment training.	Complete.
5	Unacceptable Behaviour, Harassment and Sexual Misconduct policy tutorial to be delivered in semester 2.	Work still needs to be planned and covered in tutorials. Information will also be shared, to include the Student Officer,

Action	Item	Decision
		who can share with the Student Council. **[ACTION]**
6	ARU AMR to be presented to the HE Academic Board when available.	On the agenda.
7	Pearson AMR to be presented to the HE Academic Board when available.	On the agenda.
8	TEF submissions – Staff and students. To be circulated to key stakeholders when complete prior to submission.	Complete.
9	Collate staff CPD/qualifications data and discuss with HR.	Still collating staff CPD records. Further details included in DL's report in the meetings papers.
10	Food for Nought inclusion into staff training.	Decided against. Ongoing project.

2. FEEDBACK FROM STUDENT REPRESENTATIVES

Declan Jackson – Not much feedback to report, all going smoothly mid-term. Deadlines upcoming, with 6-7 weeks left. Students are less worried about what is going on around them and more about their own work. Concerns raised at Student Council have improved. Made all aware to speak to their supervisor Chris more regularly. DJ reported that no one in his cohort has of yet. All is moving forward and working well.

Emma Crisp – Little feedback to report. Request for more food variety to be available in UCP. LK confirmed that this has been raised with Rich Kay at the Student Council.

Jameella Leadbitter – Queries regarding graduation, including the timings on the day and tickets. Clarification required. LK confirmed that the ceremony will take place on the afternoon of Saturday 9 September. Students do not pay for their ticket, they are entitled to 2 guest tickets which will need to be paid for. Bookings will be managed online by Ede & Ravenscroft, who will provide gowns for the event. The Marketing team will be circulating further information, likely to be around Easter time.

Julie Gray - Big push with the final assignment. Conflict module discussion taking place currently. Looking forward to the completion of the course.

3. FEEDBACK FROM STUDENT COUNCIL (STUDENT OFFICER - MH)

Report produced with Molly Woodthorpe, who is now an official co-Student Officer. Positive feedback received regarding Student Briefings on Canvas, with all students now having been made aware of how to access.

A Student Officer Instagram has been created, which it is hoped that ambassadors, reps and students can use to stay informed and connected. Updates, events and inspirational quotes will be posted to the account.
Since the last Student Council meeting, an email has been circulated to all Reps, which details what was discussed during the meeting, and what has been done to resolve issues and share positive feedback.

University Centre
Peterborough
Part of the Inspire Education Group

Rich Kay was invited to the last Student Council, with the hopes that food at UCP will improve.

Complaints received regarding Computing, specifically the quality and consistency of teaching.

Email passed on regarding Graduation which clarifies that the students own ticket is included in the price of the cap and gown and there are initially 2 tickets available for guests which require payment.

Hayden is starting a Creative Writing society, with signatures in the process of being collected. Trying to keep pushing societies which are all ran by students. Students need to take on societies they wish to start.

Positive feedback received regarding Bob Hatton from Lv6 History and Archaeology students, Rachel Pishhorn from Lv5 Business and lecturers that teach Lv4 Psychosocial Studies and Lv4 English Literature and Creative Writing. There have been issues raised with specific cohorts, which has been shared with HE Managers to resolve.

Well wishes for the Chaplain Steph, who was missed at UCP whilst away from work. Steph has now returned.

LK response – LK confirmed that there have been delays in recruitment for Computing across both HE and FE, with a 'golden hello' introduced to attract applicants. HE Managers GM, CS and PW are happy to meet with students to discuss. New agency staff have been brought in. When interviewing new staff, we will ensure students are part of the process. New member of staff Fiona Henry, is working with Lv4 and Lv5 to keep them on track. UCP are doing all they can to resolve issues and will ensure that students won't be disadvantaged in terms of extensions and deadlines.

CS response – We are aware the Lv6 cohort over the last few weeks are going through a tense time, with some students feeling fragile. Staff are supporting.

A question was included in the recent survey around what clubs and societies students would like to see at UCP. A list was received, however, there were comments suggesting that they would not want to get involved in the society themselves. Need to help students to see the value, employability and transferrable skills of running societies and clubs. Will continue to encourage students to participate and raise awareness.

GM response – Reviewing modules and extensions for Computing and a new member of staff is starting this week.

4. **STUDENT SUPPORT UPDATE (STUDENT SUPPORT OFFICER - RW)**
   49 distinct students have applied for assignment adjustments at the time of writing the paper. Compared with the total last year, this year there has been a reduction of 40%. 74 assessment elements had short term extensions at Peterborough. Stamford figures are similar to this time last year with 10 short term extensions.

With regards to the demographics relating to the extensions, the majority were for mature students 25 years old and above. A high number were from the Foundation Primary Education and Early Childhood Studies. Speculation that these students may be impacted by short term illnesses picked up from working with children.

Along with short term illness, bereavement was also a modal reason. Specific training on bereavement support has been discussed with the support team as an area for development. KM raised that Steph is currently undertaking a bereavement support course, and wishes to roll it out across IEG for students and staff. DL/LK to raise with Cal Gilchrist if Counselling students are able to offer guidance, provide strategies and identify relevant organisations. The degree and HE students would not be able to counsel their peers. **[ACTION]**

The recent 'Time to Talk' day received great engagement. Will continue to look at future opportunities to hold similar events. Living Sport, SOS Lithuania and Project Abundance attended, which offer projects and opportunities for students.

Would like to see greater use of the student support information that is available on Canvas. RW has contacted Adam Wright to ensure the data of usage is accurate. Data analytics required for the student support page on Canvas, to track student engagement and to determine how we can improve. To be promoted more, as this will help reduce waiting times for Student Support. **[ACTION]**

Students can be referred to counselling if required. Positive feedback has been received. There is a small waiting list, with students being seen quickly.

Relatively low numbers of withdrawals and intermissions compared to this time last year. Concerns that the figures may not reflect the true picture as some students are showing as cancelled, rather than withdrawn. Concern has been raised with Natalie Whitfield in MIS, with further discussion to take place to ensure it is being recorded correctly. Reasons for withdrawals is included in paper 4. In terms of demographic it is evenly distributed, with Lv4 and Lv6 students being at most risk of being withdrawn. Need to ensure that these students in particular are supported to reduce withdrawals. In some cases, withdrawal is the best outcome for students, with the reason not always due to academic failure.

RW reflected that attendance monitoring is an area which requires further development. There are some difficult circumstances seen by student support. Ensure that we continue to support the team, students and staff. New staff member Carl has joined the student support team.

RW gave her best wishes to UCP, with this being her last academic board paper.

5. **COURSE REVISIONS AND CLOSURES (ACADEMIC OFFICE MANAGER – AA)**
   There have been no curriculum revisions submitted for ARU programmes. It was decided that unless external examiners requested them, we wouldn't submit any.

Not made many revisions for OU programmes. Process requires approval from the external examiner and academic reviewer. All but two External Examiners approved. Starting to make submissions to the OU in relation to changes to programmes. One change was approved in relation to a submission date for an English module. Request has been made for Criminology to move 3 submissions dates, to make it more logical for the student involved. Moderate and major change request submitted for Foundation Degree for Primary Education, with both being rejected. The major change was a radical proposal, which would almost merge the Primary Education and Early Years Foundation Degree into one, which the OU felt was a step to far at this stage. The moderate change was simpler, with AA feeling that it would be worth resubmitting separate from the other change. Need to decide if we are to proceed in relation to those. Feedback to be collated and shared with HE Managers, who can then pass onto HE Curriculum Leaders for guidance. **[ACTION]**

Working through the validation process an issue with GCSEs has been identified. Programmes like English Literature and Creative Writing and Acting for Stage and Screen have GCSE Science as an entry requirement. Submission to remove GCSE Science as a requirement, with some course leaders also asking for GCSE Maths to be removed. It was felt that it would be best to retain GCSE Maths.

LK raised that there is a likelihood that the government will introduce or limit student loans to those that have GCSE English and Maths. We would be unable to keep making changes to validated programmes. Need to look forward in terms of government policy guidance and how they will be funding students.

6. **POLICY UPDATES AND APPROVALS (ACADEMIC OFFICE MANAGER – AA)**
   UCP-REC001 HE Recruitment and Admissions Policy - Proposed changes are highlighted in red. UCAS terminology has been changed, as UCAS have replaced UCAS Track with UCAS Hub. It has been made clearer that students who have been discontinued by UCP, may have to complete a piece of work prior to interview. More clarification has been added around students requiring a visa if they are overseas students. If international students specifically require a student visa, they cannot enrol at UCP. Deputy Director post has been removed and replaced by Academic Officer. Revisional changes to be communicated to the student body. Changes are mainly for those entering the institution. Policy to be published and uploaded to UCP website. **[ACTION]**

   Point 21.2 'We do not accept students to degree courses who have previously withdrawn or have been discontinued by UCP more than once', was questioned by AO'R. AA confirmed that the discontinuation is a decision made by UCP and not the student. CS confirmed that students can be accepted onto a course once more, but if they are discontinued or withdrawn for a second time, they are unable to return for a third time. Wording to be reviewed. **[ACTION]**

   FIN001 HE Tuition Fee Policy – Policy is reviewed annually. Reference to guidance from Student Finance England has been added, to state that we will follow their guidance as part of our policy, and therefore that may change. Reminder added for students to apply for every year of their studies to Student Finance England. Change in terminology for EU students being able to study with settled status. More details included around if an employer is paying a student's fees, that the

student still remains liable for those fees if the employer doesn't pay. Clarity added on the exact cost for students to re-sit a module in a following year. This addition helps us to comply with CMI requirements. Addition now included around Student Finance England's recommendation, that if a student isn't engaging, their student loan can be suspended on their website. This stops students from being paid their next loan payment if they are in the process of withdrawing. Clarification has been included for students applying for the care leaver and low-income bursary, that they have to tick a box to say that they are happy to be means tested. Amendments to policy approved.

AA raised that we have a few OU students who haven't completed, who have resits from semester 1, with some having multiple resits from semester 1. Proposal for these students to have a new submission date of 5 June, instead of 5 May, to spread the workload. The meeting agreed with the resit deadline date change. To be communicated to students. **[ACTION]**

7. COMPLAINTS, COMPLIMENTS AND POSITIVE COMMENTS (ACADEMIC OFFICE MANAGER – AA)

Since the last board meeting there have been 3 complaints received. 2 were early resolution and were due to ARU students being unable to access their published results through ProPortal. There was an issue with the certificate on the system for ProMonitor, which was resolved after 2-3 days. Students were dissatisfied at the beginning of process, but were satisfied with the outcome.

A number of compliments have been received in relation to student support.

8. ACADEMIC APPEALS (ACADEMIC OFFICE MANAGER – AA)

One student has appealed against a late submission cap that was wrongly applied in relation to a semester 2 assessment last year. This has now been revised.

9. ACADEMIC OFFENCES (HE MANAGER – CS, ACADEMIC OFFICE MANAGER – AA)

Due to the changing environment, comments are invited on this paper. There has been a significant increase in the number of academic offences, with 14 students this semester committing offences, 8 of whom committed multiple offences. HE Managers have dealt with 22 cases in total. In previous years there has been a maximum of 2 offences per semester. Students have received counselling and the team have met with them to understand what went wrong, with time management being the most common reason. Substantial increase of offences at Lv5 and Lv6, who are existing students on their 3rd, 4th, 5th or 6th assessment round. Students are aware of Turnitin, but some haven't understood how important the reports are or how to interpret them. Workshops are available through Study Excellence. Tutors have been alerted to ensure time is made during sessions to get students to actively engage with Turnitin.

Need to start to embrace AI and include it in teaching. A number of recommendations and early thoughts are included in the paper, on how we can ensure students cope and plan their workloads and how we ensure they resist using shortcuts such as Pseudonym Switches, AI and the approximately 900 Essay Mills available. Need to equip students and staff on how to use AI in the

right way. CS gave an example of a student who submitted an essay written by a chat bot, in partnership with his HEI, which took 20 minutes and received a grade of 53%. DL commented that this student had knowledge of the subject, so therefore knew how to make the chat bot draw on certain points and references. Chat bots will become more prevalent; therefore, students will need the skills on how to interact with them.

AH commented that Karolyn Webb is doing lots of work on Chat GDP at Herts and would highly recommend her for staff CPD on the topic. LK suggested that this guest speaker could form part of the HE Conference in July. **[ACTION]**

JD uses Turnitin in a slightly different way, with their students being unable to use the programme before they submit, and so do not see their score. Students are encouraged to submit formative plans, with plans now being worth 10% of the overall grade. This has seen a significant increase in students completing plans, which also prevents challenges later on. JD has had issues with students who have brought essays, with some of the websites are now offering money off if recommended to a friend. Some Essay Mills websites have blackmailed students and threatened to tell their institution. Recommended to put an educational package to outline the pitfalls and issues with using Essay Mills. Work with staff and students, the Student Council and Student Officer, to take on board the recommendations to create a guidance pack around Essay Mills. **[ACTION]**

10. **MODULE EVALUATION SEMESTER 1 (HE MANAGER – CS)**
    Recently moved the benchmark for the module evaluation survey up to 4.3. Last semester we secured an institutional average of 4.1. There has been a slight drop, with variety across the different awarding bodies. Data is collected via online surveys. 233 students participated, which is around 40%. Course leaders and tutors actively promoted.

    We have identified that we need to ensure we are meeting our access participation requirements and all that is written in our HE Charter. Three areas have been identified for immediate action. The first action is to ensure that resources are on Canvas at least 24 hours ahead of sessions to allow for students to prepare for the session. The second action is to ensure that courses are well organised and run smoothly. When new staff are recruited we need to ensure they are mentored and supported and that students are actively involved in the recruitment process. The third area that we need to focus on is to provide helpful and informative feedback. Need to find a balance between giving too much information and not enough and link clear to outcomes. KM has been working on a feedback advice sheet and will be sharing with staff to review. Course leaders have received data on their courses and will have specific action points. Actions can be discussed at the HE Conference. CS will add to DL's working document.

    Wider issues were also investigated in the survey, with the vast majority of students feeling that we are accommodating their individual needs. Responses around extracurricular activity questions have been shared with the Student Council, with some ideas shared around the Student Hub and what students want to include.

AO'R commented that it is a good overall report. Important that we think about the aspects that we do really well.

LK raised HECL sharing External Examiner reports with student groups. Some examiners have commented that we are writing too much. Suggestion to develop slicker rubrics, with the need to create a balance. We need module report forms for every module and more detail around actions. Course leaders to action.

11. a. APMR PEARSON – LV4 & LV5 PROVISION (HE MANAGER – GM)

APMR template is now simpler and easier to submit than in previous years, as a result of feedback to Pearson. Higher Nationals include Engineering, Computing, Construction and Animal Management. Academic Management review for ESPA is in progress. Scoring of 1 to 5, with 5 being the highest. GM has been reluctant to put 5, as 5 is perfect, so there are many 4's, as there are always areas for development.

Question 2.5 asks *'is it easy to meet industry and curriculum standards in terms of learning resources?'*. GM discussed that it is never easy to do due to expensive vocational elements in the curriculum. As UCP have had Pearson qualifications for a period of time, it has enabled resources to be built up. Question was answered with a 2, however, UCP are well equipped in terms of resources.

Question 2.4 around the process of tracking post student's progression was graded a 3. It is difficult to retain contact with students on completion.

Challenges around staffing identified, in particular this year at Stamford. Legacy of staffing problems with Construction, however, staffing in Engineering and Animal Management has been good.

Challenge with trying to master the Regulated Qualifications Framework (RQF) assessment, which superseded the old QCF. Many RQF programmes are coming up for review, which happens every 5 years. Lack of support for academic skills is being raised with Pearson. Not part of the grading process, all are done criterion based, which is sometimes a challenge to mark the work as we can't grade on transferable skills. Trying to get Pearson to include in merit and distinction criteria which may take some time.

GM confirmed that progression statistics are based on people that completed the programmes. There could be withdrawals that won't be counted in the figures. GM suggested that there should be progression into employment and progression onto a higher level of education. GM is an AE for Pearson, and commented that UCP has good processes and systems in place compared to other institutions across the country.

11.b. ARU ANNUAL MONITORING REPORT (AMR) (ACADEMIC DIRECTOR - LK)

This would usually have been received in November, but wasn't received until late January/early February. In a Teachout scenario with ARU, the last year one /new students were admitted last year. Template action plan includes all student

outcome thresholds, including continuation progression, completion and student experience.

Strengths identified in the report includes exceptional continuation rates and achievement of intended awards, above OfS thresholds, which is based on ARU progress provision only. Good honours classification remains strong, with improvement clear. Achievement of improvement of those on foundation degrees, with more merits and distinctions awarded. Strengths identified by external examiners. LK commented that ARU have turned their AMR into a risk-based approach. Above national threshold with National Student Survey (NSS). National benchmark has dropped to 75%, likely due to the impact of COVID.

Areas for improvement identified in the report include data availability, with whole areas of data missing, including ethnicity for example. This could be explained by the fact that UCP are moving into Teachout. We also need to focus on our graduate outcomes. It is deemed positive if students are progressing to a Masters or highly skilled employment, which is difficult in areas such as the Arts or Early Years. UCP need to do more to support students into highly skilled employment levels and occupations. A 0.5 Employability Officer role is being reintroduced. Another area for improvement is the Business NSS results, with a quality improvement plan in place. When the NSS was being undertaken, the majority of the Business team left UCP. Plans are in place to address, but the results were still strong on that programme regardless. Increasing participation rates for module evaluation surveys has been raised as an area for improvement. 25% participation, which has now moved up to 40%. Student engagement with the CIM and CMI accreditation process to be improved. KM has plans to organise award ceremonies.

There were no objections to the report, which has a deadline of 17 March. To be communicated to all staff how exceptional the results are.

12. TEF – TEACHING EXCELLENCE FRAMEWORK (TEF) (HE MANAGER – DL)

TEF is a national scheme run by the Office for Students (OfS) that aims to encourage HE providers to improve their excellence in teaching, learning, assessment and outcomes. The TEF assesses and rates providers for excellence, above a minimum set of quality and standards requirements. Minimum standards are already deemed as high quality. An overall rating of gold, silver, bronze or requires improvement is awarded, with a rating for student experience and one for student outcomes. Submission takes place every 4 years. It was not a requirement to submit due to the number of students we had in the time frame, however, UCP opted to. The benefits are that it makes you evaluate and reflect practice and the badge awarded can be advertised.

There were two submissions, an institutional one and a student one that students MH and DJ worked on. The institutional report was 15k words. Feedback and an indicative grade are expected in summer 2023. We can appeal after this time. DL thanked both MH and DJ for their hard work on the student submission.

AO'R commended everyone's involvement in the submission. AO'R questioned how is something quality assured and how is TEF going to be quality assured. DL

confirmed that it is a panel that judge it, who have a matrix of what they deem to be rated. A data analysis goes towards the judging.

LK highlighted that when reviewing the OfS dashboard, the only thing that you can see is the 2019/20 entrance data. In 2019/20 UCP made benchmark of 80% due to the OfS only looking at the 20 Lv6 students who came out on the top of the education course. With 2020/21 data, both first and second year students will be included. Some data that may not appear in the OfS dashboard is in HESIS, which UCP work with MIS to obtain. This has all been referenced in the commentary.

13. **UPDATE ON TEACHING, SCHOLARSHIP AND STAFF DEVELOPMENT (HE MANAGER – KM & DL)**

Peer observations were introduced at the end of 2021/22 and takes place in two windows, semester 1 and semester 2. The focus of the observation has moved away from a grade observation to being a developmental peer-based collaborative and non-judgmental observation. There is evidence that support that this is the best model to use to improve teaching. DL is working to determine how the qualitative data is presented. Staff are asked to identify up to 3 professional standards that they will then aim to look at in peer observations. 21% were looking at teach and/or support learning, with 19% looking at learning and assessing in the subject area. 40% of staff have identified a focus on pedagogical approaches to TLA, as opposed to promoting participation.

Employability was an area that we asked people to comment on. There were mixed responses, but ultimately, they were connected to either the curriculum directly relating to employment roles, or development of employment broader attributes, for example communication skills.

Mixed responses were provided for good practice and sharing. These will be analysed when all reviews have been completed. Many responses around lecturer interactions with their cohorts. Stop, start and continue was included for self-reflection. DL raised that there may be some alterations made to the form to remove the stop aspect.

For the discussion points, DL suggested that a working group is to be set up for staff and students to determine what's working and what's not. DL went on to ask for input on how to best present the findings, or how the process can be modified to present more quantitative outcomes. AO'R suggested having a more holistic approach to students learning, rather than observing a staff member on a particular session, day and time. Needs to be driven by staff, rather than managers. Need to think about how best practice is disseminated, and are there other ways of doing that. DL raised if the board has any input around supplementing peer observations with quality improvement strategies such as learning walks and focus groups.

LK suggested that the focus groups that took place previously between LK, Student Officer and UCP students, is to be set up again. When covered at the HE Conference, it should be a panel of peers who present our way forward, rather than Managers. MH and the Student Council to determine what part the students will play as active participants. It is important that students have an input.

Observation training and the value of it was raised by DL, for staff and potentially students. Could be covered at the HE Conference. Matt O'Leary, a Senior Lecturer at Birmingham was suggested as a guest speaker. Matt O'Leary is releasing a book specifically around HE observations and is from a collaborative peer observation background in terms of quality improvement. **[ACTION]**

KM provided the board with an update on staff training. Training is identified by staff in a fortnightly meeting between HE managers and CLs. Feedback gathered from new lecturers, CLs and external examiners suggested there was a need for formative feedback guidance. This is being checked by a CL and new member of staff before it is rolled out. There have been requests for Canvas and LinkedIn in training. Adam has completed Canvas training and KM has been running LinkedIn training for staff on a bespoke basis.

A staff member has just completed their doctorate and will soon be able to declare themselves a Doctor. Currently waiting on HR to confirm staff members CPD and qualifications. This list will show what CPD is required. There is relatively new teaching staff in the Business department. It was required that we go through an audit to confirm if the staff have the CMI recognised qualifications. KM confirmed that all have been approved. UCP have been supporting a number of staff members who require fellowship and senior fellowship. KM is supporting two on a one-to-one basis. There are two members of staff completing their PGCE. Both have been observed through the PGCE module, as opposed to the general peer observation.

LK suggested that KM and DL meet with students MH and MW, to determine if there is anything that the Student Council want to be included at the HE Conference. **[ACTION]**

14. **FRANCHISE AND PARTNER ENGAGEMENT (HE MANAGER – DL)**
IEG HE partners are Addict Dance Academy in Leicester and Eastern School of Performing Arts (ESPA) in Stamford.

Addict recruited well in September 2022 and run a Dance and Musical Theatre pathway. There are 155 year one Dance students, 25 year one Musical Theatre students and 98 year 2 dance students. 170 students are due to progress to year 2 in 2023/24. There have been 10 withdrawals in year 1 and 2, with 90% continuing. Most withdrawals are due to health and personal reasons, with students finding it difficult to access local GP and mental health services when living away from home. Addict courses are physical and some students have picked up injuries, which have made them unable to continue. There has been 1 student intermitted that has not returned. There have been 2 withdrawals due to course dissatisfaction. Focus groups have taken place as a result.

Addict put on showcases, with the 10 shows being a sell-out. Assessments take place in several stages. Overall attendance is good, with students engaged and positive.

ESPA recruited 14 students to the HNC programme, which is treated like a foundation year. There are no students on the HND this year, with these students moving on to universities and drama schools. Similar delivery model to Addict.

Partnership monitoring is undertaken by DL, DW and Louise Saidler. Curriculum Programme Reviews (CPRs) take place 3 times a year, with Addict's due to take place on 27 February and ESPA's on 1 March. AMRs are undertaken by partners. Annual compliance audits take place, consisting of both an unannounced visit and a complete audit. Both Addict and ESPA's unannounced visits took place in October 2022 and complete audit in January 2023.

Interim board dates are upcoming. Pearson Academic Management Review will take place to ensure all regulations are in place. We received exemplary last year, which was our first year.

Addict's current first year intake will be the last with UCP. Addict will then be offering a foundation and top up degree with another provider. Addict wanted to move away from the Pearson qualification and teach a programme more tailored to their needs. Teachout agreement has been put in place to protect students and a FAQ document shared. LK notified the OfS and DL has met with Pearson. All relevant regulatory and compliance requirements have been completed.

15. **EMPLOYABILITY AND GRADUATE OUTCOMES (HE MANAGER - PW)**
Since the last meeting the team have been engaging with 22 to 30 students, working largely on CVs and career networking advice. Currently working with 5 enquiries, as well as what has already been dealt with in regards to post-graduate applications.

Organising a post-graduate event post hand-in, week commencing 24 April. Universities that offer online distance learning courses will be invited in.

The progression survey for this year is now finished and has been moved to Online Surveys, the same as the module evaluations rather than Google. This will allow for better and faster analysis. Analysis of the progression survey to be shared at the next Academic Board meeting. **[ACTION]**

DBS forms required for placements and voluntary work can now be completed on site at UCP for free now.

This semester there have been 4 guest speakers in for Sports, Forensics and 2 for Criminology. A joint Careers Fair will be taking place with Peterborough College on 28 March, with 7 of the companies to be hosted at UCP, including Metal and Teach East, with the rest to be hosted in the hall at the main site.

LK raised that teaching body Teach East will be brought in, which has previously been requested by student JG for students.

16. **UPDATE ON OTHER COMMITTEES**
No requests have been received to un-star items from other meeting minutes.

17. **AOB**
None declared.

18. DATE AND TIME OF NEXT MEETING: Friday 26 May 2023 – 13:00

ACTION TABLE

Action		Responsibility	Date
1.	**Item 1. Unacceptable Behaviour, Harassment and Sexual Misconduct policy** – Work to be planned and tutorial delivered.	KM/CS	September 2023- as part of new tutorial
2.	**Item 4. Student Support Update** – Bereavement Support and guidance for staff and students to be sourced. DL/LK to raise with Cal Gilchrist if Counselling students are able to offer guidance, provide strategies and identify organisations.	LK/DL	26/5/23
3.	**Item 4. Student Support Update** – Data analytics required for the student support page on Canvas.	KB	1/6/23
4.	**Item 5. Course Revisions** - Feedback to be collated and shared with HR managers, who can then pass onto HE Curriculum Leaders for guidance.	AA	6/3/23
5.	**Item 6. – Policy Update** - HE Recruitment and Admissions policy revisional changes to be communicated to the student body. Policy to be published and uploaded to UCP website. Wording to be reviewed and made clearer on point 21.2.	AA	July 2023
6.	**Item 6. Resit Deadline** – Students to be made aware of the new resit deadline date of 5 June.	LK/AA	6/3/23
7.	**Item 9. Karolyn Webb** – To be contacted to be a guest speaker at the HE Conference.	LK	3/4/23
8.	**Item 9. Essay Mills Guidance Packs** - Work with staff and students, the Student Council and Student Officer, to create a guidance pack around Essay Mills, AI and academic offences.	LK/MH/MW/KM/CS	6/7/23
9.	**Item 13. Guest Speaker** - Matt O'Leary to be explored as a guest speaker for the HE Conference.	DL/KM	17/4/23
10.	**Item 13. HE Conference** - KM and DL to meet with Maddi and Molly, to	KM/DL	17/4/23

Action		Responsibility	Date
	determine if there is anything that the Student Council want to be included at the HE Conference.		
11.	**Item 15. Progression Survey** - Analysis of the progression survey to be shared at the next Academic Board meeting.	PW	26/05/23

DECISION/APPROVAL TABLE

No.	Item	Policy	Decision
1.	6	UCP-REC001 HE Recruitment and Admissions Policy	Wording to be reviewed and made clearer on point 21.2.
2.	6	FIN001 HE Tuition Fee Policy	Changes approved.
3.	11b	Annual Monitoring Report (AMR) for ARU	Approved.