

# Academic Board

## ACTIONS

Action from current meeting

Action completed since last meeting

| Ref               | Action   | Lead      | Due Date           |
|-------------------|--|-----------|--------------------|
| 23/011            | Invite the Students' Union sabbatical officers elected for the 2023-24 academic year to observe the June Academic Board meeting  | CM        | June AB            |
| 23/018            | Add a discussion item on artificial intelligence tools and academic integrity to the next agenda of Academic Board   | CM        | June AB            |
| 23/039 and 23/053 | Elected member to send detailed queries on the proposed amendments to the College Statutes to <a href="mailto:Academicboard@rhul.ac.uk">Academicboard@rhul.ac.uk</a><br>Principal to review comments | SM and JS | June AB            |
| 23/040            | Update Academic Board on analysis of the responses to the Committee Effectiveness Review   | CM        | June AB            |
| 22/193            | Add Foundation Year Degree to a future agenda of Academic Board  | CM        | End of autumn 2023 |
| 23/061            | Clarify the timeline for the publication of the Emergency Regulations outside the meeting and update the Board in October.   | MH/CM     | October 2023       |
| 23/68             | Circulate the proposed Terms of Reference and membership of the Schools review group   | FB        | October 2023       |
| 23/097            | further update on progress with Assessment Futures should be provided to the 29 November meeting of Academic Board   | MH        | November 2023      |
| 23/101            | Set up working group to scope future developments in AI  | MH        | Summer 2023        |
| 23/109            | Update Academic Board on the implementation of recommendations arising out of the effectiveness review   | CM/AB     | Autumn 2023        |
| 23/118            | Discuss with the University Secretary whether the Committees Handbook, last published in 2015, should be re-introduced   | CM/AB     | October 2023       |
| 23/122            | Inform the Secretariat and Events Manager that AB approve the recommendations in the Honorary Degrees paper  | CM        | June 2023          |
| 23/124            | Advise the Secretariat and the Events Manager that AB recommend references to marital and parental status are removed from appendix 2 of the Honorary Degrees paper as a matter of urgency.          | CM        | June 2023          |
| 23/137            | To hold an information/ drop-in session for academic staff interested in applying for one of the elected member positions  | AB/CM     |                    |
| 23/156            | Present Regulatory Addendum for 2023/24 and timeline for review of academic regulations  | MH        | November 2023      |
| 23/159            | Update the timeline of the Emergency Regulations to include the date of the announcement of the Marking and Assessment Boycott and the instruction from the Office for Students issued on 12 June    | MH        | November 2023      |

|                   |  |                  |                          |
|-------------------|--|------------------|--------------------------|
| <del>23/177</del> | <del>To present the terms of reference for an external review of Academic Board</del>  | <del>AB</del>    | <del>November 2023</del> |
| 23/209            | Receive final update on the last year of the current strategic plan (June 2024)  | MF/AW            | June 2024                |
| 23/211            | Provide an update on discussions at AQuASC about degree outcomes in Economics, Electronic Engineering and Geography                        | MH               | June 2024                |
| <del>23/224</del> | <del>Provide update on implementation of a mark management system and assessment changes as part of Assessment Futures project</del>       | <del>MH</del>    | <del>March 2024</del>    |
| <del>23/238</del> | <del>Give further consideration regarding input into the AB governance review a wider pool of staff than those sitting on the Board.</del> | <del>AB</del>    | <del>January 2024</del>  |
|                   | <del>Present report and recommendations from external AB governance review</del>   | <del>AB</del>    | <del>March 2024</del>    |
| <del>23/240</del> | <del>Present recommendation on additional Honorary Degree to Council for approval</del>  | <del>AB/CM</del> | <del>November 2024</del> |

# ACADEMIC BOARD

Wednesday 29 November 2023

2pm

Windsor Building 1-02 (in person) or MS Teams (online) [hybrid]

Min. 23/189 – 23/251



## Minutes

|                        |  |  |
|------------------------|--|--|
| Present:               | Prof J Sanders (Chair), Prof T Bhamra, Prof M Fellowes, Prof Z Khan, Prof R Mock, Prof G Pieri, Prof A Gupta, Prof C Tsinopoulos (on MS Teams), Prof K Dodds, Prof R Hemus, Prof A Roberts, Prof D Beer, Dr E Cox (on MS Teams), Prof S Rose, Dr N Hall, Prof R Barn, Prof L Sjoberg (on MS Teams), Dr P Wu, | Dr C Tsai (on MS Teams), Prof S Hosany (on MS Teams), Prof T Wainwright, Prof J McEvoy, Dr K Clemitshaw, Prof D Schreve, Prof A Palombi, Prof H Zagefka, Prof C Matos (on MS Teams), Dr S Alty (on MS Teams), Prof S Gibson, Prof I Moffatt, Dr S Nield (on MS Teams), Dr S Portugal, Prof S Shah, Ms H Hockin, Ms S Sivarajah, Ms N Bundhun, Mr A Copland, Dr D Brown, Prof M Humphreys, Prof R Livesey, Prof D Watling |
| Secretary:             | Mr A M Boggs   |  |
| In attendance:         | Dr N Barratt, Dr D Holmes (to present item 10), Mr S Kendrick, Dr N Rata, Ms A Wallis (on MS Teams), Prof D Whistler (to present item 15),   | Miss C Munton (Clerk)  |
| Apologies:             | Prof D Anderberg, Dr A Bown, Prof B Fitzgerald, Prof C Kremmydas,  | Prof L Rinaldi, Prof G Shaddick, Prof H Tregidga   |
| Trade Union Observers: | Mr A Alway (on MS Teams)   |  |

### 1. Welcome and Apologies

The Chair welcomed all to the meeting, noting that this was the first meeting for the University Secretary, Andrew Boggs, and that the Director of Information Technology has been added to the membership list as 'in attendance' ex officio. 23/190

The Chair reported that Professor Gill Knight, Director of Education, was leaving Royal Holloway to take up the post of Pro-Vice-Chancellor Education and Student Experience at Wolverhampton University, and thanked her in absentia for her contribution to Academic Board and the broader University during her tenure. 23/191

Members were reminded of the voting arrangements in lieu of the six vacancies for elected members. If there was recourse to a vote during the meeting, only Prof Tracy Bhamra, Prof Zainab Khan and Prof Mark Fellowes and the Chair would vote from the senior leadership team, to retain the balance. The Chair was able to vote twice in the event of a tie, as per the Standing Orders. 23/192

2. **Minutes of the previous meeting**

The Minutes of the meeting held on Wednesday 18 October 2023 were APPROVED, 23/193  
subject to the following minor amendments:

Minute 23/143 (final sentence) to read "The reasons for which were stated verbally during the meeting and in writing to the requester, ***notably that no policy change relating to module surveys was proposed or noted in the starred paper.***"

Minute 23/181 (second sentence) to read " A Board member asked ***if there was recognition that change, whether to limit cost or standardise reading list lengths could cut across the pedagogic expertise of the module convenor*** and whether this policy was the appropriate place to institute a change impacting on the academic delivery of modules."

3. **Matters arising**

The Board NOTED the following actions have been completed since the last meeting: 23/194

|        |   |    |                    |
|--------|---|----|--------------------|
| 22/193 | Add Foundation Year Degree to November agenda of Academic Board<br><b>See item 10</b>   | CM | End of autumn 2023 |
| 23/097 | Update on progress with Assessment Futures should be provided to the 29 November meeting of Academic Board<br><b>See item 15</b>  | MH | November 2023      |
| 23/156 | Present Regulatory Addendum for 2023/24 and timeline for review of academic regulations<br><b>See item 13.1</b>   | MH | November 2023      |
| 23/159 | Update the timeline of the Emergency Regulations to include the date of the announcement of the Marking and Assessment Boycott and the instruction from the Office for Students issued on 12 June<br><b>Updated timeline included with meeting papers</b> | MH | November 2023      |
| 23/177 | To present the terms of reference for an external review of Academic Board<br><b>See item 17</b>  | AB | November 2023      |

The Board RECEIVED an update on other actions due: 23/195

|        |   |           |  |
|--------|---|-----------|--|
| 23/137 | To hold an information/ drop-in session for academic staff interested in applying for one of the elected member positions<br>A briefing session on the role of Academic Board in Higher Education regulation in England for all members was held in October 2023.<br><b><i>A election timeline had been drafted, with the call for nominations scheduled for mid December and a closing date of 2 February. Drop in sections for academic staff interested in applying will held in January. If more than 6 nominations are received, an election will be held and the outcome announced on 1 March 2024.</i></b> | AB/<br>CM |  |
|--------|---|-----------|--|

- |    |                                   |        |
|----|-----------------------------------|--------|
| 4. | <b>Actions taken by the Chair</b> | 23/196 |
|    | None                              |        |
| 5. | <b>Unstarring of items</b>        | 23/197 |
|    | None                              |        |

#### Formal Reports

- |     |   |        |
|-----|---|--------|
| 6.  | <b>Vice-Chancellor and Principal's Report</b>   | 23/198 |
|     | The Board RECEIVED and NOTED a written report from the Vice-Chancellor and Principal (AB/23/69).  |        |
| 7.  | <b>Regulatory and Legislative update</b>  | 23/199 |
|     | The University Secretary REPORTED:  |        |
|     | <ul style="list-style-type: none"> <li>• All universities had received a letter earlier in November from Minister Robert Halfon reminding them of their regulatory responsibilities with respect of Prevent, Freedom of Speech and in protecting student and staff communities from Islamophobic and Anti-semitism. It was noted that Royal Holloway is committed to meeting its responsibilities on these matters.</li> <li>• On 27 November, the Office for Students issued its response to the House of Lords and Industry Regulators Committee report entitled 'Must Do Better: the OfS and the looming crisis facing Higher Education'. A summary of the report is available <a href="#">here</a>.</li> </ul>  |        |
| 8.  | <b>Report from the Students' Union President</b>  | 23/200 |
|     | The Board RECEIVED a report from the Students' Union President (AB/23/70).  |        |
|     | The President REPORTED that in addition to the work outlined in the paper, the Students' Union are interviewing a range of stakeholders as part of their new strategy development.  | 23/201 |
| 9.  | <b>Report from the Council</b>  | 23/202 |
|     | The Board NOTED that the minutes from the Council meetings held on 5 October 2023 and 23 November 2023 will be circulated with the meeting papers for 20 March 2024.  |        |
| 10. | <b>Report from Schools</b>  | 23/203 |
|     | The course director of the Integrated Foundation Year, Dr David Holmes, PROVIDED a presentation (paper AB/23/72).   |        |
|     | The Board thanked Dr Holmes for the presentation, noting the student centred and industry focussed course design and that it is a university success story.   | 23/204 |
|     | In response to questions from members of the Board, Dr Holmes confirmed:  | 23/205 |
|     | <ul style="list-style-type: none"> <li>• That two new members of course teaching staff were employed for 23-24 to accommodate additional numbers on the course, but considered that further investment would be required if student numbers grow beyond 500;</li> <li>• That the course team invest in pastoral care during the foundation year to support students with their transition to higher education and this support often extends throughout the students' time at the university. They have noticed that students tend to perform well in the first year of their degree but can struggle once they start year 2. IFY staff are working with students to understand the reasons for this to inform their work with departments on developing appropriate interventions. One suggestion was to employ an educational psychologist as a point of contact for IFY students for the duration of their studies;</li> </ul> |        |

- Noted the difficulties sometimes faced by departments in integrating IFY students into the main cohort once they leave the Foundation Year, as the students are usually from non-traditional routes into HE, and that he is conducting further statistical analysis of the student groups to help departments with identifying student needs and the likely support required;
- That the proposed curriculum changes will not affect the current arrangements for embedding personal tutor support for IFY students in their intended home department (s) post IFY;

The Executive Director of Student Journey commented that the presentation had provided an interesting insight into transition to Higher Education, on how to support students from all backgrounds and the meaning of success to different student groups, noting that this would feed into wider university discussions on these matters. 23/206

The Executive Dean (Performing and Digital Arts) reported that the Foundation Year was moved into her School in August 2023. There have been a lot of conversations since then about what the School can learn from the Foundation Year and vice versa, with a focus on joined up responses to student experience, how best IFY students can benefit from the academic structures within the School and embedding the IFY as an academic unit. 23/207

## Strategy Discussion

### 11. Strategic Update

- 11.1 The Board RECEIVED an update from the Pro-Vice-Chancellor (Academic Strategy, Planning and Resource) on progress with developing the new strategy, noting the difficult economic circumstances within which the the university and wider sector are operating. Professor Fellowes reported on the feedback from staff and students in identifying the university's core values, noting respect, transparency, inclusivity, social impact and environmental sustainability as common themes emerging from these discussions. He emphasised the importance of staff and student input into creating a successful strategy and encouraged members to engage with the upcoming drop in sessions in the library exhibition space and keep apprised of updates via the [intranet site](#). 23/208
- 11.2 The Board RECEIVED the arrangements for reporting on the last year of the current strategic plan (AB/23/73) and NOTED that they will receive a final update at their meeting in June 2024. 23/209

## Major Items of Business

### 12. Degree Classifications 2022-23

- 12.1 The Board RECEIVED paper AB/23/74 Analysis of Undergraduate Degree Outcomes from 2022/23, noting that the data will inform the updates to the Degree Outcomes Statement in January 2024. 23/210
- Results from 2022/23 were broadly comparable with pre pandemic outcomes, which was encouraging given the mitigations introduced to protect student awards during the UCU Marking and Assessment Boycott. It was however also noted that outcomes in Economics, Electronic Engineering and Geography were significantly above the University average. The Associate Pro-Vice-Chancellor confirmed that the Assessment, Quality Assurance and Standards Committee would explore the reasons for this in more detail. The Board requested an update on those discussions at a future meeting. 23/211

|      |  |        |
|------|--|--------|
| 12.2 | Following on from the discussion in 12.1, paper AB/23/75 Degree Outcomes and MAB reflections was RECEIVED, observing that this was an updated version of the original paper considered in October. The report highlighted the variation in the use of regulatory mitigation across subject areas. It was noted that whilst the data itself does not raise concerns about the impact of mitigation on outcomes, there may be a student satisfaction issue in departments where scaling was used owing to student concern that their achievements have not been fully recognised. The Board were asked to note the topics for discussion with the Assessment, Quality Assurance and Standards Committee in 23/24, and that the outcomes from those discussions may lead to regulatory changes. | 23/212 |
| 12.3 | Paper AB/23/76 Principal External Examiner Report was RECEIVED. The Associate Pro-Vice-Chancellor drew attention to the recommendations, confirming that these would be taken forward by the Assessment, Quality Assurance and Standards Committee alongside their reflections on degree outcomes and the Marking and Assessment Boycott as reported in sections 12.1 and 2.   | 23/213 |
| 13.  | <b>Regulatory Addendum</b>   |        |
| 13.1 | Paper AB/23/77 Regulatory Addendum 2023/24 was APPROVED.   | 23/214 |
|      | Professor Humphreys confirmed that the Students' Union had been consulted during the drafting of the addendum.   | 23/215 |
| 13.2 | Paper AB/23/78 Format of Assessment Boards from 2023/24 was NOTED.   | 23/216 |
|      | Professor Humphreys REPORTED that the regulatory responsibilities of university assessment boards changed in 2019/20 as part of the academic restructuring, however, it had not been possible to fully implement the changes because of the disruption created by the Covid-19 pandemic. The Boards were intended to run in 2023/24 in accordance with their regulatory responsibilities. Agreement from the Board was sought regarding the regulatory changes to the membership of the Department Assessment Board (DAB) and School Progression and Award Board (SPAB) as outlined in the paper.  | 23/217 |
|      | An elected member of the Board welcomed the clarification of the division of responsibilities between the Boards, however, questioned whether inviting members of the School Progression and Awards Board to attend the Departmental Assessment Board would create a reporting issue given that the decisions from the DAB would inform the decision making at the SPAB. Professor Humphreys confirmed that he was confident that this approach to assessment boards was common in the sector and the QAA would be comfortable with the University's procedures, and that the clear division of responsibilities between the two boards removed the risk of creating a conflict of interest for SPAB members.  | 23/218 |
|      | The Board APPROVED the membership of the Assessment Boards as listed in paper AB/23/78.  | 23/219 |
| 14.  | <b>Teaching Excellence Framework (TEF)</b>   |        |
|      | Paper AB/23/79 Outcome of the Teaching Excellence Framework was RECEIVED.  | 23/220 |
|      | The Pro-Vice-Chancellor (Education and Student Experience) REPORTED that a full sector picture was not yet available because around a quarter of institutions were waiting for appeal outcomes. The University was now a year into the data reporting cycle for the next TEF and a lot of excellent work was happening across Schools to address poor National Student Survey (NSS) outcomes from 2022/23. It was noted that these needed to be  | 23/221 |

urgently addressed as Royal Holloway was now under benchmark, having started the cycle at benchmark. The Board were informed that to achieve a gold award, the University needed to take a more intentional and anticipatory approach to inclusive education and improving outcomes for all students, and to evidence that interventions are embedded consistently across the institution. Current work on the Access and Participation Plan would support this by identifying the initiatives that will support particular student groups and deliver the most impact. The RH2030s strategy work would build on the outstanding feedback received in relation to research led practice.

The Executive Dean (Life Sciences and the Environment) asked if the University had considered appealing the outcome. The Chair confirmed that the detailed feedback from the TEF Panel closely reflected the University's self-assessment, and therefore an appeal would be unlikely to succeed. The Board took reassurance from the similarity between the self-reflective and the panel feedback, noting that this was a good starting point. 23/222

The Head of Biological Sciences asked what plans were in place to enable the University to measure educational gain and to access demographically split value-added metrics. Professor Khan agreed it could be potentially transformative for Royal Holloway to access value added metrics to drive conversations on awarding gaps and that discussions were taking place with Strategic Planning about developing this data set. Discussions on creating a vehicle for measuring educational gain were planned for next term. 23/223

15. **Assessment Futures**

Paper AB/23/80 Assessment Futures update was RECEIVED. Professor Daniel Whistler REPORTED that the Progression and Award workstream had been established and was tasked with implementing a robust IT solution for mark management. Academic Board would receive an update in the spring term once system testing had taken place. The Assessment Strategy workstream had entered the School implementation phase, with the project board noting reduction of assessment points of up to 15-20% in some Schools, and that there was engagement with the embedding of authentic assessments and reflection on the weighting of assessments to mitigate the impact of high workload on student mental health. Validation changes needed to be submitted by the end of January 2024 and an overview of the changes implemented would be submitted to Academic Board in March. 23/224

Professor Tom Wainwright REPORTED on Appendix B, use of authentic assessment and its role in protecting academic integrity in lieu of the challenges presented by the rapid development of sophisticated generative artificial intelligence tools, preparing students for the workplace, and reducing awarding gaps. It was noted that there is limited academic peer reviewed work available in this field due to the recent launch of specific AI tools such as ChatGPT but there are several studies referenced in the paper, which members of the Board may wish to read. 23/225

The Executive Dean (Humanities) noted that AB/23/80 was extremely valuable, especially Appendix B, but considered it would have been more helpful to academic leaders if it had been shared with the Board at the start of the project. This would have enabled them to have focussed on the development and embedding of authentic assessments from the outset instead of becoming so invested in assessment percentage weightings. Professor Whistler advised that ensuring the correct weightings and balance of assessment is as important as the work around authentic assessment because of the workload implications on students and professional services. The project board were aware of current priorities in the School of Humanities and were working with relevant members of the School on the timelines. 23/226



|  |        |
|--|--------|
| <p>The Head of the Department of Psychology noted Schools were currently being consulted on the implementation of changes to the Extenuating Circumstances process. She reported that staff in the Psychology department were concerned about the impact of the proposals on student wellbeing if they are allowed to defer multiple pieces of assessment and on marking schedules for staff, and the impact that a high volume of deferrals might have on progression metrics. The Executive Dean (Performing and Digital Arts) responded as chair of the Extenuating Circumstances and Extensions workstream, noting that the move to a model of deferrals, extensions and two-week post assessment window for EC submissions had been agreed at a previous meeting of Academic Board following extensive consultation with staff and students across the University. Feedback from Schools and the Students' Union was being sought on any implementation and operational considerations rather than the model itself in advance of writing the academic regulations.</p> | 23/227 |
| <p>An elected member of the Board acknowledged that the implementation of Assessment Futures should bring longer term gains for staff workload, but also noted that preparing for implementation has created a substantial impact on workload at all levels and asked that line managers are supportive of members of staff who report workload concerns.</p>  | 23/228 |
| <p>16. <b>Supporting Research Excellence: Planning for 2023/24</b></p>   |        |
| <p>Paper AB/23/81 Supporting Research Excellence: planning for 2023/24 was RECEIVED.</p>   | 23/229 |
| <p>The Associate Pro-Vice-Chancellor (Research and Innovation) REPORTED that commitment to providing an inclusive, diverse and open research culture was growing in importance, noting that major research funding bodies are putting an increased emphasis on research culture in their application decision making and that proposed changes to the Research Excellence Framework (REF) 2028 mean that the University must start planning now to ensure it can identify and evaluate its research environment and culture in the longer term.</p>  | 23/230 |
| <p>Three main initiatives were recommended for approval:</p>   | 23/231 |
| <p>1. A Research Culture programme, with a set of objectives around creating a definition of research culture, research developer training developing a research culture action plan linked to the School strategies. A Research Culture Manager has been appointed to support with the creation of this programme.</p>  | 23/232 |
| <p>2. A Research Evaluation Cycle 2023/24 pilot with implementation in 2024/25, focussing on the development of policy and processes to support research excellence. Vice Deans (Research and Knowledge Exchange) had been asked to use the SCOPE framework referenced in the paper to lead on the development of School specific criteria and data for evaluating research activity.</p>  | 23/233 |
| <p>3. REF 2028 Planning Group 2023/24 and transition to REF 2028 programme governance once established, to address the weaknesses identified in the REF 2021 evaluation report. The focus in 2023/24 would be on modelling the initial data to identify how many impact case studies the University is likely to need per unit of assessment and to start building confidence that the data strategies and resources are in place to consider what the institutional submission might look like. There would be another audit of emerging impact case studies in January 2024, with consideration being given about how this should be resourced in the absence of budget for additional staffing. The Associate Pro-Vice-Chancellor (Research and Innovation) would oversee membership of the planning group to ensure it included diversity of representation.</p>   | 23/234 |

- The Executive Dean (Performing and Digital Arts) welcomed the paper, and asked if the Vice Deans (Equality, Diversity and Inclusion) are included in the Research Culture programme, whether it would be appropriate to think about knowledge exchange strategies in the Research Evaluation cycle and if there could be more investment in celebrating research culture and success, for example better promotion of inaugural lectures for newly promoted professors. Professor Livesey confirmed that the Vice Deans (ED &I) will be part of the research culture programme, that Executive Deans would be provided with data on the six major KEF reportable areas in their planning round packs to use to inform School strategies in relation to KEF and that several initiatives were planned to celebrate research success, including the Research Festival next summer. The Board noted there needed to be better co-ordination between Marketing and Communications and academic departments on issuing invitations for inaugural lectures. The Chair AGREED to raise this with the Director of Strategic Communications and Marketing. 23/235
- The Board AGREED the three workstreams in paper AB/23/81. 23/236
17. **Academic Board Effectiveness Review**
- The University Secretary REPORTED on the context for the review, noting it was important for universities to undertake regular external reviews to check how governance is operating within their organisation, and that as academic governance has been through a seismic period of change in the last few years with the creation of the Office for Students, it was therefore vital for the University to be assured that it's academic governance framework enables it to meet expectations on external regulatory compliance. It was also noted that the timing of the review was optimum to assure Board members and the wider university community that the right internal governance procedures were in place to support the development of RH2030s. 23/237
- An elected member considered that the strategic context information on the cover sheet should include reference to the Board's role in assuring Council on teaching, examination and research as well as student performance and that the selection of stakeholders identified to meet with the external reviewer was too narrow, highlighting particular concerns about the categorisation of staff on fixed term contracts and teaching fellows as members of professional services. They also asked for confirmation on next steps once the report was available. The University Secretary responded cover sheet was intended to draw attention to the specific regulatory requirements set by the Office for Students, that it the stakeholder group needed to be manageable to ensure the review is completed before the next meeting but that he would give further consideration as to how to capture input from groups not included in the current categories of Academic Board membership, and confirmed that Academic Board will be asked to input into discussions on the implementation of the recommendations arising out of the review. The Chair noted that the review would include reflection on composition and eligibility for membership. 23/238
- Board members thanked the University Secretary for the briefing session on the role of Academic Board in Higher Education regulation in England. 23/239
18. **Honorary Degrees**
- Paper AB/23/83 Proposal for an Honorary Degree was RECEIVED and the Board AGREED to recommend the nomination to Council for their approval. The Board were reminded that the paper was marked as confidential. 23/240
- The Chair informed Board members that a programme of activity was under preparation for next year to celebrate the 175<sup>th</sup> anniversary of the foundation of Bedford College. 23/241

## Items for formal approval

19. **\* Nominations to Committees**  
The Board APPROVED the list of nominations to Statute 9 and the Student Discipline Committees from the School of Engineering, Mathematical and Physical Sciences (AB/23/84). 23/242

## Items for report

20. **\*Annual Review**  
The Board RECEIVED paper AB/23/85, the composite School reports from the review of undergraduate provision in 2022-23. 23/243
21. **\* Student Count**  
The Board RECEIVED the 1 November student number count. 23/244
22. **\* Religious Observance Policy**  
The Board APPROVED paper AB/23/87 Religious Observance Policy. 23/245
23. **\* University Education Committee**  
The Board NOTED that the minutes of the University Education Committee meeting held on 20 November will be circulated with the March 2024 Academic Board papers. 23/245
24. **\*Assessment, Quality Assurance and Standards Committee**  
The Board RECEIVED paper AB/23/88a confirmed minutes of the Assessment, Quality Assurance and Standards Committee meeting held on 31 October 2023 and paper AB23/88b unconfirmed minutes of the Assessment, Quality Assurance and Standards Committee meeting held on 10 November 2023. 23/246
25. **\*Doctoral School Committee**  
The Board RECEIVED paper AB/23/89 unconfirmed minutes of the Doctoral School Committee meeting held on 14 November 2023. 23/247
26. **\*Research and Knowledge Exchange Committee**  
The Board received paper AB/23/90 minutes from the Research and Knowledge Exchange Committee meeting held on 2 October 2023. 23/248

## Other Matters

27. **Any other business**  
Ahead of the winter break, the Chair thanked all members of the Board for their ongoing service. 23/249
28. **Date of next meeting**
- 28.1 The Board noted the dates of the remaining meetings in 2023-24 as: 23/250
- Wednesday 20 March 2024 at 2pm
  - Wednesday 5 June 2024 at 2pm

28.2 The Board noted the ideas for discussion at future meetings. Members were invited to submit further suggestions for inclusion at meetings in 23-24 by emailing the [Clerk](#). Suggestions for the March meeting should be emailed before close of business on Friday 2 February 2024.

23/251