

ACADEMIC BOARD

CONFIRMED

Minutes of the meeting held on Monday 14th December 2020

Present: Julie Mennell (Chair), Emma Bales, Jean Brown, Jeremy Colclough, Colette Conroy, Lucy Haddath, Karen Hadley, Alison Hampson, Signy Henderson, Ruth Harrison-Palmer, James Hodge, Helen Manns, Steven McCarthy-Grunwald, Jessica Robinson, Nigel Rourke, Ian Sinker, Rob Trimble, Katie Walker-Small, Brian Webster-Henderson (from 20:30), Susie Wilson

In attendance: James Bellhouse
Dee De Rocha (for item 20:42)
Isabel Lucas (for item 20:37)

20:24 Apologies for absence: Verbal
Apologies were received from: Elizabeth Bates, Amanda Lane, Kaz Stuart, Ian Todd and Chris Watson.

20:25 Minutes and actions of the previous meeting AB20/17
The minutes of the 6th October 2020 meeting were approved as an accurate record. (a)

The action log and updates provided within were noted. (b)

20:26 Vice Chancellor's Report Verbal
Received An update from the Vice Chancellor

The Vice Chancellor noted that the papers represented the significant amount of work that was undertaken in-year for students and to satisfy regulators and that it was incredible to look back and see what had been done and how it had been delivered. Using the external examiner reports as an example, she set out how the work that had taken place through the year was the result of a sustained team effort, for which she thanked everyone. Reflecting on the long agenda, the Vice Chancellor asked members of Academic Board to feed any comments and questions relating to the papers under the 'matters to note' section of the agenda back to her via the University Secretary.

The DVC(A) reiterated the Vice Chancellor's comments adding that the positive impact of the work undertaken could be seen in a number of papers on the agenda. He confirmed that it was the last week of teaching for the Christmas break and, in line with guidance from the DfE, teaching had moved on-line to facilitate students return to other parts of the country.

The DVC(A) went on to report that the guidance from the DfE regarding the return of students in January had been received, with what could be done impacted by the requirement for students to be offered asymptomatic testing on their return. He reported that some student placements would start on time as planned, however the majority would start a week later than planned in order to allow testing to take place. Semester two delivery would start as planned on 1st February 2021 with some students studying online only for the first week in order to comply with the DfE requirements to stagger students return. It was noted that students would be informed of the details of the arrangements via Blackboard.

AGREED: To note the update.

20:27 Institute Representatives

Verbal

Received Updates and comments via Institute Staff Representatives

The Vice Chancellor asked Institute Representatives for their input, focusing on what were felt to be positives from 2020 which should be retained, as well as things learnt which needed further consideration.

Institute of Health

It was noted that staff had needed to be adaptable in order to move to online teaching and meet the needs of students. However, overall the experience was something that would be considered for the future as blended learning suited a large number of students.

By way of an area that required further consideration, it was noted that more robust two-way communication was needed in order to provide more appropriate and timely responses to students. Another representative noted that communication with students had improved and students had been pleased with delivery.

The Vice Chancellor suggested it may be useful to hold a meeting of staff representatives to identify areas of focus for improvement.

It was noted that technology use had been an integral part of the year and thanks were given to CAPE for their assistance in providing training on a number of new software packages. It was noted that technology had enabled a large amount of good practice to be established as well as enabling more flexibility, cross team working and sharing of ideas.

It had been recognised that it was not possible to do everything, people needed to focus on what could be done well and deliver what the students required. Workloads had been significant for everyone, with the enhanced team working at times leading to duplication which needed to be reviewed to ensure was not repeated.

Institute of Business Industry and Leadership

It was reported that staff and students had been very accommodating in meeting the challenges presented during the year. Collaboration between staff and students had enhanced the learning experience.

It was noted that some of the benefits of teaching face to face, such as reading body language to support the checking of understanding, had proved challenging in an online environment.

A number of issues raised by staff were summarised, including issues with the MABs schedule at the end of semester 2, apprenticeships not fitting neatly into academic processes, connectivity issues for home workers, and fatigue among staff.

Institute of Arts

It was reported that Semester 1 had been challenging with a mixed response received to the shift to online teaching. It was noted that it had reinforced the importance of face to face teaching, however the year had provided an opportunity to reflect on practice in detail and had highlighted the importance of linking into digital and employability agendas.

An area of learning had been in relation to the relative lack of resilience and flexibility of students in their approach to their work, something that would be looked at to see how this could be built into learning in future. Linked to this there had been a significant increase in levels of stress and anxiety among students.

The need to plan ahead more rather than being reactive in order to work digitally had reaffirmed the value of time as a commodity.

An area of learning had been not to make assumptions about students' levels of digital literacy and access to technology, with many coming from backgrounds where they do not have access to facilities at home.

Summary

The Vice Chancellor thanked the representatives for a range of important feedback which would be taken into account in the thinking that was in train regarding how to take the learning from this period forward into 2021/22.

DVC(A) reported that in the coming weeks a small group would come together to learn from the period and look at what was to be taken forward and how, for example with respect to continuation with some form of blended learning. Another example was whether there would be continued use of on-line exam boards, which had been an example of an area where efficiencies had been gained without compromising the required level of rigour and scrutiny. Academic Board would be kept informed as part of a continued dialogue into how the University could adapt and learn from the experience of the pandemic.

AGREED: To note the updates.

20:28 Students' Union Matters

AB20/18

Received A report from the Students' Union Academic Officer

The Students' Union Academic Officer spoke to her report, starting by reporting that the Sabbatical Officers were working on their manifesto, which was due to be released prior to Christmas. Just over 50% of course representatives were now in place and had gone through training. Campus course representative meetings had taken place virtually for three campuses, with the remaining two scheduled. The meetings had been well attended with healthy discussions taking place.

The student networks were active and growing. The networks were working with the Students' Union on a number of matters, such as Disability and LGBTQ+ history months. Academic networks were a key focus, with such networks important for the enhancement of community feel and cross year group collaboration. Members of Academic Board were invited to promote the academic networks to the student population and encourage participation.

An overview of the cases supported by the advice centre was provided. It was reported that there had been an increase of 19% on the previous year in relation to fitness to practice cases, and cases were more complex in nature and therefore taking more time to resolve.

The Vice Chancellor asked what had been gained from 2020 that should be retained, and which things were felt to need further consideration. The Students' Union Academic Officer responded that technology had been very useful for enabling cross campus collaboration, in particular in relation to the course representative training, and that this would be

continued with. The importance of planning in advance was also noted. With respect to areas to improve, she suggested that community feel was a focus for semester two, with 're-ignite fortnight' and enhanced use of social media platforms planned.

A question was asked in relation to feedback received from students. The Academic Officer responded that students had been feeling a degree of stress and that training on how to be more resilient would be a useful.

Following a question regarding how well staff in the institutes were aware of the work of the Students' Union it was agreed that the Dean for Student Success (DforSS) would work with the Academic Officer to ensure their work was communicated. **Action:** DforSS / SU Ac Officer

The DforSS commented that students had shown an enormous degree of resilience and flexibility through the year, evidenced by their academic work. She thanked colleagues in the Students' Union for their positive challenge and support.

The Director of Student Services (DofSS) added her thanks for the productive working relationship her service has had with the Students' Union. She went on to note that there had also been increased complexity in student issues being dealt with by the student support team. Concerned to ensure that students were receiving the appropriate support from the University, the DofSS set out that she would explore whether the communications to students were appropriate regarding the support available to them. **Action:** DofSS.

A question was asked as to whether the number of course representative roles that remained to be filled was similar to this point in previous years and what help the University could provide in filling the roles. In response it was noted that the percentage was slightly lower than normal with the lack of face to face engagement being the main factor. It was suggested that programme leads could help with the process. It was agreed that this would be picked up in an Executive / Students' Union liaison meeting. **Action:** DforSS / DVC(HE&I)

It was commented that more could be done across some institutes to promote the Students' Union, a standing agenda item was suggested for relevant meetings at institute level.

AGREED: To note the update.

20:29 Emergency Regulations

AB20/19

Received A report on the evaluation of the impact of the Emergency Regulations in 2019/20.

The DAQD spoke to her report, drawing attention to the number of students that had benefitted from the Emergency Regulations. The DAQD noted that whilst the initial outcomes indicated that the regulations had been very successful, the full picture would not be available until the end of the current academic year as, for example, a number of students had progressed carrying higher levels of credit into the next year.

The impact of the Emergency Regulations on degree outcomes was set out, with it reported that there had not been any undue increase in outcomes observed due to the Regulations.

Lessons learnt from the experience of using the Emergency Academic Regulations were set out, with, for example, the flexibility on evidence for extenuating circumstances and extensions having led to reduced numbers of academic appeals. It was noted that there may be elements of the Emergency Regulations that would be sensible to embed in regulations moving forward.

Colleagues' attention was drawn to the annex to the paper which included the text provided from external examiners in response to an optional question, which had been very positive.

The DforSS reported that Academic Institutes were supporting students who were carrying additional credits into 2020/21, or had extra reassessments to undertake in-year, and that the same level of monitoring of the impact on these students would take place at the end of the current academic year.

A question was raised regarding the transition back to standard regulations and how this would be communicated to students. In response it was noted the DVC(A) was convening a group in the new year to examine learning and teaching and that this group would also look at this matter with input from academic teams and students.

In summary, the DVC(A) noted that the emergency regulations had been well designed and successfully executed. Importantly quality and standards had been maintained. He set out how it had been the right decision to enable students to engage with the assessment process and support them where needed. In relation to the future the Emergency Regulations would remain in the background in case they were required again, with some elements retained where they were seen to be valuable in more normal times. Any proposed changes to the Academic Regulations would be put forward at the March meeting of Academic Board.

The Vice Chancellor commented that the approach to, outcomes and evaluation of the emergency regulations had been exemplary and thanked all colleagues involved.

AGREED: To note the update.

20:30 External Examiner Reports

AB20/20

Received An overview of the external examiner reports for 2019/20.

The DAQD spoke to her report which provided a summary of the external examiner reports relating to 2019/20. The key messages were detailed, including of areas that had not been rated as green, with the overall feedback from the external examiners being very positive. The oversight arrangements for the areas not rated as green were set out.

In response to a question regarding how areas of good practice and for future enhancement identified in the reports were being addressed, the DAQD set out that these would be aligned with the LTA Action Plan with opportunities to share good practice, such as the Learning and Teaching Fest, being used to disseminate.

The Vice Chancellor asked that a summary of the feedback from external examiners be shared with staff across the University. **Action:** DAQD.

AGREED: To note the report.

Received A report on 2019/20 data in relation to:

- Student Retention
- Student Attainment
- Employability
- NSS outcomes and actions, including process for NSS2021

The DforSS spoke to her report noting that it provided Academic Board with a top-level overview of the University's main student outcomes metrics, with the detail discussed at the University Student Performance Group and the Access and Participation Plan Steering Group.

It was reported that progress was being made on all KPIs however it was a mixed picture with regard to the detail at subject or programme level. It was noted that the most progress had been made with regard to attainment where there had been a return to the historical norm following a dip in the previous year.

The DVC(A) set out how it was pleasing to see sustained areas of improvement, however enhanced focus was required on retention. A key action from a recent internal audit report relating to students who passively drop out of University was in the process of being delivered through focusing resources in the institutes to monitor student experience and engagement.

Following a question, it was agreed that a communication to be compiled to reflect what had been achieved in the year to staff. **Action:** DAQD/DforSS

The Vice Chancellor concluded by noting that it was pleasing to see sustained areas of improvement and growing consistency in performance.

AGREED: To receive the report.

20:32 Institute NSS Activity Updates

Received An update on NSS related activity from the Institute of Arts and Institute of SNOROS.

Institute of the Arts

The Director of the Institute reported that there had been a very large polarisation of results in the 2020 NSS across the Institute's programmes, from 100% through to 31% overall satisfaction. Work was ongoing to identify and share good practice and to target specific areas including academic support, student voice and organisation and management to increase consistency. This work was both Institute wide and within each programme, with programme leads working with the data to identify areas of action to lead to tangible improvements. Progress against actions was being reviewed regularly.

In addition to a range of activity to improve the student experience, monthly drop in sessions were being held for students to discuss issues with Institute Director, in particular in relation to organisation and management of the course.

Institute of SNOROS

The Director of the Institute reported that the NSS 2020 results had been disappointing as overall satisfaction had dropped, however there had been some excellent results among the significant fluctuations that had been seen. It was noted that some of the fluctuation was due to the small student numbers across a number of programmes.

A holistic across Institute approach was being taken to improving the student experience, using the NSS results alongside external examiner reports and other sources of student feedback. Examples of actions being taken in 2020/21 were provided.

The DforSS summarised by noting that the approach of both Institutes had been detailed and responsive to the diversity of the results received – addressing the fundamental issues to improve the student experience.

AGREED: To receive the updates

20:33 Student Casework and Fitness for Practice Annual Reports

AB20/23

Received The annual reports.

The DAQD spoke to her report noting that it provided an overview of the outcomes of a range of the University's internal student casework procedures including complaints, appeals, malpractice, disciplinary and an update on OIA outcomes. The report had been discussed in detail at SSQAC.

The work done to look at the key characteristics of students engaged in the processes and how this compared to the student population as a whole, and then to understand why there were any differences, was highlighted.

The DAQD set out the headlines from the report; that there had been a reduction in the number of complaints, but the same levels of complaints had been upheld as in previous years. It was suggested that this was due in part to the application of the emergency regulations in relation to the use of extenuating circumstances. There had been an increase in cases of minor malpractice, with it suggested that this could be due to more proactive monitoring and reporting internally.

A question was asked whether detail was available to identify whether there were any complaints related to key characteristics such as disability, sexuality or race. The DAQD stated that detail described was available and that more detailed work on the nature of complaints would be undertaken. It was agreed that it would be useful for there to be further information on the nature of complaints which would help with work ongoing with respect to wellbeing and inclusivity.

AGREED: To receive the report.

20:34 Access & Participation Plan

AB20/24

Received An update on monitoring of the APP for 2019/20 and action planning for 2020/21.

The DforSS spoke to her report noting that it looked back to the APP for 2019/20 and forward to the 2020/21 APP and that both were overseen by the Access and Participation Plan Steering Group.

An update was provided on the monitoring of delivery of the 2019/20 APP required by the OfS which had a submission deadline of 16th April 2021, with the dataset to be available approximately six weeks before the deadline. The action plan was being finalised to be able to respond, however judgements about the metrics could not be made until the final dataset was available.

It was reported that delivery of the actions in the APP 2020/21 was on track and that a student voice panel was being set up, with support from the Students' Union.

AGREED: To note the update.

20:35

Research Matters

AB20/25

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| Received | - An update on REF2021 | a) |
| | - An overview of the Graduate School Annual Monitoring Report | b) |

REF 2021

The Research Manager provided an update on REF2021 reporting that progress had been made with uploading data to the submission system and all staff had been put on the system and aligned to the staff HESA return. All but three outputs had been entered into the REF submission system, with the outstanding outputs awaiting publication by the end of the year; reserves were in place should they not be published in time. It was noted Covid19 mitigations had been used in two impact case studies.

It was reported that external feedback had been received on environment statements and impact case studies which had enabled the identification of areas to improve the overall submission. The DVC(HEI) added that further work was required on the institutional environment statement.

In response to questions on the progress being made and whether sufficient support was available, the Research Manager set out that the position was positive however there was still a lot to be done. With a significant amount of the work having been completed prior to Covid19 it had been easier than if a large engagement piece of work had been required over the last period. However, work was needed to engage more staff in research in the lead up to the next REF.

The Vice Chancellor reported that the new T2030 strategy was going to have a strong focus on research and knowledge exchange. She thanked the Research Manager and team for their work on the REF submission.

Overview of the Graduate School Annual Monitoring Report

The Research Manager provided an overview of Graduate School Annual Monitoring, reporting that the Graduate School had transitioned well to the online environment and had received a large amount of positive feedback.

Work was ongoing to look at how the supervisory model could be improved, with a paper going to the next meeting of RKTC, and how work on research and knowledge exchange could be undertaken in a more effective and coordinated manner.

The DVC(HEI) reported that the result of the Knowledge Exchange Framework submission was expected in December or early January. He went on to set out how the next few months would be used to determine

the requirements of the leader for research and knowledge exchange to replace Professor Diane Cox, to position the University to deliver in line with the T2030 strategy.

The importance of research to the University was noted by the Vice Chancellor.

AGREED: To note the updates.

20:36 Ofsted Update

AB20/26

Received Updates on changes to the ITE Ofsted inspection framework and the Apprentice Framework and to receive the Apprenticeship SAR.

Updates on changes to the ITE Ofsted inspection framework and the Apprentice Framework

The DAQD introduced her report, which provided an update on Ofsted developments in relation to teacher education and apprenticeships.

It was noted that the paper had been written before further information had been received from Ofsted regarding timeframes for ITE inspections; inspections under the new framework had been pushed back until after Easter. The Director of the Institute of Education reported that it was anticipated that the University would be among the first providers to be inspected, but that the Institute was well prepared.

The DAQD went on to report that the guidance had changed since the paper had been written in relation to apprenticeship inspections, with scheduled inspections not expected to resume until the summer term. In addition, from April 2021 Ofsted would assume responsibility for apprenticeships at all levels, including levels 6 and 7.

Apprenticeship SAR

The DAQD asked Academic Board to consider the Apprenticeship Self-Assessment Report for 2019/20 for approval, noting that the Quality Improvement Plan was contained within the report and that it had been considered by SSQAC. It was noted that the Self-Assessment Report for 2019/20 was limited to level 4 and 5 provision, however this would be broadened through the year to provide for apprenticeship provision at all levels. The self-assessment document was not intended to be submitted to Ofsted at the current stage and would instead be used as an internal document to drive improvements.

The Vice Chancellor encouraged colleagues to read the Self-Assessment Report if they had not done so to date, noting that it provided an understanding of the breadth of what would need to be demonstrated and evidenced. In 2021/22 there would be well over 1000 students in scope, underlining the importance of apprenticeships being thought of as part of the mainstream business for the University.

The DVC(A) commented that the Apprentice Steering Group had oversight of the requirements, with the new apprentice team and software putting the University in a good position, however this was an area that required ongoing focus.

Academic Board approved the SAR and noted the progress the University had made in this area.

AGREED: - To note the changes to the ITE Ofsted inspection framework and the Apprentice Framework;

- To approve the Apprenticeship SAR.

20:37 Digital Capabilities Update

AB20/27

Received An update on staff digital capability development and support in relation to delivery of blended learning.

The Head of Centre for Academic Practice Enhancement (CAPE) spoke to the paper noting that work on developing digital capabilities and supporting academics through the changes required in 2020 had been a collaborative effort between CAPE, IT and Student Services.

It was noted that there had been a lot of collaboration within the University sector through the pandemic. There was more work to do, however the University was in a good position. A range of statistics were highlighted, including the significant increase in use of Blackboard and PebblePad, and the substantial number of staff supported through training events.

Moving on to the challenges, the Head of CAPE set out how sessions were being arranged for smaller numbers to support staff who felt overwhelmed. Further work was needed to support disabled learners and, with blended learning being part of the future, how to continue in a sustained manner was being considered.

The DforSS commented that CAPE had supported staff excellently, with staff going on to support students with digital connectivity and skills. However, she noted that this was an ongoing process with student confidence and ability to cope with learning in an on-line environment a major consideration through 2021/22.

The Students' Union Academic Officer reiterated the positive student feedback received regarding the support provided by their academic staff with digital skills.

Members of Academic Board commented on the excellent support that had been available from CAPE and thanked those involved.

The Vice Chancellor reflected on the significance of what had been achieved and how, and reiterated the thanks to the Head of CAPE for her leadership and to the rest of the team. It was commented that the headline statistics were very significant and agreed that the key statistics would be included in the briefing to staff. **Action:** DAQD.

AGREED: To note the update.

20:38 Approval of New Partner – Colombo School of Business Management

AB20/28

Received A proposal for the approval of Colombo School of Business as a new partner.

The DAQD started by setting out the process of approval of a new partner, reporting that this included a suite of information feeding into an institution approval event.

In the case of this proposed partnership the institutional approval panel had met on 25th September 2020. It was noted that due process had been followed, however it had been necessary to amend a number of activities in light of Covid19, in particular that the University had not been able to undertake a visit in person to Colombo School of Business

Management. It was reported that an independent reviewer had undertaken a site visit on behalf of the University which was live streamed to a number of staff at the University.

As a result of being unable to visit the partner, a shorter initial period of approval of two years was being recommended, with a review point built in at 18 months in anticipation of a member of University staff undertaking a site visit at the partner in Sri Lanka when possible. It was also recommended that the franchise for delivery of Masters level provision only commenced after the University had assured itself that it was satisfied with the delivery and outcomes at Undergraduate level.

Academic Board agreed to approve the new partnership, noting that the process had been thorough, with the team commended for looking at alternative ways to achieve the outcome while mitigating risk.

AGREED: To approve Colombo School of Business Management as a new partner as set out in the paper.

20:39 Honorary Awards

AB20/29

Received - Proposals from the Honorary Awards Committee for approval a)
- The Policy and Procedures for honorary awards b)

The Vice Chancellor noted that Honorary Awards were designed to recognise contributions to society that align to the University's mission and goals and to develop further relationships with individuals which would be beneficial to University staff and students. Members of Academic Board were encouraged to put submissions forward.

Within the paper was a recommendation from Honorary Awards Committee to confer an Honorary Fellowship award on Paul Foster.

AGREED: To approve the proposal to confer an Honorary Fellowship on Paul Foster for recommendation to University Board.

The order of the agenda was changed at this point – items have been minuted in the order that they were taken at the meeting

20:40 The Queen's Anniversary Prizes

AB20/31

Received A proposal to set up an Academic Board sponsored working group

The Vice Chancellor introduced the item noting that the Queen's Anniversary Prize was an awards scheme opened up to the education sector every two years to provide an opportunity for universities to seek recognition for the work they had done with a significant emphasis on public good.

The Vice Chancellor noted that it was an appropriate time for the University to seek recognition and a working group had been established, with membership from across the University, to begin developing the focus for submission. It was intended that a submission would be made to represent the breadth and depth of the University.

AGREED: To note the proposal.

20:41 Towards 2030

AB20/30

Received The draft strategy and the consultation and development timescales.

The DVC(A) spoke to the paper, noting that the first draft of the Towards 2030 strategy was in the pack. The consultation timeframe had been developed to allow for the various boards and committees of the University to input into the development of the strategy. Academic Board would be a key part of this consultation process, with a substantive item planned for March 2021 to examine a number of aspects of the draft 2030 strategy.

It was noted that any comments or feedback could be sent to the DVC(A) before the next meeting.

AGREED: To note the overview.

20:42 International Strategy Presentation

AB20/32

Received A presentation on the International Strategy.

The DVC(A) introduced the item reporting that the International strategy had been approved about a year ago, however a lot had changed since then that had impacted on the University's ability to recruit internationally. A lot of work had, however, been undertaken to establish a high quality network and increase the number of TNE partners.

The International Director spoke to her presentation starting by setting out why international activity was so important to a University, not only with respect to the income from recruitment of students but also the dynamic that international students could bring to the classroom. This dynamic benefited all students with the exchanges within the classroom enabling all involved to become global citizens and to gain cultural capital. In addition, international partnerships provided cultural capital and knowledge exchange.

A summary of the strategy was provided, noting that there had been a number of objectives and targets which had had to be reviewed in light of the pandemic. Where changes had been made these were outlined.

The DVC(A) noted that a lot of work had taken place which would enable the University to be in a strong position going into 2021 and beyond, with the revised targets sensible in the light of the current situation.

The Vice Chancellor thanked the International Director for her work on the strategy and development of international activity to date.

AGREED: To note the presentation.

20:43 Academic Governance Committee Annual Report

AB20/33

Received The Academic Governance Committee Annual Report to note.

AGREED: To note the report.

20:44	AOP 2020/21	AB20/34
	Received The Annual Operating Plan for the year	
	AGREED: To note the plan.	
20:45	Student Achievement Strategy	AB20/35
	Received An update on the Student Achievement Strategy	
	AGREED: To note the update.	
20:46	OfS Quality and Standards Consultation	AB20/36
	Received An overview of the OfS Quality and Standards Consultation.	
	AGREED: To note the overview.	
20:47	Post Qualification Admissions	AB20/37
	Received The UUK paper on PQA.	
	AGREED: To note the paper.	
20:48	Senior Academic Board Committees	AB20/38 a,b,c
	Received The minutes and associated reporting from the meetings of:	
	a) Student Success & Quality Assurance Committee 18 th November 2020	
	b) Academic Strategy and Planning Committee – 12 th November 2020	
	c) Research and Knowledge Exchange Committee – 23 rd September 2020	
	AGREED: To receive the minutes.	
20:49	University Board Minutes	UB19/100a UB20/14a
	Received The minutes of the meetings of University Board held on 9 th July 2020 and 8 th October 2020.	
	AGREED: To receive the minutes.	
20:50	Any Other Business	
	The Vice Chancellor thanked everyone for their work through the year and wished them well for the Christmas break.	
20:51	Matters for Onward Communication	Verbal
	It was agreed these would be collated following the meeting.	
20:52	Forward Meetings	Verbal
	8 th March 2021	
	24 th June 2021	