

ACADEMIC BOARD

CONFIRMED

Minutes of the meeting held on Wednesday 15th April 2020

Present: Julie Mennell (Chair), Jean Brown, Collette Conroy, Karen Hadley, Ruth Harrison-Palmer, Signy Henderson, Lequane Johnson, Jess Robinson, Rob Trimble, Katie Walker-Small, Brian Webster-Henderson, Michelle Leek, Nigel Rourke, Amanda Lane, Diane Cox, Ian Todd, Alison Hampson, Steve Mccarthy-Grunwald, Jeremy Colclough, Suzie Wilson, Liz Bates, Kaz Stuart, James Stephens, Helen Manns

In attendance: James Bellhouse

19:50 Apologies for absence: Ian Sinker, Chris Watson, Alison Marshall, Verbal
Colin Coghill

19:51 Minutes and actions of the previous meeting AB19/35
The minutes of the 26 February 2020 meeting were approved as an (a)
accurate record.

The action log was reviewed and noted. It was agreed that the action relating to whether staff from the Institute of Arts would be required to move to Ambleside campus was for the Director of the Institute of Arts to take forward. **Action:** Uni Sec. The number of actions without intended completion dates was noted. It was agreed that all actions would be reviewed and the intended completion dates added. **Action:** Uni Sec / DVC(A). (b)

19:52 Institute Representatives Verbal

Received Updates and comments from Institute Representatives.

The Vice Chancellor asked the Institute Representatives to provide an overview of how the move to on-line teaching and learning was progressing in their Institute and any feedback they had from students.

Institute of Business, Industry and Leadership

The representative reported that the Institute had a diverse portfolio with staff and students having different experiences depending on whether their programme was normally taught on or off-campus. He noted that significant issues were being reported with access to IT and connectivity to the internet. There had been a lot of video-conference engagement with students, however access issues had made this problematic for some. Clarity was requested on whether Zoom should be used, noting that there had been security issues reported.

The challenges for different students were noted, with, for example, some mature students having difficult environments to work in at home. The need to think of other ways to recognise the achievements of students, with graduation ceremonies cancelled, was requested.

With respect to staff he reported that it was proving more labour intensive to provide teaching and learning on-line and fatigue was becoming an issue. Staff needed to be reminded to take breaks. The team was, however, very student focused and providing support as they were able.

Institute of Education

The representative reported that many students were experiencing stress, particularly for those coming to the end of their programmes, mainly caused by the uncertainty of the situation. He noted that his view was that the messaging had been clear and timely, however it was not necessarily all being taken on board by students. Personal tutors were being looked to to interpret the communications and give assurance to students.

With respect to staff he stated that it was hard to get a real sense of how they were managing, however he noted that the speed with which the move on-line took place meant that, although CAPE supported academic staff, there wasn't time to fully interact with the guidance that they provided.

The DVC(A) noted the need for realism regarding the move to on-line teaching and learning. The threshold was such that it allowed students to continue their learning, with this provision to be enhanced in future. It was noted that the move online was undertaken in a very short time frame and praise was given to academic staff for facilitating this so quickly.

Institute of the Arts

The representative commented that the biggest concern reported by students related to changes to their projects, many of which had initially been set up as group projects / performances, and the impact on the deadlines as the projects were reworked. The move from group to solo performances was also significantly more time consuming for staff to support.

The support for mental health issues and disabilities was another concern for students, with the services not as accessible to them when private space or internet access was an issue, particularly with respect to counselling. Students taking social media reports of actions being taken by other institutions and using social media, rather than staff, as a source of advice was magnifying anxiety.

It was also noted that in the Institute performances and exhibitions were an important aspect of the student experience, with expectations needing to change as these had been cancelled.

Institute of Health: Nursing

The representative from Nursing reported that the main priority for the Institute had been mobilising year two and three students into extended practice in the NHS. It was noted that the next phase would be looking at the provision of pastoral support for these students. With some, but not all, students opting into the extended placements there were a number of different pathways that needed to be supported. It was noted that some students were finding the adjustment to on-line learning difficult.

It was reported that the Associate Nursing programme was starting in April, with on-line delivery; CAPE had been very helpful supporting staff through this process.

Institute of Health: Occupational Therapy and Physiotherapy

It was reported that Occupational Therapy and Physiotherapy students were being supported to move into extended placements, following an initial move to on-line learning. Good feedback had been received.

Some assessments had been moved on-line, again with positive feedback from students.

Students were requiring a lot of support, which, in addition to the move to online learning, was taking its toll on staff who were working at full capacity.

Institute of Health: Sport Rehabilitation

It was reported that at the start of the pandemic the main problems were in relation to students feeling anxious and concerned. Students were asking questions based on the approaches taken by different institutions, for example with respect to why exams were being held. It was noted that the communications to students had helped to allay these concerns and answer their questions.

The assistance from IT and CAPE was noted as having been very good, with, for example, support to convert practical exams into online vivas which were recorded for external examiner review.

Staff wellbeing was reported as being a concern, particularly in terms of workstation set up. It was suggested that a reminder to staff to consider how to best optimise their set up at home would be timely.

Institute of SNROS

The Director of the Institute of SNROS noted that the queries currently being received from students were about the learning, teaching and assessment related to specific modules. It was taking time for students to work out how to engage with the teaching being provided, with some students not attending on time and returning to staff with questions.

A range of impacts due to personal circumstances were being raised, for example lack of access to laptops or poor broadband connectivity, with an increase in extensions being seen.

As reported earlier, students were picking up rumours regarding what other institutions were doing and asking why the University was not doing the same.

Apprenticeships

The PVC(Health) noted that the Health apprenticeships were still running, albeit on-line; demands on students in practice were different depending on where they were based, and impacting for some students.

The Vice Chancellor asked for consideration to be given to the feedback and an update to be circulated to Academic Board members regarding how the various points raised would help to signpost actions or further inform actions already underway. **Action:** DVC(A)

AGREED: To note the updates.

19:53 Students' Union Matters

AB19/36

Received A report from the Student's Union Academic Officer

The Student's Union Academic Officer spoke to his report, starting by noting that elections had been held for the Sabbatical Officers and representatives for 2020/21. The elections had been well promoted and there had been good engagement from students. The three new Sabbatical Officers had been appointed along with a number of

representatives, with a few positions remaining to be filled. It was noted that work was ongoing to plan inductions, albeit that they may need to be virtual.

Noting the feedback referenced in the paper, the Vice Chancellor commented that it was good that the feedback had been received, however it was from a small proportion of the Academic Representatives (of which there were confirmed to be circa 365). It was agreed that it was important to gain a more representative range of feedback in the future, with both the positive and negative comments welcomed by the University. **Action:** Academic Officer to liaise with PVC(Health) in relation to reporting of feedback.

Referencing the feedback, which was confirmed to relate to the beginning of the pandemic, the DVC(A) noted that there had been frequent communication with students through the period of moving teaching and learning on-line, and an extensive set of FAQs had been made available in addition to the support being offered from academic staff. Changes to assessments had been communicated to all students prior to Easter. It was noted that the FAQs also provided information for students relating to extensions and extenuating circumstances. Institute Directors were ensuring that academic staff were responding to student queries and concerns in a timely manner.

In relation to students in the Institute of Education it was confirmed that students had been kept up to date in relation to the impact of the pandemic on their placements and on the information from the DfE on the status of those to be recommended for QTS. The information in the paper was corrected in relation to QTS, with those students on trajectory to be recommended for QTS to be awarded, with a small number of students not in this position.

With respect to the Institute of Health it was confirmed that some modules were still undergoing changes due to the mobilisation of students into the NHS. It was reported that a number of students were feeling anxious about matters such as hand-in dates, however they had received the information which was now being re-communicated.

The PVC(Health) noted that he and the Dean for Student Success met with the Sabbatical Officers on a monthly basis; these meetings would provide a forum for the issues raised in the report to be addressed.

AGREED: To receive the report.

19:54 Response to Coronavirus pandemic: Learning, Teaching and Assessment

AB19/37

Received A report on the planning and actions taken.

The Dean for Student Success (DfSS) spoke to her report, starting by noting the speed of the transition to online teaching and learning for students and staff.

It was noted that assessments had been converted to an on-line format and that it was expected that there would be a rise in requests for extensions, which was not seen as a problem as the University wanted to give students the opportunity of submitting in this assessment round and succeeding. It was noted that success will depend on the ability to

provide clarity, certainty and reassurance to students on what the University is doing for them academically and in terms of support.

The DVC(A) commented that the approach taken had the best intentions for students at its heart to ensure that they were not academically disadvantaged. It was noted that it is still early in terms of the current situation and the current working arrangements will become more familiar with time and as issues are resolved. It was noted that it was important that Institutes and Services continued to provide support for students, as previously planned, for example with respect to monitoring of student engagement.

The Vice Chancellor raised the importance of staff pacing themselves and making sure that they adjust as they are best able to their new environments, asking for help and guidance if needed.

AGREED: To note the report.

19:55 Response to Coronavirus pandemic: Academic Regulations (Taught Programmes)

AB19/38

Received A report on the Academic Regulations

The Vice Chancellor introduced the item noting that the University had had to move at pace in introducing the Emergency Academic Regulations, but with appropriate governance. Comments received from Academic Board had been taken into account in the final version, which she had approved as Chair of Academic Board.

The DVC(A) reported that the approach to drafting the Emergency Academic Regulations had been to adapt the existing Regulations rather than starting from scratch. The regulations had been developed with care to ensure that they were fair to students and adhered to the OfS guidelines.

There were three main aims to the regulations:

- allowing Assessment Boards to operate;
- ensuring that students were not disadvantaged in terms of progression; and
- providing options for students where modules examined through this period fed into their degree classification.

Training on the use of the Emergency Academic Regulations would be provided to Assessment Board Chairs and work undertaken to ensure that they were consistently applied. Staff had been provided with the Regulations and FAQs and would be provided with guidance to enable them to provide advice to students; and students had been given a link to the Emergency Academic Regulations along with a student guide to help them to understand the impact of the changes on them.

It was noted that other universities were taking a mix of different approaches, however the University's approach was fair and looked to ensure that students were not disadvantaged.

The DfSS added that further communication and training for staff was planned. She went on to confirm that an Equality Impact Assessment (EIA) had been conducted on the Emergency Regulations and the overall impact of moving to online teaching. The EIA had highlighted that certain categories of students may be at particular disadvantage. It was

noted that these groups had been given careful consideration and had been prioritised for the provision of IT technology and support. The Emergency Academic Regulations had been designed to be able to work as a safety net, with students able to submit an Extenuating Circumstances claim where there may have been disadvantage.

In response to a question it was confirmed that the Emergency Regulations applied to programmes with assessments over the summer period and that PSRB rules may over-ride some of the measures, in particular those relating to compensation.

A question was asked as to whether there were any plans for drop in question and answer sessions for students and staff, potentially facilitated by the Head of Learning and Teaching in each Institute, to ensure that staff were interpreting the regulations correctly and students were receiving a consistent message from staff. The DVC(A) noted that this was currently being explored for students, with the DfSS noting that it was straightforward to do at programme level using Blackboard, but more complicated to facilitate virtually at subject or Institute level. It was agreed that such sessions would be set up for staff. **Action:** DfSS.

It was noted that the communications regarding the Emergency Academic Regulations would go out to all external examiners and collaborative partners early the following week.

It was agreed that the EIA would be circulated to Academic Board.
Action: Uni Sec.

The Vice Chancellor thanked all involved with the work on the Emergency Academic Regulations and highlighted the importance of the University coming through the period with its academic integrity and values intact and encouraging students to succeed.

AGREED: • To note the report.

The order of the agenda was changed – items minuted as they were taken at the meeting

19:56 OfS Changes to Regulatory Requirements & Guidance on Quality and Standards

AB19/41

- Received - An update on the changes to the OfS regulatory requirements and guidance on quality and standards
 - An assessment of the University's approach to maintaining quality and standards through the pandemic's compliance with the OfS guidance

The University Secretary spoke to her paper which provided an overview of the changes to the OfS Regulatory requirements and a summary of the OfS guidance in relation to quality and standards during the pandemic, which were published in late March / early April respectively.

Key aspects of the changes to the OfS reporting requirements were outlined, including that if the University were to cease or suspend the provision of higher education to current students, where equivalent alternative study options were not provided, this would need to be reported to the OfS. Similarly, if the University was unable to award qualifications for any unit, module or course then this would need to be reported to the OfS. Staff were advised to follow the links within the report for further detail and to advise AQD or the University Secretary if

they thought there were any matters that needed consideration for reporting.

In response to a question regarding how anything reportable to the OfS would be captured, the Director of AQD stated that the Chairs of Assessment Boards would be briefed and if students were unable to complete assessments this would be taken up with the Student Academic Assessment team.

The paper then stepped through a high level critique of the University's response to the pandemic and set out how this complied with the requirements / guidance. The critique had been completed by the University Secretary, who had not been involved in the drafting of the Emergency Academic Regulations or the move of academic delivery on-line, so was an internal but independent review. The process had included consideration of the Academic Board papers

The University Secretary confirmed that she was comfortable the University's approach to maintaining quality and standards through the pandemic complied with the OfS requirements.

- AGREED:**
- To note the OfS documentation
 - To receive the assessment of the University's response to maintaining quality and standards through the pandemic.

19:57

Response to Coronavirus pandemic: Student Support

AB19/39

Received A report on the provision of student support in response to the pandemic

The PVC(Health) spoke to the paper, reporting that student services staff were working remotely and services were running as normal. There had been an increase in the number of students requiring some services, in particular mental health advice, money advice and disability support. It was noted that some services were not best provided virtually, but that staff were doing the best that they could to provide the support needed. Information relating to the services was available on Staff Hub to enable them to signpost students as required.

It was reported that a meeting with the Students' Union was planned to look at any additional ways in which the University and the Students' Union could work together to provide further support for students.

With respect to students in residences, the PVC(Health) confirmed that work was ongoing to support these students with a range of activities in place, as set out in the appendices of the report. The activities would be evaluated and built on as required.

The DVC(A) reported that personal tutors were supporting and signposting students to student services, as appropriate. He noted the importance of the personal tutors being aware of what was in place. The PVC(Health) confirmed that the student engagement dashboard was being developed further to help personal tutors in their role.

The Vice Chancellor noted she had spoken to the Student Services team and had been impressed with the level of support the team were providing and the work to identify students potentially at risk. Staff were going out of their initial comfort zones at times to provide this

support and were encouraged to provide update in the staff Global on the work they were doing.

The PVC(Health) reported that work had started regarding the support for students and staff when the pandemic is over.

AGREED: To receive the report.

19:58 Response to Coronavirus pandemic: Institute of Health Students

AB19/40

Received An update on the Institute of Health's response to the Coronavirus Pandemic.

The PVC(Health) spoke to the paper, reporting that the University was part of a national approach, 58 of the 68 universities in England that run Health courses now had students who had moved into practice, with the others planning to do so.

Nursing and midwifery students in years 2 and 3 could opt-into the extended placement, with University provision to continue for those that chose not to.

Allied Health students who were successfully coming to the end of their practice placements would automatically be transferred to an emergency register, but had the opportunity to opt out. Social work students had been withdrawn from placements; work was ongoing with the regulator to see how these students could achieve the required learning outcomes.

The PVC(Health) reported that the University had implemented an additional system of consent to ensure that students understood the risks involved with going into practice at this time and that there would be no detriment if they chose not to. The majority of students were, however, opting to go into practice, many had jobs secured for after their courses and wished to be part of the teams that they will be working with in future. Work was now ongoing with year 2 students regarding their choices. The PVC(Health) commented that the level of professionalism from students had been outstanding. It was noted that it was a challenging time for staff who were supporting students in their move into the NHS while also moving to online teaching for other students.

The Vice Chancellor thanked the PVC(Health) and his team for their work supporting students in making informed decisions. The Vice Chancellor also noted that recognition was due to the PVC(Health) in terms of his national role as Chair of the Council for Deans of Health. In this role he has led the response to the pandemic and at the same time held important lines with respect to the decisions regarding the University's students, ensuring that the appropriate support and advice was in place prior to agreeing that they could be offered the opportunity to move into the extended placements.

The Vice Chancellor noted that it was important to recognise and celebrate the achievements of final year students and the impact that they have had during this period. This would be an important objective in the 2020/21 Annual Operating Plan.

AGREED: To receive the report.

19:59 Learning, Teaching & Assessment Strategy Action Plan Progress AB19/42

Received An in-year update on the LTA Action Plan.

The DVC(A) reported that the LTA Strategy Action Plan had been to SSQAC in March and new dates had been agreed for CPD days. It was noted that in support of the LTA Action Plan, each Institute would develop a plan for their area, to be in place for September 2020.

It was noted that progress was largely on track, and a more complete update would be provided in June.

AGREED: To note the report.

19:60 Access and Participation Plan AB19/43

Received The updated action plan for monitoring of the APP 2019-20, and the first iteration of planning for the APP 2020-25

The DVC(A) reported that the paper provided an update on the delivery of the 2019/20 Access and Participation Plan (APP). The University was on track to meet the agreed targets, with a full report on delivery of the 2019/20 APP to be produced in January 2021.

With respect to the 2020/25 APP, the DVC(A) reported that, although there were a number of targets, there was clear ownership for them and plans were in place to achieve the targets and to monitor progress. A steering group had been formed to provide oversight of delivery against the APP, with the first meeting having taken place in early March 2020.

AGREED: To receive the report.

19:61 Student Outcomes AB19/45

Received A report on Student Outcomes

The DVC(A) introduced the report which provided a comprehensive look at the three key metrics: NSS, retention and attainment. Employability data was to be added on receipt. The detailed analyses were for the Board to note, with areas for action and how actions were being implemented across the Institutes of particular interest.

In response to a question about the status of the 2020 National Student Survey (NSS), the DfSS noted that the OfS had issued a statement to say that they wanted the NSS to continue, however the results would be reviewed prior to a decision regarding their publication. Responses to the survey had dropped off both for the University and nationally in the few weeks before and since the lockdown. The University's response rate was just under 70%, some small programmes had not met the reporting threshold but responses were not being pursued.

In the discussion that followed Institute Directors noted that:

- the different approach had been taken in 2019/20, bringing all of the student outcomes together into one plan, had been helpful to enable analyses by cohorts of students across all of the outcomes;
- there had been good engagement with the plans within the Institutes;

- There was some frustration that the NSS results may not be published, although there was concern that comparison with previous results may be problematic with some responses in 2020 having been provided during lockdown.

The DVC(A) reported that the plans would be evaluated at the end of the first cycle of use. Views on the publication of the NSS results were discussed. The DfSS confirmed that the majority of the University's responses to the NSS had been received prior to the height of the pandemic disruption.

It was noted that consideration was being given to running the Learning and Teaching Conference in a virtual form.

AGREED: • To note the analysis and corresponding actions.

19:62 Academic Infrastructure Update

AB19/46

Received An update on progress

The Director of AQD introduced the paper which provided a high-level overview of progress of the Academic Infrastructure project. The annex provided an updated timeline. There had been a small amount of slippage in some areas due to work needing to be re-prioritised in response to the Covid19 pandemic.

The DVC(A) noted that the key elements that were due to be completed before the end of the current academic year would be finalised by the end of July. He reported that the proposals to make changes to Assessment Boards had been looked at further since being reviewed by the last meeting of Academic Board, and revised proposals would come forward to the June meeting. Resources in SASS were focused on completing the 2019/20 Assessment Boards.

The scale of the work that the Academic Infrastructure project had set out to do was noted as being significant, with a lot having been achieved to date.

The Director of SAAS noted that there had been some issues with the implementation of new functionality within the timetabling system.

Action: DVC(A) and the Director of SAAS to discuss outside of the meeting.

AGREED: To receive the report.

19:63 Library Strategy 2019/20-2021/22

AB19/44

Received The Library Strategy for 2019/20 -2021/22 for approval.

The Head of Library Services spoke to his report noting that the Library Strategy was coming to Academic Board for approval having been discussed and endorsed at Student Success and Quality Assurance Committee. This was to be the first Library Strategy that the University has had, prompted by changes to the focus of delivery, for example with the delivery of some apprenticeships on-line, and the opportunity to explicitly state the strategy of digital by default approach i.e. making use of e-books and e-journals as the main source of information. The aim being to give the same feeling of being in a physical library space for students but in a virtual form.

The strategy would give library staff a shared direction aligned with the University's strategic plan and would give stakeholders a shared understanding in terms of collaborating with students and academic colleagues.

The Head of Library Services outlined the five aims in the strategy, noting that each represents a functional aspect of a library's services, and would be integrated with the support that academic staff provide. The digital focus was confirmed to be the what bound the aims together.

The DVC(A) noted that the Library Strategy had been considered by SSQAC and was found to be a comprehensive document, with particular note given to the digital first aspect and how this had proved to be an asset in recent weeks. SSQAC were supportive of the strategy asking that the various developments were well sign-posted for students.

In the discussion that followed it was noted that the strategy was a very useful document which was clear in what it set out to deliver and how this would be undertaken. It was suggested that the key messages and vision of the strategy were communicated and reinforced with students and staff. The Head of Library Services reported that the strategy would be communicated through delivery of the actions as well as via the Students' Union, Student Representatives and colleagues in the Institutes.

It was agreed that the strategy be approved and that reference to it be included in the Global e-mail to staff, with encouragement to promote the strategy further. In response to a question it was agreed that the Head of Library Services would work on how the action plan would be evaluated, in particular to ensure that the student voice was heard across the diverse portfolio of the University. **Action:** HofLS

The Vice Chancellor thanked the Head of Library Services for his work on the Strategy.

AGREED: To approve the Library Strategy for 2019/20 -2021/22.

19:64

Research Matters

AB19/47
a) & b)

Received Updates on:
a) REF2021
b) Implications of the pandemic on research students

The Director of Research introduced the report on REF2021, noting that the census date remained the same (31st July 2020), however the submission date had been postponed. The paper included a number of recommendations including the proposal to extend the REF Steering Group into 2021. Communications with staff who meet the eligibility criteria had shown that they are keen to keep the same timeline to prepare for the submission. The proposals in the paper were agreed.

The Director of Research went on to set out the impact of the pandemic on Postgraduate Research (PGR) students. Following review it had been agreed that the current PGR regulations were flexible enough to cope with the situation and did not need to be changed. The importance of communication with students and supervisors was emphasised, with all supervision, transfers and vivas now to be undertaken online.

Work to move the Research Skills Development Conference and Doctoral Summer School to be delivered online was underway, with thanks expressed to all involved in supporting the events. The support received from IT and the Library was commended.

A question was asked regarding provision for students with disabilities, in particular those with hearing disabilities, when conducting examinations by video-conference. The Director of Research noted that adjustments had been made in the past whereby a hearing interpreter had been used during a Viva, other matters for consideration were noted, such as provision for support for the individual being examined should they wish to leave the meeting. Standard processes were in place from running examinations on-line for a number of years, however the Regulations would be reviewed to ensure that they could appropriately accommodate such eventualities. **Action:** DofR.

It was reported that the University is undertaking a range of research projects looking into the impact of Covid19 on students, school students, career prospects and overall impact on people in Cumbria. The data from this work was being fed into Cumbria County Council's Covid19 response team. Grants were reported to be being applied for from the Emergency Covid19 grant fund, one exploring the specific impact of Covid19 in Cumbria. The second grant was applied for research on the impact on the outdoor learning sector.

AGREED: To note the reports.

19:65 Senior Academic Board Committees AB19/48

Received The minutes and associated reporting from the meetings of: a) Student Success & Quality Assurance Committee – 25 March 2020 b) Research Committee 19 March 2020. Verbal b)

The minutes were noted.

19:66 University Board Minutes UB19/42a

Received The minutes of the meeting of University Board held on 21 January 2020.

The minutes were noted.

19:67 Vice Chancellor's Report Verbal

The Vice Chancellor thanked everyone for their hard work to date, with the response to the implications of the Covid19 pandemic from staff and students having been tremendous.

She set out how the levels of work undertaken by many in the last few weeks was not sustainable into the longer term, with some recalibration needed to maintain physical and mental health. The importance of staff pacing themselves and there being an understanding that output may be reduced as a result of the different ways of working was noted.

The Vice Chancellor confirmed that the financial implications of the pandemic in 2019/20 and into 2020/21 were being assessed with the information that the University currently had; some things would only be known in the coming weeks and months which would have implications in terms of planning for the next academic year. As much information

and certainty would be provided as could be, realising that some things may change as the pandemic progresses.

In terms of planning for 2020/21 there would be a focus on continued online delivery of academic and business services with a mixed economy start to next academic year, with some face to face delivery as was within government guidelines at the time.

The Vice Chancellor confirmed that the University had been on track to deliver against its budget for 2019/20, however, losses of income as a result of the pandemic meant that this was no longer the case and some mitigation may be required. She reported that Universities UK had submitted proposals to Government in relation to a range of financial stability measures for the sector, however it was noted that there was a need to recognise that these may not be significant or come soon enough.

It was recognised that the University needed to respond to a changing demand for its services and expertise over the coming weeks and months, however it was important to remember the higher levels skills that the University offers to the economy in terms of nursing, allied health, teaching and that this demand would remain. The Vice Chancellor set out how the medium/long term prospects of the University were very good, but it was important to navigate this next period and maintain staff confidence and morale. Staff were encouraged to feed back through their line managers where there was uncertainty / anxiety that could be addressed.

The PVC(Health) noted that the medium to long term prospects have never been better for Health; discussions were ongoing with the Department of Health around maintaining the target of 50,000 more nurses as well as increased numbers in other areas. The University's marketing needed to be adapted at the end of the pandemic to highlight that careers are available in these areas.

The DVC(A) noted that the University would be open for business in September 2020, there was a need to ensure that there was learning from the work undertaken to date and to enhance the on-line delivery though the expertise within CAPE. Key challenges remained as to how to ensure that the learning outcomes were achieved and the students received a good experience.

The PVC(S&SS) noted that staff were working differently and flexibly, with sustainability now important to preserve staff physical and mental health.

The Vice Chancellor noted that it was important to recognise that the University was not yet a mature online delivery provider, it was in Covid19 response mode with more to do to develop capacity, competence and confidence to improve the learning provided. The management of expectations of those outside of the University was important as was supporting academic staff to do what was required.

19:68	Matters for Onward Communication	Verbal
	It was agreed these would be collated following the meeting.	
19:69	Forward Meetings	Verbal
	22 June 2020	