



**The thirtieth meeting of the University of London Worldwide Academic Committee
(Confirmed)**

Friday 28 February 2020

MINUTES

PRESENT

Prof M Stiasny (Pro Vice-Chancellor and Chief Executive, UoL Worldwide; Chair, Academic Committee)
Mr S Brenton (Director of Educational Innovation and Development, UoL Worldwide)
Prof M Cook (Independent External Consultant)
Prof D Gilbert (Vice Principal (Quality and Standards), Royal Holloway, University of London)
Prof E Hill (Deputy Warden (Learning, Teaching & Enhancement), Goldsmiths, University of London)
Prof J Huysmans (Professor of International Politics, QMUL)
Prof K Ibeh (Pro-Vice-Master (Internationalisation), Birkbeck, University of London)
Mr S Jarvis (Chair, Inclusive Practice Panel)
Prof P Kelly (Dean, EMFSS, LSE)
Mr J Morgan (Chair, Quality, Learning & Teaching Committee)
Mr C O'Callaghan (Chair, Teaching Centres Committee)
Prof Z Radnor (Vice President (Strategy and Planning), City, University of London)
Ms P Roberts (Director of Student Recruitment and Enrolments, UoL Worldwide)
Prof C Rust (Emeritus Professor of Higher Education, Oxford Brookes University)
Mr J Saddington (Student Member)
Ms A Stepanek (Student Member)
Dr J Stockdale (Chair, Assessment Offences Committee)
Mr T Wade (Chair, Programmes Board)

IN ATTENDANCE

Mr J Berry (Associate Director: Student Affairs, UoL Worldwide; Secretary, Academic Committee)
Mr A Freud (Academic Services Manager, UoL Worldwide; Assistant Secretary, Academic Committee)
Ms S Bell (Academic Services Manager, UoL Worldwide)
Ms A Dulson (Head of Quality)
Mr W Eames (Student Experience Manager, Technologies)
Ms I Moen (Associate Director: Governance)
Ms E Wilkinson (Senior Careers Consultant, The Careers Group, University of London)

APOLOGIES

Dr A Asquer (Chair, CeFiMS Board of Examiners, SOAS)
Mr S Askey (Dean of Undergraduate Laws, University of London)
Mr J Birkett (Deputy Director of Student & Academic Services, City, University of London)
Prof F Macmillan (Chair of the Undergraduate Laws Senior Strategic Governance Group)
Prof W Morrison (Professor of Law, Queen Mary University of London)
Prof N Pachler (Pro-Director: Teaching Quality and Learning Innovation, UCL Institute of Education)

APOLOGIES FOR ABSENCE

2976. The apologies for absence are recorded above.

ANNOUNCEMENTS BY THE CHAIR

2977. The Chair invited the Director of Student and Academic Services to provide an oral update on the University of London business continuity plan to respond to the spread of the COVID-19 virus.
2978. It was noted that;
- a. The main areas of University business that could be affected have been identified and the issue is being monitored on a central risk register by senior management. Teams across the University are meeting every other day to coordinate the response, and are in contact with Member Institutions.
 - b. Work-related travel to countries/regions significantly affected by the virus has been suspended until further notice.
 - c. The University of London Worldwide is dealing with the threat as a crisis situation to ensure appropriate resource can be distributed to assessment matters.
 - d. February examinations were cancelled in China and prospective rearrangements made. Select examinations in March have also been cancelled, and there is consultation on rearrangements.
 - e. Three Teaching Centres for the International Foundation Programme in China have paused study and University of London Worldwide teams are in constant contact with them. Some lectures are taking place online and a third set of assessment tasks were ready for an alternative examination session if needed.
 - f. Planning for April, May and June examinations involves much larger numbers, concentrated in regions such as Singapore, Hong Kong and Malaysia. The current expectation is that examinations will not be cancelled in these regions, but there may be future directives regarding public gatherings.
 - g. Some overseas examination centres in these regions are known to have health check systems in place, following their experiences with the SARS outbreak in 2003.
 - h. The University of London Worldwide Graduation Ceremony in March had been postponed following the decision of the Collegiate Council. Graduates from 105 countries had booked to attend. Initial feedback has been largely sympathetic. Tickets and robe hire will be refunded. Singapore Institute of Management had also postponed their University of London graduation ceremony.
2979. A student member who was due to attend the graduation ceremony in March reported that she had received the messaging regarding the postponement and considered it to have been sensitively handled.
2980. A member noted that there is a benefit to independent online learning under these circumstances. Another members noted that given the uncertain long-term impact of the outbreak, China was looking into alternative delivery methods for Higher Education. In a related point, it was noted that physical attendance for an English language test to satisfy student visa requirements represented an obstacle to admission to Member Institutions in the UK and that there may be an opportunity for University of London to develop online English competency tests to remove this obstacle.
2981. It was noted that developments will continue to be reported to the Academic Committee and other forums, as appropriate.

MINUTES

Received

2982. Minutes of the twenty-ninth meeting of the Academic Committee held on 18 October 2019 (AC 30/1).

Noted

2983. That subsequent to the last meeting a new Chair had been appointed for the EMFSS examination boards (minute 2868 refers).

Agreed

2984. **That the minutes of the twenty-ninth meeting of the Academic Committee, held on 18 October 2019, be approved.**

MATTERS FOR DISCUSSION

Programme design and pedagogy

Received

2985. A presentation on programme design and pedagogy from the Director of Education, Innovation and Development

Noted

2986. That University of London distance learning provision has long been in transition from analogue to digital modes of study; however, it is still constrained by the former due to maintaining a focus on producing content items. Recently launched UoL Worldwide programmes have made attempts to modernise; however, single source publishing has prevented more innovative approaches to teaching and learning.
2987. That the Education, Innovation and Development Directorate had started to bring programme development more into line with modern online learning practices by prioritising educational design over content. Learning design workshops use a detailed module design planner as a blueprint to design elements in sequence, linking to learning outcomes, and that putting effort in early on has benefit later.
2988. That more thought is now put into creating the right conditions for learning and teaching, embedding diversity and employability into the curriculum and trying new approaches such as hanging content off social interaction rather than social interaction off content.
2989. That the human element in online learning remains of great importance.
2990. A member queried whether programme approval occurred before or after the design process. In response it was stated that in a perfect project, the programme design would be significantly advanced before approval, and that when a campus version of the programme is converted to online delivery, the foundation is there already.
2991. It was noted that it is hard to retrofit diversity into existing programmes, particularly as the academic direction comes from different Member Institutions with their own approaches, but that it is important to embed diversity into the curriculum during module design and also when revising modules.
2992. A member asked how academics at Member Institutions can input in order to make programme design and approval processes smoother. It was acknowledged that it is always a logistical challenge due to the nature of the partnerships, but that co-creation and co-production is the aim. It helps to engage as early as possible, when establishing the structure and curriculum design, as well conducting competitor analysis and marketing.
2993. A student member asked how the process of updating existing programmes on a rolling basis fits in with the new practices. It was acknowledged by the Director of Education, Innovation and Development how varied the student experience was across the full suite of Worldwide programmes and that some of those programmes started over a generation ago and approach change incrementally. There are issues of cost and resource to be considered and a recognition that modernisation was Programme Director-led on existing programmes.

Agreed

2994. **That the Programme Design and Pedagogy presentation materials would be provided to Academic Committee members for reference.**

Zonal Paper Working Group recommendations

Received

2995. Paper AC 30/2 'Zonal Paper Working Group recommendations' was presented to Academic Committee by the Associate Director: Student Affairs.

Noted

2996. That the paper provided an update on the implementation of recommendations from the Zonal Paper Working Group. The group had considered the long established practice of zonal papers used for a minority of programmes of large volume, and concluded it was a defensible system, although a number of steps should be taken to protect the integrity of examinations.
2997. That Academic Committee considered, at the October 2019 meeting, whether there was a danger of undermining the system if some programmes opt out. Following the meeting, Programme Directors were asked if they would consider adopting zonal papers, and if they would not, to provide appropriate rationale.
2998. That 14 out of 19 responses had been received. Six responders indicated they would consider adopting zonal papers. Eight responders indicated they would not consider adopting zonal papers, and provided various reasons, some relating to assessment design and some resource issues.
2999. There were concerns raised, continuing discussion from the last meeting, regarding the comparability of zonal papers and the perception that one may be easier, although other members referenced scrutiny practices already in place for those programmes already using the system. A member also further raised the view that the closing of VLE forums during the extended examination period may disadvantage students at a critical time.
3000. The status of the policy from Academic Committee's perspective was queried, asking whether implementation was expected in all cases, and what reasons should be viewed as justifiable for non-implementation. There was some agreement that the policy should be opt-out rather than opt-in, and a strong academic rationale should be required for exemption.
3001. A member noted that the policy would not eliminate the opportunity for cheating when taking into account all time zones west of the current geographical split. A counter-point was made noting that the system is in place to mitigate the risk and do what is reasonable in the circumstances. The further view was offered that it was important there are severe sanctions for students who commit this kind of assessment offence.
3002. That as part of coronavirus contingency planning, it may be necessary to withhold particular zonal papers so that they can be used for rescheduled examinations. Members agreed that the contingency group should take the necessary decisions with regards to such matters.

Agreed

3003. **That the Chair of Academic Committee and the Director of Student and Academic Services consult with senior management at the Member Institutions to arrive at a final zonal paper policy, which will be presented to the next meeting of Academic Committee.**

3004. **That the student member of the Zonal Paper Working Group also be consulted on the policy.**

General Regulations 2020-21

Received

3005. Paper AC 30/3 'General Regulations 2020-21' was presented to the Academic Committee by the Director of Student and Academic Services.

Agreed

3006. **That the General Regulations 2020-21 be approved by Academic Committee.**

Trends in awards gained

Received

3007. Paper AC 30/4 'Undergraduate Bachelor degree provision: Trends in awards gained' was presented to the Academic Committee by the Director of Operations.

Noted

3008. That there had been an increase in the level of undergraduate awards in the 2018-19 academic year, although much lower than the sector average.
3009. That some programmes award a comparably low proportion of First Class Honours.
3010. That data may be skewed for some programmes due to low student volumes.
3011. That the statistics generally indicate a low level of concern in relation to grade inflation.
3012. A member asked whether there had been an analysis conducted at the programme level to explain what factors are linked to the shifts in attainment, or lack thereof. It was confirmed that the Management Information team have conducted such an analysis.
3013. That, over the five years in review, there have been numerous initiatives and improvements to programmes that could serve as explanation for programme-specific increases. For example, the BA English had introduced tutor-led online seminars at Level 4 and other VLE enhancements in 2015-16, a much higher resource model which the inflation tracks back to.
3014. A member further noted that care should be taken to avoiding mistaking improvements in learning and teaching for 'grade inflation', also making reference to the low number of first class degrees awarded. It was suggested that referring to 'grade improvement' may be preferable and that any such conclusions should be coherently evidenced in anticipation of scrutiny by the Office for Students (OfS).
3015. It was confirmed that the Quality team are considering approaches to the submission of a Degree Outcomes Statement for the University of London Worldwide.

Agreed

3016. **That a report on trends in awards gained for UK-based UoL Worldwide students be submitted to the next Academic Committee meeting.**

PROGRAMME APPROVALS

EMFSS: Programme changes

Received

3017. Paper AC 30/5 'EMFSS: Programme changes' was presented to the Academic Committee by the Head of Quality (Assurance and Enhancement).

Noted

3018. That the London School of Economics and Political Science (LSE) formally notified the University of London Worldwide of their decision to withdraw the independent learner mode of delivery for all programmes from the EMFSS suite of programmes in November 2019. The existing portfolio of programmes will be available through Recognised Teaching Centres only.
3019. That, in addition, a portfolio of programmes from the existing suite of programmes will be introduced in an online taught format. The first programmes to be offered in partnership with the online education company 2U are due to launch from 2020-2021 with further programmes to be launched from 2021-22.
3020. That Exit qualifications of the suite of EMFSS programmes offered through the UoL Worldwide are currently unnamed. This is as a result of the optionality and flexibility of the courses within the different programmes. The new online taught offering, covering four programmes in the first instance, has a more rigid structure and only includes one optional module out of a total of 12, therefore making named exit qualifications much easier to administer.
3021. That the withdrawal of the current independent learner mode of delivery and replacement with an online taught format is being introduced to improve retention and performance.
3022. That the increase in student fee price will make the online supported model comparable with the price of the Teaching Centre supported mode of delivery when tuition fees (paid separately to Teaching Centres) are factored in.
3023. A member asked whether there had been an equality impact assessment to consider the impact of the increased fee price. In response it was stated that the independent learner route was not considered an access route and that the decision was taken by LSE to withdraw the independent learner mode because of the increased risk of students failing when studying a programme lacking academic support.

Agreed

3024. **That Academic Committee recommends for approval to the Board of the University of London Worldwide the introduction of named exit awards for the EMFSS online taught programmes.**

EMFSS: Consolidation of two Graduate Diplomas

Received

3025. Paper AC 30/6 'EMFSS: Consolidation of two Graduate Diplomas' was presented to the Academic Committee by the Academic Services Manager.

Noted

3026. That as part as the rejuvenation of Information Systems programmes in 2017-18 the Graduate Diploma in Information Systems was replaced with two new programmes:
- Graduate Diploma in Digital Innovation

- Graduate Diploma in E-Business & Social Media.

These new programmes were also approved alongside the BSc Management and Digital Innovation.

3027. That initial recruitment has been low and the programmes are not offered by any Recognised Teaching Centres. However, the Information Systems department think the content is of value and attractive internationally, and that offering a single Graduate Diploma with an award name that mirrors the current BSc in Management of Digital Innovation will help to solidify the identity of the programme.

Agreed

3028. **That Academic Committee recommends for approval to the Board of the University of London Worldwide the consolidation of the Graduate Diploma in Digital Innovation and Graduate Diploma in E-Business & Social Media into the Graduate Diploma in Management of Digital Innovation.**

SOAS led programme approvals

Received

3029. Paper AC 30/7 'SOAS led programme approvals' was presented to the Academic Committee by the Head of Quality (Assurance and Enhancement).

Noted

3030. That SOAS had followed the member institution led route to recommend approval for the:
- MA Gender, Sexuality in Global Politics
 - MA Global Media and Digital Cultures.
3031. That the programmes draw upon the delivery and assessment model established through the MA Global Diplomacy at the Centre for International Studies and Diplomacy (CISD). The new distance learning programmes will draw on a range of existing modules from CISD and also the Centre for Development, Environment and Policy (CeDEP), and any of the new modules will add to the optional modules available for other programmes.
3032. That the proposals for these new programmes were considered at the SOAS Curriculum Quality Assurance Committee (CQAC) in November 2019. University of London Quality team colleagues were present. The Committee conditionally approved the programme subject to receipt of updated reading lists, which have been received subsequently.

Agreed

3033. **That Academic Committee recommends for approval to the Board of the University of London Worldwide the MA Gender, Sexuality in Global Politics and the MA Global Media and Digital Cultures.**

STATUTORY RETURNS

Noted

3034. That a meeting is scheduled with the Office for Students (OfS) in early March 2020 regarding the HESA Student Record Submission.
3035. That meeting OfS Regulatory data requirements is a key objective in the University of London Worldwide's 2020 Operating Plan.

3036. That a HESA Project Plan has been put together by the Management Information and Business Intelligence team. Should a 2019-20 return be expected this year, there is a plan of action to deliver on this.
3037. That HESA has made changes to the Aggregate Offshore record requirements including needing student progress data. The commentary states “This is to enable to the OfS and HEFCW to better deliver regulatory oversight of transnational education using the Aggregate Offshore record.”

SUB COMMITTEES OF THE ACADEMIC COMMITTEE

Teaching Centres Committee

Received

3038. Paper AC 30/8, the confidential minutes of the Teaching Centres Committee meetings held on 2 October 2019 (TCC 4) and on 5 February 2020 (TCC 5).

Noted

3039. That the TCC 4 minutes included a number of recommendations and agreed actions. The Academic Committee was invited to note that the Board of the University of London Worldwide, at its meeting on 19 November 2019, approved the following:
- Proposals for granting Recognised Teaching Centre status to four new centres;
 - Proposals to extend the scope of recognition in respect of campuses to four current Recognised Teaching Centres;
 - A proposal to extend the scope of recognition in respect of programmes to two current Recognised Teaching Centres.
3040. That the TCC 5 minutes included a number of recommendations and agreed actions. TCC recommended the following:
- Proposals for granting Recognised Teaching Centre status to four new centres.
3041. That Chair’s Action on behalf of the Board of University of London Worldwide had been taken on 28 January 2020 with regard to the outcomes of the 2018-19 Teaching Centres Annual Monitoring (TCAM) Executive Group meeting. The outcomes of the TCAM Executive Group included the removal of Recognised Teaching Centre status for eight Teaching Centres:
3042. A member acknowledged the decisions were recent, but noted that the University of London website still listed Recognised Teaching Centres that were removed from the Framework at the February meeting.

Agreed

3043. **That the minutes, recommendations and agreed actions of the Teaching Centres Committee (TCC 4 and TCC 5) be noted.**
3044. **That the University of London website be reviewed to ensure that it accurately reflects decisions taken at the Teaching Centre’s Committee.**

Quality, Learning & Teaching Sub-Committee

Received

3045. Paper AC 30/9, the minutes of the Quality, Learning and Teaching Committee meeting held on 24 January 2020 (QLTC 6).

Noted

3046. That QLTC 6 considered reports and discussions on a number of topics including:
- RHUL review processes for UoL Worldwide provision
 - SOAS engagement
 - APPR process
3047. That the following Annual Programme Reports (APRs) were accepted:
- Business Administration 2018-19
 - History 2018-19
3048. That the following Annual Programme Reports (APR) were accepted subject to receipt of further information or documentation:
- Applied Educational Leadership 2018-19
3049. That QLTC recommended approval for the MSc in Marketing (Birkbeck) to the Academic Committee.
3050. That there were opportunities to enhance the Annual Programme Planning and Review process to ensure QLTC are getting appropriate reassurance, in line with the regulatory framework.
3051. That further to concerns raised at QLTC regarding engagement from SOAS with University of London Worldwide quality processes, although the information required to assure standards has not yet been received, contact has been made with senior management and reassurances received that the issues identified are being addressed. Updates will continue to be provided to Academic Committee on progress.

Agreed

3052. **That the minutes, recommendations and agreed actions of the Quality, Learning & Teaching Sub-Committee (QLTC 6) be endorsed.**
3053. **That Academic Committee recommends for approval the MSc Marketing (Birkbeck) to the Board of the University of London Worldwide.**

SUBJECT COMMITTEES OF THE ACADEMIC COMMITTEE

Programmes Board

Received

3054. Paper AC 30/10, the confidential minutes of the Programmes Board meeting held on 6 February 2020 (PB 4).

Noted

3055. That PB 4 considered reports and discussions on a number of topics including:
- Annual Collaboration Review (ACR) Reporting
 - Module Evaluation
 - Terms of Reference for UoL Worldwide Boards of Examiners
 - Bachelor of Divinity Programme Redevelopment
 - International Foundation Programme (IFP) Coronavirus Contingency Planning
 - IFP APTIS test pilot
 - IFP Advisory Group
 - IFP Programme Directors administrative support
 - PGCert Learning and Teaching in Higher Education

Agreed

3056. **That the minutes, recommendations and agreed actions of the Programme Board (PB 4) be endorsed.**

Laws Programme Board

Received

3057. Paper AC 29/11, the minutes of the meeting of the Laws Programme Board meeting held on 23 October 2019 (LPB 13).

Noted

3058. That LPB 13 considered reports and discussions on a number of topics including:

- Degree classification
- Accreditation of prior learning
- Examination performance analysis

Agreed

3059. **That the minutes, recommendations and agreed actions of Laws Programme Board (LPB 13) be endorsed.**

PANELS OF THE ACADEMIC COMMITTEE

Inclusive Practice Panel

Received

3060. Paper AC 30/12, the minutes of the meeting of the Inclusive Practice Panel meeting held on 30 January 2020 (IPP 21).

Noted

3061. That IPP 21 considered reports and discussions on a number of topics including:

- Publication of an Inclusive Practice chapter through the Centre for Distance Education
- Updates on funding for accessibility
- Institutional policies on students with special arrangements, including pregnancy during study

3062. A member recommended that the University of London Equality and Diversity Committee should also include 'Inclusivity' in its title.

Agreed

3063. **That the minutes, recommendations and agreed actions of the Inclusive Practice Panel (IPP 21) be endorsed.**

3064. **That the recommendation be forwarded to the Equality and Diversity Committee on adding 'Inclusivity' to its title.**

3065. **That the Inclusive Practice chapter be received by Academic Committee once published.**

UNIVERSITY OF LONDON GOVERNANCE

Noted

3066. That the current University governance structure, notwithstanding the UoL Worldwide governance restructure in 2018-19, came into effect in 2008. The Board of Trustees agreed to a comprehensive review at its meeting of 21 March 2019
3067. That the review takes into account new University and higher education sector contexts, including:
- The University of London Act 2018, which has enabled Member Institutions to have university status while remaining part of the federation and, so, changing their relationship with the University.
 - The significant changes in the regulatory environment following the establishment of the Office for Students, and the consequent increased responsibilities and expectations on institutions and governing bodies.
 - The emerging University strategy which will build on its global, national and local academic connections and require more flexibility and agility in how it operates.
3068. That following discussion at Vice-Chancellor's Executive Group, it is proposed that the governance review will be focused on:
- Ensuring efficient and effective decision-making to enable the University to achieve its strategic objectives both as an independent entity and with Member Institutions.
 - Ensuring that the Board of Trustees is able to provide the necessary assurances related to the delivery and quality of the academic activities of the University across the School of Advanced Study, the University of London Institute in Paris and the University of London Worldwide.
 - Putting in place the right committee structure which identifies clear accountabilities and enables transparent and efficient decision-making.
3069. That a small group of key stakeholders from the Board of Trustees, the Collegiate Council and from academic departments will consider proposals, and ensure appropriate consultation across the University. The intention is that the Board of Trustees will consider the recommendations at its meeting in July 2020.

Board of the University of London International Worldwide and Collegiate Council

Received

3070. The Chair provided an update on the relevant matters arising from the meeting of the Board of the University of London Worldwide on 19 November 2019 and the Collegiate Council meetings on 13 December 2019 and 14 February 2020.

University of London Worldwide Finance Committee

Noted

3071. The Director of Operations provided an update on the relevant matters arising from the meeting of the University of London Worldwide Finance Committee meeting held on 4 November 2019.

MATTERS ARISING

Evaluation of programme assessment changes

Noted

3072. That, with respect to an outstanding item on the action sheet, an appropriate method for evaluating programme assessment changes be determined (minutes 1629-1630 refer), the Quality Assurance and Enhancement team has confirmed that:
- Out of the four programmes that were subject to the action, following changes to assessment weightings from 2016 onwards, two (MA Education and MRes Educational and Social Research) are now serving notice. An impact assessment will therefore not be conducted in these cases.
 - For the remaining programmes, MA Refugee Protection and Forced Migration Studies and MA Global Diplomacy, the next APPR or PPR will specifically look at comparison of performance data pre- and post-change, as well as any impact this may have had on assessment offences, etc.
 - Any programme introducing similar changes will be advised that a review of the performance data pre- and post-change will be conducted through this mechanism after an agreed period.

Student Experience: Measuring successes

Received

3073. Paper AC 30/14, 'Student Experience: Measuring successes' was presented to Academic Committee by the Student Experience Manager (Technologies).

Noted

3074. That further evidence of the success of Student Experience projects was provided to Academic Committee in response to a request made at a previous meeting (minute 2851 refers).
3075. That the report sets out the mechanisms for measuring success and engagement with students such as web-analytics, communication platforms and sentiment from survey feedback.
3076. That the University of London Worldwide achieved its first Customer Service Excellence Award with 100% compliance in 2017. The award has been maintained with 100% compliance since 2017 and was re-awarded in January 2020. A member queried the relevance of the term 'customer' to Higher Education. It was clarified that this is within the title of the kite-mark and not a term that was used more widely.
3077. A member noted that it is important that if there is clear evidence to show engagement with the VLE improves the student experience, this should be highlighted back to students so they can get the most out of what is available.
3078. A member noted that it was good to see increasing re-registration numbers resulting from the Lapsed Student Campaign.

Agreed

3079. **That Academic Committee will receive an updated report on the success of Student Experience projects in one year.**

Student membership

Noted

3080. That, further to Academic Committee's recommendation that consideration be given to appointing student members to Finance Committee and Teaching Centres Committee (minute 2912 refers), discussion has taken place and a mapping exercise is underway to collect information about current levels of student engagement in governance across the sector, including Member Institutions of the University of London. Appropriate arrangements will be put in place for the 2020-21 academic year. A full summary of how we engage students in governance will feature in the annual student voice report, which will be prepared in autumn 2020.

BSc Psychology module title

Noted

3081. That, as requested by Academic Committee (minute 2939 refers), the module title 'Women's mental health' has been changed to 'Gender and mental health'. The change received the full support of the academic team at Kings College.

Assessment Offences Annual Report

Noted

3082. That due to staff shortages, the submission of the 2018-19 annual report has been postponed to the May meeting.

MATTERS FOR REPORT

Student Complaints and Academic Appeals

Received

3083. Paper AC 30/14, 'Student Complaints and Academic Appeals' was presented to Academic Committee by the Associate Director: Student Affairs.

Noted

3084. A member noted that the table showing the number of complaints and appeals per programme should also include the number of students per programme to provide context.
3085. A student member expressed concern that there were any errors found through the administrative re-checking process for examination scripts, despite there being a very low number proportionally. Assurance was provided that detailed checks take place at both the Member Institution and University level, but that the potential for human error did remain.

Agreed

3086. **That the table showing the number of complaints and appeals per programme in the annual report be updated to include the number of students per programme.**

Common Employability Module

Received

3087. Paper AC 30/15 'Common Employability Module' was presented to Academic Committee by the Senior Careers Consultant.

Noted

3088. That University of London Worldwide and The Careers Group, University of London have collaborated to develop the first online Common Employability Module content open to all University of London Worldwide students.
3089. That the first iteration, entitled the Career Planning Micro-Module, received positive feedback from pilot student users and external reviewers in winter 2019 and will be released to all students in March 2020.
3090. That Student Voice Group (SVG) members and Singapore Institute Management (SIM) students piloted the module and provided positive feedback.
3091. The Chair of the Student Voice Group noted that there was a discrepancy between SIM and SVG feedback scores, with SIM scores higher, and that he would take this back to SVG to challenge assumptions about how different cohorts may regard the module.

CHAIR'S ACTIONS

Noted

3092. That Chair's action was taken:
- 29.10.2010: To confirm revisions made to the recommendations of the Zonal Paper Working Group following discussion at Academic Committee 29.
3093. That Chair's Action has been taken since the last meeting to approve the following number of suspensions of regulations for:
- LSE: 8
 - QMUL: 1
 - SAS: 2
 - SOAS: 14
 - UoL: 4
- Full details of all suspensions of regulations are reported to Academic Committee annually at the first meeting of the academic year

ANY OTHER BUSINESS

Dates of forthcoming Academic Committee meetings

Noted

3094. Members were asked to note the dates of the forthcoming meeting for 2019-20:
- Friday 22 May 2020

RESERVED BUSINESS

[AC Minutes 3095-3096 are considered exempt from disclosure in accordance with Part II of the Freedom of Information Act 2000.]