

Academic Board

1 June 2022



Actions

Ref	Action	Lead	Due Date
22/63	Review the 2022-23 Board dates in the context of the committee cycle to identify if the June Academic Board meeting can be held later	JHE and CM	Summer 2022 Complete
22/115	Confirm Academic Board support for the nominations for Honorary Degrees as listed in paper AB/22/39	CM	ASAP Complete
22/122	Confirm with the Academic Quality and Policy Office that all reports expected from External Examiners for the DClinPsy had been received before the Quality and Standards Report is remitted to Council's Student Experience and Research Committee	MH and CM	Summer 2022 Complete
22/126	Update paper AB/22/44 Academic Units to read School of Engineering, Mathematical and Physical Sciences before remitting paper to Council	CM	ASAP Complete
22/54	Provide update on review of Schools restructuring to an autumn term AB meeting	TB and JHE	Autumn 2022
21/136	Clarify position re the consultation on the proposal to apply for use of University title	JHE/CM	January 2022
21/142	Provide an update at the March Academic Board meeting on changes to the Personal Tutor system	JHE	March 2022
21/162	Circulate summary of Academic Board views on the proposed merger with St Georges	JHE/CM	January 2022
21/166	Refer issue of completion of resources information on cover sheets for consideration at AB Exec	JHE	Feb 2022
21/168	Develop and present a timeline on the implementation of forthcoming College education initiatives	JK and TB	Spring 2022
21/200	Update Academic Board on the Enquiry Management System	JHE	Spring/summer 2022
21/163	Amend Minute no. 21/43 in the minutes of meeting held on Wednesday 29 June to read "He noted that this was a consultation with the Board and they would not be asked to vote on the proposal."	CM	ASAP
21/103	Circulate information re consultation on changes to the RHBNC Act 1985.	JHE/CM	November 2021

21/218	Contact Development Manager to update nominee statement before nominations are circulated to Council.	PJL/CM	ASAP
21/221	Correct name of School in paper AB/21/48 to read "School of Engineering, Physical and Mathematical Sciences" before paper is circulated to Council.	CM	ASAP
21/226	Amend Minute no. 21/46 in Academic Board Executive Minutes of meeting held on 8 November to reflect that the paper number received was ABE/21/06 and not AB/21/06.	CM	ASAP
21/93 and 21/94	Circulate the reports from the Academic Societies Review and Joint Honours Insight with the October 2021 meeting papers	JHE/CM	October 2021
21/112	Ensure Extensions Policy is approved by Chair's action over the summer and circulate the agreed policy with the October 2021 meeting papers	JHE/CM	October 2021
21/121	Circulate meeting invitations for additional Academic Board meeting on 29 June	CM	June 2021
21/130	Add agenda item on progress with implementation plan from Process Fix review of non-academic misconduct and complaints	JHE/CM	October 2021

Action from current meeting

Academic Board

1 June 2022

2pm in Moore Auditorium



Min. 22/63-133

Minutes

Present:	Prof P Layzell (Chair), Prof K Badcock; Prof J Knowles, Prof T Bhamra, Prof G Agyemang, Prof K Dodds, Prof J Parker-Starbuck, Prof R Mock, Dr C Matos, , Prof R Livesey, Dr D Beer, Dr R Hemus, Dr E Cox, , Dr M Berry, Prof O Heath, Prof G Symon, Dr J Nuri, Prof I Candy (for Prof D Schreve), Dr J McEvoy, D K Clemitshaw, Prof P Dalton,	Prof M Wahlstrom, Prof R Schack, Dr T Berry, Prof V Boisvert, Dr S Collignon, Dr S Kuenzel, Dr E Xhetani, Prof M Humphreys, Mr S Kendrick, Ms A Goode, Ms M Jarvis, Mr A Parry, Ms H Warwick.
Secretary:	Dr J Howden-Evans	
In attendance:	Ms M Ennis, Prof G Knight	Miss C Munton (Assistant Secretary)
Apologies	Dr S Alty, Prof R Alston, Prof D Anderberg, Prof A Bradshaw, Dr P Bremner Dr D Brown, Dr E Cox, Dr V Desai, Prof R Fitzgerald, Prof R Jago, Prof A Jashapara, Mr L Kaounides,	Prof B Langford, Prof C Mitchell, Prof S Murphy, Prof A Palombi, Prof G Pieri, Prof D Schreve, Dr D Whistler, Dr S Wagner, Dr S West, Dr E Xhetani, Prof H Zagefka
Observers:	Mr A Alway	

1. Welcome and Apologies

The Chair welcomed all to the meeting, noting it was the first face to face meeting of the Board since December 2019. Several apologies had been received, with members citing marking pressures, and the Secretary was asked to review the 2022-23 Board dates in the context of the committee cycle to identify if the June meeting could be held later. 22/63

It was noted that this was the first meeting for the newly appointed Director of Education, Professor Gill Knight, and Executive Dean for Life Sciences and the Environment, Professor Klaus Dodds. Thanks were given to Professor Tamar Pincus, who had left the College, and Dr Carlos Matos, who would be ending his term of office at the end of July, for their leadership as Executive Deans of the Schools of Life Sciences and the Environment and Engineering, Mathematical and Physical Sciences respectively. The Chair also thanked the Heads of Department who were stepping down in July and the Students' Union representatives. 22/64

The Deputy Principal noted that this was the Chair's final meeting and thanked him on behalf of the Board for the skill with which he had chaired the Board over the last twelve years. 22/65

2. **Minutes of the previous meeting**

The Minutes of the meeting held on Wednesday 16 March 2022 (M22/01-M22/62) were APPROVED. 22/66

3. **Matters arising**

The following action from the meeting on 16 March is due for completion in the autumn term: 22/67

Ref	Action	Lead	Due date
Min 22/54	Provide update on review of Schools restructuring to an autumn term AB meeting	TB and JHE	Autumn 2022

4. **Unstarring of items**

No items were unstarred. 22/68

Formal Reports

5. **Recruitment of a new Principal**

Paper AB/22/26 update on the recruitment of a new Principal was RECEIVED. 22/69

The Deputy Principal REPORTED that for transparency he had deliberately circulated the paper used by Council to appoint the new Principal to members of the Academic Board. Professor Julie Sanders had been appointed Principal Elect and would assume her appointment on 1 October 2022. Council was reviewing interim leadership arrangements and an announcement would be made over the summer. Professor Badcock thanked the staff and students involved in the appointment process. 22/70

6. **Principal's Report**

Paper AB/22/27 Principal's Report was RECEIVED. 22/71

Professor Layzell REPORTED –

- A thank you to staff involved in the Easter graduation ceremonies, which had been a huge success. Graduates were delighted to return to campus for a 'normal' graduation ceremony and to have closure on their studies. 22/72
- The Senior Vice Principal (Student and Staff Experience) was leading on supporting students and staff affected by the war in Ukraine and leading the College's application to become a University of Sanctuary.
- Professor Giuliana Pieri had been appointed Vice Principal (International) and will lead on increasing opportunities for incoming and outgoing student exchanges and a review of international partnerships. Professor Pieri holds this role alongside her role as Executive Dean for Humanities.
- A thank you and congratulations to staff involved in REF. There had been some outstanding outcomes, resulting in positive and encouraging comments from the College Council.

7. **Report from the Council**

Paper AB/22/28, Minutes of the Council meeting held on 17 February 2022 were RECEIVED. 22/73

8. **Report from the Students, Education and Research Committee**
The Students, Education and Research Committee (SER) had not met since the March meeting of Academic Board. SER would next meet on 8 June 2022. 22/74
9. **Reports from the Senior Management Team**
There were no reports from the Senior Management Team. 22/75
10. **Report from Students' Union President**
Paper AB/22/30 Biographies of the incoming sabbatical officers for 2022-23 was RECEIVED. 22/76
Paper AB/22/31 Report from the Students' Union President was RECEIVED. The President REPORTED that the Students' Union were working with the College to appoint an external consultation to support them with writing the independent student submission for the Teaching Excellence Framework. 22/77
Paper AB/22/32 Outcomes from the Students' Union Student Voice Conference (SVC) held in February 2022 was RECEIVED. This set out the key points for further consideration by relevant College stakeholders from the four themes selected by the students for exploration at the SVC: Mental Health and Wellbeing, Student Safety, Students' Union Services and Personal Tutors. The Principal thanked the sabbatical officers for presenting a report that significantly helps the senior management team to understand the issues facing Royal Holloway students. 22/78
11. **Reports from Schools**
The Director of Education, Professor Gill Knight, PROVIDED a presentation, circulated with the papers as AB/22/23. 22/79
Highlights included:
 - An overview of Professor Knight's career to date, including senior academic roles at the University of Birmingham, Keele University, the University of Derby and four years at Aston University where she was Associate Dean in Education 22/80
 - Leading on the creation of a new portfolio of courses in Human Health, setting up a new department of Biological Sciences, implementing new departmental assessment and employability strategies and personal tutoring system at Derby, which resulted in significant success in the NSS and Guardian League table.
 - Leading and managing institutional Learning and Teaching projects, working with stakeholders to develop and implement education strategy initiatives, liaising with employers to deliver high quality learning aligned to the requirements of a diverse student body and curricular lead at a Department of Education Institute of Technology at Aston University
 - A summary of the student co-creation projects Professor Knight was involved in at Aston, and all of which led to measurable improvements in the student experience. These projects involved representatives from a Student Experience Champion Scheme, a scheme set up by Professor Knight through which students were paid for their input and enable the College of Engineering and Physical Sciences to seek a diverse and representative range of views. Examples of the projects include
 - redesigning the Moodle pages to achieve consistency of format and enhance the accessibility of the content
 - redesigning of the assessment brief to aid student understanding
 - establishing a Faculty academic tutoring programme
 - creating an online student induction site to assist with transition to university
 - an overview of Professor Knight's role at the DfE Institute of Technology, during which she focussed on recruiting a broader group of students into Higher Education

and upskilling them. She worked with students, employers and Further Education Colleges to co create a number of short courses, for example in Python.

- A synopsis of an intervention to support first year Computer Science students with weaker numerical ability to upskill over the year to improve progression and attainment in later years of the degree course.
- In 2019-20, Professor Knight implemented a new academic adviser programme at Aston to provide a beneficial and comparable personal tutor experience across the College of Engineering and Physical Sciences.

22/82

In response to a question from the Head of the Department of English on reward and recognition in the Student Experience Champion Scheme, Professor Knight confirmed the students had been paid on a casual basis. This ensured the College was demonstrating they valued the students as a partner in the projects. Professor Livesey also enquired about staff student ratios in the Personal Tutor scheme implemented at Aston and was advised that ratios varied from around 35 to one on the Foundation Year to ten to one on other courses. Sessions had to be held in groups to address recommendations from staff and students in the scoping meetings and normally held online due to timetabling constraints across student groups.

22/83

The Board thanked Professor Knight for her presentation. The Chair noted there were initiatives in the report that Royal Holloway would need to explore during the next year.

Strategy Discussion

12.

KPI and Milestone update

Paper AB/22/34 KPI and Milestone update was RECEIVED.

22/84

The Deputy Principal REPORTED on the following aspects of the paper –

22/85

- Updates across the document have been highlighted;
- On page 2, updates have been included to confirm the number of postgraduate degree courses with more than 20 student registrations and the awarding gaps between black and white students and IMD Quintiles 1 and 4, putting further emphasis on the work that needs to be completed to reduce these gaps;
- The student number update on page 8 and the legacy factors that have influenced planning, notably that College needs to recruit 600 more new students in 22-23 as part of recovering from the impact of a drop in student recruitment via Clearing in 21-22 and a fall in overseas recruitment during the pandemic. The strategic initiatives implemented to address these issues are listed in the paper and an early assessment shows there has been an increase in undergraduate applications. PGT applications from India and the Rest of the World are promising and have overtaken those from China. The new Health Studies department will welcome students from 2022-23, the Integrated Foundation Year had been expanded and the pathway development through Study Group was starting to deliver, all of which would help alleviate some of the legacy issues.
- The results of the pulse survey, noting it was difficult to compare results with previous surveys as a different response scale had been used this time. The

results were disappointing, but it was hoped the People Strategy would address some of the issues. Pulse surveys would run more frequently in future.

- The Professional Services projects piloting different approaches to working on page 9, noting the PGT Admissions Reform, a two-stage project that would in the short term expand the team enabling them to process applications more quickly with a long-term aim of replacing the current IT system to create process efficiencies and the Enquiry Management System project.
- Partnerships and trying to capture those that are related to collective strategic goals. There is considerable work to do to establish the partnerships with industry that the College needs to deliver parts of the strategic plan.

Major Business

13. Degree Awarding Powers

Paper AB/22/34a Use of our own Degree Awarding Powers was RECEIVED. 22/86

The Principal REPORTED that most awards made by Royal Holloway are University of London awards, in contrast to many of the other constituent Colleges who use their own Degree Awarding Powers. This would become problematic for the College if the changes to condition B3 proposed by the Office for Students are implemented as it would be subject to a dual assessment of quality and outcomes, once through the governing body and again through the University of London as the degree awarding body. The paper outlined a proposed solution viz the College using its own Degree Awarding Powers. Executive Board had discussed the proposal and agreed that the preferred option was to use the College's trading name of Royal Holloway, University of London on the Degree Certificates instead of its legal name of Royal Holloway and Bedford New College. Permission would need to be sought from the Privy Council and the Office for Students, but it was hoped that an application would not be controversial. More details about the process were set out in AB/22/34a. The Principal advised that the timing of any amendment to the awarding body needed careful consideration because it constitutes a significant change to the terms and conditions between a student and the College. 22/87

An elected member advised that they had experienced a similar event whilst a student and their university had offered the choice of awarding body to affected students. The Principal indicated that an earlier change to awarding body would be preferable to minimise the time the College would be subject to dual review. The legal matters were still under consideration and the Principal was therefore unable to confirm if Royal Holloway students will be offered a choice of awarding body or whether the change would be phased in for new students only. 22/88

The Students' Union representatives were invited to comment on the proposals. No concerns were reported. 22/89

The Board APPROVED the principle of the College using its own Degree Awarding Powers for all degree awards. The timeline would be determined by the external approval processes. 22/90

There would be further discussion on the matter, including timings and certificate design at a future Board meeting. 22/91

14.	Teaching Excellence Framework	22/92
	<p>The Senior Vice Principal (Education) PRESENTED a slide on Education Framing to contextualise items 14-16. The main drivers for change were summarised as the fast changing HE environment, the changing demographic of student identified in the College Strategy, the post pandemic shift and mitigating the impact of the disruption to learning experienced by students joining university in the coming years, and government policy and the growing role of the regulator. The key areas of educational focus will be grouped around assessment, belonging and mode of study. Professor Knowles highlighted three current projects –</p> <ul style="list-style-type: none"> - The Big Read, led by Dr Vicky Greenaway, on the 'Belonging' theme - Conversations about Race, led by Prof Gloria Agyemang, based on a successful initiative at Kings College, London to create safe spaces for staff and students from all backgrounds to discuss their experiences. A facilitator would be appointed, and the initiative rolled out next year. - Turing Scheme, led by Prof Giuliana Pieri, providing opportunities for a greater number of students to study abroad. The first year of the scheme at the College had been successful and a bid had been submitted for a larger share of money. 	
	Paper AB/22/35 Teaching Excellence Framework (TEF) was RECEIVED.	21/93
	The Senior Vice Principal (Education) REPORTED that the successful applicant for the role of TEF lead at Royal Holloway would soon be announced.	21/94
	The Office for Students had not yet confirmed the timeline but it was anticipated that the submission deadline would be moved to January from September. Professor Knowles commented that the College would continue to plan to have the bulk of its submission prepared by early autumn to avoid clashes with a busy teaching term. The data indicated a solid silver outcome with some elements at gold. The narrative supporting the data would be critical, particularly around how the College intends to address the split metrics.	21/95
15.	Update on moving to a mid-year assessment point: 2023 and beyond	
	Paper AB/22/36 Structure of teaching update was RECEIVED.	21/96
	The Senior Vice Principal (Education) REPORTED that changes to the teaching pattern agreed at the previous meeting could only be introduced from 2023-34 due to dependencies with the Students' Loan Company.	21/97
	The Steering Group tasked with conducting a detailed review of how teaching is structured at Royal Holloway was making good progress in considering the options for change. This was a complex issue, and the Steering Group agreed the best approach to finding a solution was to review teaching models against an agreed set of criteria. Twenty models were initially considered and narrowed down to a smaller list based upon the most desirable criteria for a new teaching model at Royal Holloway; none of the models were an exact fit for the College. Three of the models were current practice at HEI providers and one was a proposal created by the Students' Union based up on their consultation with students. The criteria and their accompanying weighting remained under discussion. The Chair concurred with the Senior Vice Principal that agreeing the weighting was a challenging matter because of the different teaching styles across departments and balancing up student and staff experience. Once the criteria had been agreed, the Steering Group would score the models and consult with a wider audience, including students, on two or three of the models. Executive Board would review the findings in September and the recommended model (s) would be presented to Academic Board for approval in autumn 2022.	21/98

	<p>The Chair requested that the Board think carefully about the proposals when presented in October and accept that a decision must be made on how to proceed and then supported to implementation. The Office for Students has requested that students from all backgrounds are supported to succeed, and a good teaching model is a tangible outcome for the College to demonstrate its commitment to this. He noted that the Senior Management Team are mindful of the workload concerns raised by academic staff in some departments where student numbers have increased exponentially and they have given a commitment to addressing it, partly through a review of teaching and assessment and rebalancing of resource.</p>	21/99
	<p>The Students' Union Vice President (Education) thanked the Senior Vice Principal (Education) and the Strategic Planning Project Lead for their input into this project, noting that the priority for the student body is a universal study week to break up teaching and assessment. This is reflected in the proposed models. She reported that the Students' Union have an ongoing concern about assessment bunching, and it remains unclear whether this can be addressed through the models, or whether they make bunching even worse. Professor Knowles noted that would only be true if the College continues with the same volume of assessment, and assessment practice also needed to be reviewed.</p>	21/100
16.	<p>Access and Participation Plan</p> <p>Paper AB/22/37 Access and Participation Plan was RECEIVED.</p>	22/101
	<p>The Senior Vice Principal REPORTED on progress against targets following the release of the latest OfS dashboard data in March 2022. The pandemic mitigations improved award outcomes for all students, however white students were more positively impacted than black with a persistent awarding gap between the two groups of students. This was not unique to Royal Holloway, however the gap was larger than in the UCAS competitor group. Professor Knowles highlighted slide 6 in the paper showing possible reasons for the awarding gap. The College would not be able to address all the factors, for example parental qualifications and personal circumstances, however, there were opportunities to make improvements and the Inclusive Education Board would be focussing on assessment practices, mode of study and alienation over the next two years. Progress was also limited in improving the access gap between Polar 4 quintiles 1 and 5.</p>	22/102
	<p>A variation to the existing APP would be submitted by the end of July, at the request of the OfS to address factors such as making the plans more accessible to students, creating more routes into Higher Education and more flexibility around level 4 and 5 qualifications. The College would ask for a variation to its plan viz Polar 4 Quintile 1. Some funding would be moved away from access and towards success. A further variation would be submitted next year following a wider cross College debate about the content of the plan.</p>	22/103
17.	<p>Research Excellence Framework</p> <p>Paper AB/22/38 Research Excellence Framework 2021 Results was RECEIVED.</p>	22/104
	<p>The Deputy Principal opened the discussion by thanking everyone involved in the submission and congratulating staff on a strong overall College performance with multiple outstanding individual outcomes. The results showed the College had performed very well against the sector for 4* outcomes in outputs and least well for 4* outcomes in impact and environment.</p>	22/105
	<p>The funding allocation from REF would be available in the autumn and the Deputy Principal was not expecting any significant reduction on previous years based on these results.</p>	22/106

	Professor Badcock REPORTED that attention was already turning to REF 2028. Full submissions would be published in the week commencing 20 June and these would be reviewed to identify where there have been strong outcomes in impact and environment to use these as learning opportunities for writing the next submission.	22/107
	The focus over the next few weeks would be reviewing the results in more detail to establish a framework to determine a set of actions for REF 2028 preparation and that efforts were focussed in the right areas. The framework would be created in the context of the 3-year strategic plan and informed both by College level data analysis and reflection from departmental staff, facilitated at School level by the Directors of Research. Professor Badcock emphasised that the resulting actions needed buy in from academics and he hoped this two-pronged process would facilitate this.	22/108
	He noted there were institutional considerations around staff development and skills, which will lead to conclusions about recruitment, secondments, development activities and workload. There would need to be a discussion on the academic promotions criteria and whether the current criteria were still appropriately balanced; examples given were whether College adequately rewards knowledge exchange and mentoring.	22/109
	Consideration needed to be given to the positioning of large-scale activities such as drone technology to strengthen outputs on impact.	22/110
	The Deputy Principal advised that these were all tricky issues to consider, noting that some of the subjects in which College performed very well in in the REF are also some of the subjects in which recruitment to taught courses is struggling and conversely, other subjects did less well in REF but are oversubscribed with regards to student recruitment on taught provision. He hoped for a mature discussion in Schools to develop responses to these concerns and noted there needs to be genuine reflection on what the results are telling the institution and how to take things forward for 2028. It was expected that School strategies would need to be revisited to include key actions in research activities.	22/111
	An update would be presented to an autumn term meeting of Academic Board.	22/112
18.	Honorary Awards	
	Paper AB/22/39 Honorary Degrees 2023 was RECEIVED. The Chair noted that this paper was marked as confidential and should not be shared or discussed outside of the meeting.	22/113
	The Chair REPORTED that University of London regulations permit the College to confer five Honorary Degrees per year, although there were currently eight nominations in the paper. It was anticipated that some names would need to be removed post eligibility checks, for example if the checking reveals they have already received a University of London Honorary Degree from another College. Council would also have a view on ranking the nominations in order of priority.	22/114
	Academic Board RECOMMENDED the names listed in the paper for the award of Honorary Degrees of the University of London to be conferred in 2023.	22/115
	The Board NOTED the recommendation from Executive Board for the award of Honorary Fellowships in 2023 to five individuals as referenced in the paper.	22/116

19.	Annual Report on Appeals and Complaints	
	Paper AB/22/40 Annual Report on Appeals and Complaints 2020-21 was RECEIVED.	22/117
	The Director of Student and Academic Services REPORTED there has been a significant increase in the number of appeals against penalties imposed for academic misconduct and a small but significant increase in the number of formal complaints. These increases have impacted the workload of the Academic Investigations team, and the resourcing is being reviewed. He considered that the introduction of a cross College module on academic integrity into all first-year undergraduate courses and all postgraduate taught courses was an important mitigation in reducing the number of academic offences, and therefore appeals against penalties. He hoped the Enquiry Management would facilitate faster consideration of student concerns, thereby reducing the likelihood of them leading to a formal complaint.	22/118
	The Senior Vice Principal (Education) REPORTED there was academy wide concern about the increase in academic misconduct cases and he supported the introduction of the academic integrity module. In addition, he had asked the College's Director of Education to consider other ways of increasing student awareness of academic integrity and to review the Academic Misconduct regulatory penalties. He asked Executive Deans and Heads of Department to ensure that staff involved in academic investigation cases keep meticulous records so there is a clear audit trail should a case be referred for further investigation either within College or at an external organisation such as the Office for the Independent Adjudicator.	22/119
20.	Quality and Standards Report	
	Paper AB/22/41 Annual Quality and Standards Report 2021-22 was RECEIVED and APPROVED.	22/120
	The Vice Principal Quality and Standards explained that this report is prepared on behalf of Academic Board to give assurance to Council that the College continues to meet the ongoing conditions of registration pertaining to Quality Assurance matters set by the Office for Students.	22/121
	The Chair asked Professor Humphreys to confirm with the Academic Quality and Policy Office that all reports expected from External Examiners for the DCLinPsy had been received before the Quality and Standards Report was remitted to Council's Student Experience and Research Committee as he considered the current phrasing was unclear.	22/122
	Items for formal approval	
21.	*Terms of Reference	
*21.1	Paper AB/22/42 Terms of Reference for the Academic Staffing and Titles Committee was APPROVED.	22/123
*21.2	Paper AB/22/43 Terms of Reference for the Curriculum Development Committee was APPROVED.	22/124
22.	*Academic Units	
	Paper AB/22/44 Academic Units in 2022/23 was APPROVED.	22/125
	Secretary's note: a correction was made to the paper before remitting to Council. The paper should have referred to the School of Engineering, Mathematical and Physical Sciences.	22/126

23. ***Student Protection Plan**
Paper AB/22/45 Student Protection Plan was APPROVED. 22/127

Items for report

24. ***Academic Board Executive**
Paper AB/22/26 Minutes of the meeting of the Academic Board Executive held on 25 April 2022 was RECEIVED. 22/128
25. ***Education Strategy Committee**
Paper AB/22/47 Minutes of the meeting of the Education Strategy Committee held on 3 March 2022 were RECEIVED. 22/129
26. *** Partnerships Committee**
Paper AB/22/48 Minutes of the meeting of the Partnerships Committee held on 23 March 2022 were RECEIVED. 22/130
27. ***Quality Assurance and Standards Committee**
Paper AB/22/49 Minutes of the meeting of the Quality Assurance and Standards Committee held on 23 February 2022 were RECEIVED. 22/132

Other Matters

28. **Date of the next meeting**
Paper AB/22/50 Dates of Academic Board meetings in 2022/23 was RECEIVED. 22/133