

ACADEMIC BOARD
OPEN AGENDA

**Tuesday 5th December 2017 at 2.00pm
 (Conference Suite, Paul Webley Wing)**

AB 2017/18 2 A	Minutes To approve: minutes of the meeting held on 1 st November	[Paper attached]
AB 2017/18 2 B	Action Points	[Oral updates]
AB 2017/18 2 C	Matters Arising/Matters for Report	[Oral updates]
AB 2017/18 2 D	Directors Report To discuss	[Paper attached]
AB 2017/18 2 E	Sub-Committees To receive: termly reports from (i) Academic Development Committee (18th October) (ii) Equality & Diversity (20th October)	[Paper attached]
AB 2017/18 2 F	Teaching Qualifications at SOAS: Amendments suggested for Academic Board Discussion To discuss	[Paper attached]
AB 2017/18 2 G	Changes to Economic Degree classifications To approve	[Paper attached]
AB 2017/18 2 H	Online Learning Strategy To approve	[Paper attached]
AB 2017/18 2 I	Academic reward at SOAS To approve	[Paper attached]
AB 2017/18 2 J	Research Fellow*- Marc Dubois To note	[Paper attached]
AB 2017/18 2 K	Senior Fellow*- Baiju S Vasani To note	[Paper attached]

These minutes are for information only. Any corrections to the minutes will be recorded in the minutes of the subsequent meeting of the committee.

SOAS

**ACADEMIC BOARD
MINUTES**

1 November 2017 at 2.00pm, Conference Suite, Paul Webley Wing

Baroness Valerie Amos (Chair)	Professor N Al-Ali
Dr R Alexander	Professor R Bachmann
Dr B Bhandar	Professor R Black
Professor C Bramall	Dr J Caron
Professor M W Charney	Professor A Contadini
Professor S Hopgood	Ms R Everitt
Ms N Farzad	Dr S Hawthorne*
Dr N Hill	Ms H-Y Tam
Dr H Bo*	Dr U Volz
Professor C Tan	Dr M Jennings
Professor D Johnston	Dr T Kaiser
Ms Waite	Dr M Laffey
Professor K Latham	Dr A Lockyer
Professor L Marten	Dr B Murtagh
Dr M Nelson	Dr A Newsham
Professor A Saad Filho	Dr S Pett*
Ms N Phillips	Ms P Sanderson
Professor R Reid	Mr H Anderson
Dr M Sabaratnum	

*denotes apologies

In attendance:

Mr P Baran	Dr I Pickup
Mr G Davies	Professor S Chan (For Item F)
Mr R Ivermee	Dr C Ince (minutes)
Dr S Rofe*	

Minutes

AB 2017/18 1 A

The minutes of the meeting on 15 June 2017 were **approved**.

Action Points

AB 2017/18 1 B

The Committee Secretary updated the Board on progress against the actions. As follows:

2016/17 7 F – The changes to the Standing Orders had been approved by the Board of Trustees. There would be further amendments during the coming year and feedback would

be provided from the working group that had looked at the standing orders process during the last revisions.

2016/17 7 L & M – The Languages Strategy and paper on fundraising would come to the next meeting.

Matters Arising/Matters for Report

AB 2017/18 1 C

The Interim Director of Library & Learning Resources reported that she would be contacting members to schedule brief meetings to discuss what they needed from library services and to share information about areas of success

Terms of Reference & Conduct of Committees

AB 2017/18 1 D

Academic Board **noted** its Terms of Reference together with the Code of Conduct for all committees at SOAS.

Director's Report

AB 2017/18 1 E

The Director **presented** her report to the last Board of Trustees meeting. This highlighted the School's challenging financial position and the developing plans to address this. The decision to maintain the tariffs set by departments for recruitment in 17/18 had worsened this position from the previous forecast. This had been a decision taken by Executive Board with the support of the Board of Trustees. There would be a short-term financial recovery plan to address this deficit as well as a medium-term plan around future investment and areas of growth. AB **noted** that at the informal meeting with the Board of Trustees the following day, there would be presentation on the SOAS marketing strategy and potential areas for growth.

Academic Restructuring

AB 2017/18 1 F

(i) Area Studies Review

Professor Chan **reported** on the outcome of the Review of Area Studies at SOAS. The Report addressed the poor performance in the last REF exercise and made several recommendations to improve this as well as maintain the School's commitment to Area Studies in the future. These included recommendations for a smaller more focused REF submission, locating MA degrees currently in Institutes in academic departments and revised entry requirements for students wishing to undertake a PhD in Area Studies.

EB **discussed** the School's Area Studies REF submission and if this should be a small focused submission or a larger submission from across the School. The REF criteria were still to be finalised, but a decision needed to balance the interests across the School and many staff had a discipline and area expertise. EB **agreed** that the School needed a strong focused submission to the REF in Area Studies but did not support the creation of an "Area Studies Academy" to facilitate this. Other options discussed included managing this through the Institutes or the Department of Interdisciplinary Studies.

Academic Board **approved** the recommendations in the Report but agreed that an Area Studies Academy would be created. The Pro-Director, International would lead on

considering how the School could develop a PhD pathway for Area Studies and what the entry requirements would be.

(ii) Promotions Panel Composition

Academic Board **approved** the panel composition and associated guidance.

Student Safeguarding Policy

AB 2017/18 1 G

The Deputy COO (SAE) **reported** on the work to develop a Student Safeguarding Policy that covered a range of areas. This was an expectation of HEFCE and likely to be a requirement for the Office for Students.

Academic Board **approved** the Policy and agreed that it would be reviewed early in 2018 to feed into the update on implementation at the Academic Board March meeting.

Academic Performance Framework

AB 2017/18 1 H

Academic Board **discussed** changes to the Academic Performance Framework that addressed issues raised and matters arising from the academic restructure. The revisions had been shared with UCU and several concerns had been raised around alignment to the REF, teaching qualifications, the guidance being illustrative for all components and the shift away from research in the criteria for promotion.

The Pro-Director, Research & Enterprise explained that the inclusion of impact did not explicitly refer to REF and was a good step as it allowed the School to include this element in relation to promotion; consideration would be given to the recognition of overseas teaching qualifications. It was also noted that a teaching qualification was a requirement to complete probation; and that the guidance could be clarified to state it covered all components of the framework as illustrative examples; the greater emphasis on teaching was in line with that at other institutions and reflected on a decision already taken by Academic Board. Following discussion, it was agreed that all 'aspirational' components of the framework should be viewed as illustrative examples, with footnote 2 amended accordingly.

EB **approved** the revisions to the Academic Performance Framework. EB **noted** it would receive a paper to a future meeting on whether the same criteria and teaching qualification requirements should be extended to senior/teaching fellows and lecturers.

Decolonisation

AB 2017/18 1 I

The Chair of Senate **reported** on the ongoing work around decolonisation at SOAS. The paper included an update action plan as well as feedback from the Working Group on the inclusion of the word "reparations" in the document. Academic Board had asked the Group to consider removing the word "reparations" and replace it with "redress" but the Group recommended retaining it.

Academic Board discussed in detail the use of the word "reparations" and what should be included in the final, approved version of the review. Academic Board voted on this and agreed by a vote of 20 to 5, with 2 abstentions, to use the word "redress" rather than reparation.

HEFCE Annual Provider Review

AB 2017/18 1 J

Academic Board **approved** the Annual Provider Review for recommendation to the Board of Trustees. This would also be discussed with the Board of Trustees at the informal meeting the following day.

AB nominations to committees

AB 2017/18 1 K

Academic Board **noted** the various committee vacancies for its members on other committees. Any members interested in serving on one of the committees should contact the Secretary in the next two weeks. The Director would make any final decisions on appointments, if required.

Student evaluation of modules

AB 2017/18 1 L

The Pro-Director, Learning & Teaching **reported** on student evaluation of modules and that Academic Development Committee was reviewing the thresholds at which student evaluation could be used in the Academic Performance Framework. The current threshold meant that only 3 of the School's 1600 modules met the criteria.

The data were used for a wider range of issues and were reviewed by LTQC every year. The School needed to ensure it engaged with course reps so that the response rates improved, and students were able to see the data and how they were being used.

Academic expertise and public debate

AB 2017/18 1 M

EB **approved** the Policy on Academic Expertise and Public Debate, which had been developed in response to a discussion at Senate the previous academic year.

Senate Papers

AB 2017/18 1 N

The Chair of Senate **reported** on the recent Senate meeting. This had debated three motions as well as discussing the School's Online Learning Strategy.

The first motion, about co-location of administrative support with academic departments, had 130 votes for, 6 against and 7 abstentions. The issue was part of the consultation on student and academic services that would commence the following week in line with the Schools change management policy. A small working group was being set up to look at this specific issue and would involve staff and students. Academic Board noted the advisory vote, which would be fed in to the consultation by the Senate Chair. It was recognised that final decision on the professional services structure would be made by the Executive Board.

The motion relating to events on campus had received 85 votes in favour, 18 against and 27 abstentions. The Senate Chair would write to the Director, Registrar and Chair of the Board of Trustees about the motion and ask for a formal response.

The third motion related to SOAS journals and had 133 votes for, 2 against and 6 abstentions. The Pro-Director, Research & Enterprise offered to meet with the motion

creators to discuss the steps the School was already taking around existing contracts and open access and see if any further action was required.

Constitution of Centre for Yoga Studies

AB 2017/18 1 O

Academic Board **approved** the creation of a Centre for Yoga Studies, subject to the constitution being written in the correct template.

Reports from AB sub-committees

AB 2017/18 1 P

Academic Board **noted** the minutes of Resources & Enterprise Committee, which had been circulated via e-mail. These would be included on the agenda for the next meeting, along with those from Academic Development Committee.

Appointment of Senior Fellow

AB 2017/18 1 Q

Academic Board **noted** the appointment of Simeon Obidairo as a Senior Fellow.

Action Points

Item	Action Detail	When?	By?
AB 2016/17 Two subject degrees	Academic Development Committee was asked to do further work on the home location of the two-subject degrees and to produce financial models of impact including in relation to registration fees.	31/1/18	DJ
AB 2016/17 7 G Attainment Gap	AB agreed that Attainment Gap would be a regular item on the AB agenda.	31/1/18	CI
AB 2016/17 7 L SOAS Languages Strategy	The SOAS Languages Strategy is to be brought back to AB for further consideration.	5/12/17 Postponed 31/1/18	LM
AB 2016/17 7 M Fundraising for Strategic and Vulnerable Languages	The paper on Fundraising for Strategic and Vulnerable Languages is to be brought back to AB for further consideration together with the SOAS Languages Strategy.	5/12/17 Postponed 31/1/18	LM
AB 17/18 1 F – Area Studies Review	Proposals for Area Studies PhD and any specific entry requirements	31/1/18	SH
AB 17/18 1 G - Student Safeguarding Policy	Report on implementation of Policy	14/3/18	IP
AB 17/18 1 H Academic Performance Framework	Paper on use of criteria and teaching qualifications for TF/STF/Lectors	31/1/18	DJ
AB 17/18 1 K – Committee vacancies	Members interested in serving on another committee to contact Secretary	15/11/17	All

Board of Trustees – Director’s Report

This report updates Trustees on the six strategic objectives which Trustees have agreed to deliver the SOAS vision and strategy 2016-2020.

SOAS Teaching and Learning

TEF

In November SOAS was selected as a TEF subject pilot institution, as part of a group of 50. This is a confidential exercise that will not result in a publishable metric but will result in a read-out for the institution about a likely subject TEF award. Being part of the pilot gives us the opportunity to influence the process, which is important for us given the idiosyncratic character of some of our subject data and provision. This process involves the collection and provision of inputs from December to February. Our results will be made known to us in June.

Curriculum Review

The process of stand-alone curriculum review is nearing its end, with future curriculum review to be embedded in our new Comprehensive Departmental Review process. The School of Law is in the middle of the final stand-alone curriculum review, with a focus on PGT provision and the undergraduate experience.

We will then move to a transitional process of Comprehensive Departmental Review of the Schools of East Asian Languages and Cultures; Languages, Cultures and Linguistics; Interdisciplinary Studies; and Politics.

SOAS Research

Good progress is being made in relation to implementation of the REF action plan. Heads of Department will continue to manage the performance of staff who do not yet have a minimum number of outputs for REF 2021. Meanwhile, eleven of the thirteen units of assessment have now conducted a review of the pipeline of 4* outputs and all set out credible arrangements whereby the target of 4* outputs are to be achieved. There are two exceptions, one where an extension has been agreed and one where the information will be supplied imminently. The next meeting of the REF steering group will review these plans, as well as the annual reports of critical friends, in order to disseminate best practice.

Progress is also ongoing on environment statements, which are due from all units (except Area studies) on 1 December; and impact case studies. In relation to impact case studies, a series of workshops has been organised for academic staff which will take staff through the requirements for impact case studies. Although sign-up to date has been relatively modest, a sufficient number have signed up for us to be on track for 12 zero-draft case studies this term. A number of staff have expressed concern that work on research impact is not rewarded in terms of promotion. This has been rectified with the decision of Academic Board in November. Reflecting this, the workshops will be re-run for further groups of staff as deemed necessary. Unit of Assessment workshops are planned for the Spring term to shortlist the case studies with high potential in order to provide focused support.

Work is ongoing to identify at least one nominee from SOAS to serve on every REF sub-panel to which we will submit work, with individuals already identified for Development Studies, Area Studies, Linguistics, Law and Business & Management. Additional nominees will be sought for the other panels. Nominations are via subject associations, as well as the British Academy and Academy of Social Sciences. The deadline is 8 December.

HEFCE have just announced further guidelines for REF submissions. A verbal update will be made at the meeting.

SOAS People

Voluntary Severance Scheme

The Board of Trustees agreed in October that SOAS should reduce costs by an additional £1.5m next year (in 2018/19) and a further £1.5m in the following year (2019-20). This is in addition to the proposals for One Professional Service, which can be expected to deliver at least £1m savings by 2019-20. The School has just launched a voluntary severance scheme to help realise these savings and to support change at SOAS across the academic and professional services. It is essential that the scheme is well-managed and open. This will be one component of the savings we are seeking to achieve. Information on the voluntary severance scheme has been sent to all staff.

Leadership development

The leadership development programme created for EB members will include face-to-face and online learning support as well as coaching and mentoring provision. In addition a number of information sessions are planned for EB members. A two-day strategic team leadership workshop will be held in January. The programme is currently under development and will include implementation of the School's vision and strategic plans, working together as a team and managing risk.

A programme of staff development, particularly aimed at supporting professional services staff transition to the new structures, is a fundamental part of the change to the One Professional Service. The Emerging Leaders and Managers Programme (eLAMP), an accredited programme developed by the LH Martin Institute, provides accessible and relevant professional development for aspiring and current higher education managers. Twenty five SOAS staff (at Grades 8-10) are in Cohort 1, undertaking the first module. Applications for Cohort 2 (Grade 7 and below) are open until 27 November 2017, for a January start date.

SOAS Voice

As part of our ongoing efforts to ensure that SOAS is recognised as a place for robust discussion and debate on key global issues, we welcomed the UN Secretary-General António Guterres to SOAS. The Secretary General spoke to an audience of SOAS students, staff and invited guests in the Brunei Gallery Lecture Theatre on the theme of "Counter-Terrorism and Human Rights: winning the fight while upholding our values". This was the second of three major policy speeches he is making globally this year - and his only major speech in

the UK. The speech generated national and international interest and widespread media coverage with social media live commentary and debate. The full film is available online on the SOAS YouTube channel and on the UN TV channel.

We are advertising for (a) a new Director of Development, External Engagement & Policy, as part of the One Professional Service implementation; and (b) an interim Director of Marketing & Student Recruitment.

SOAS International Strategy

The main area of focus for our international work in the shorter term (2017-2019) is increasing international student recruitment by developing our online and Transnational Education (TNE) in Asia in general, and in South East Asia (Malaysia, Indonesia, Thailand and Singapore), in particular.

We are prioritising two major initiatives:

- **Priority initiative 1:** In terms of TNE activity, we are currently pursuing a partnership with a large charitable private provider in Singapore which is looking for a new partner to teach a range of finance and management courses. We will need to register as an education provider in Singapore, and do more due diligence on the private provider. The British Council is assisting us with the negotiations which, if successful, could deliver students by 2018-2019 but will, in any event, deliver them for 2019-2020. The teaching would involve courses that have already been through our QA processes. The scale and scope of this partnership will become clear as our negotiations continue.
- **Priority initiative 2:** A newly created online course offered entirely with the School's existing resources composed of courses we teach already on campus with the exception of a new core course. This has the working title of Global Politics of Asia and Africa. We will bring together courses from Development Studies, Economics, Politics and International Studies, and CISD – we are aiming at 10 (minimum) to 15 options. We are already preparing to move content online using our own existing Moodle platform, allowing us to create a model for use in offering other online courses more efficiently and effectively in the future.

In addition to these priorities for the years 2017-2019, we have a series of other initiatives underway.

- *Social Entrepreneurship MBA:* This will, again, combine courses we already teach but with new course offerings also. We have opened talks with Singapore Management University about offering this as a dual or joint degree and would hope to bring in other partners. We believe there is a significant market for those interested in the management and business of public, not-for-profit and philanthropic enterprises. This course will, we envisage, bring together SOAS's social change agenda with a progressive approach to making a positive impact on the contemporary world.

- *Validation*: We have almost completed a fully-costed validation model for our partnership with the Aga Khan University in London (more specifically, the Institute for Ismaili Studies with other courses to follow). Once established, this is a model we can use to provide validation services to other institutions in the UK and overseas.
- *Articulation*: We see this as a route by which to increase international student recruitment, and will look for educational providers whose courses match ours to the extent that their students can transfer for some part of their degree and at various stages to SOAS. Again, SE Asia is the target market for this form of recruitment.
- *Africa Institute for Creative Arts and Innovation*: We have begun exploratory talks about establishing an Africa Institute that would be based in both SOAS and Lagos. This would involve joint programmes, scholarships, capacity-building, artists in residence and an innovation hub. We are looking for a major donor to fund this initiative, linked possibly to development of the 4th Quadrant, Senate House.

Global Engagement Office (GEO)

In addition, a series of internal changes are underway with the ultimate aim of creating a GEO headed by the Pro-Director (International). This means streamlining and strengthening the process by which we advise on and approve any and all external agreements and partnerships. This process is important from both an institutional risk and an efficiency and effectiveness point of view. The Contracts Office in the Research and Enterprise Office (REO) will be the focus for this development, serving eventually both REO and GEO as a source of early advice and as oversight in terms of due diligence and governance for final agreements. To facilitate this shift, a Contracts Review Working Group has been created to review the current contracts process at SOAS and recommend how this might be improved, with widespread engagement underway across teams in SOAS. The deadline for completion of this work is end January.

KPIs

In terms of KPIs, the key tangible measure of success for the principal initiatives outlined above is an increase in student numbers, whether on campus, online or taught overseas. We propose a KPI which measures student recruitment and student income, directly related to the two priority initiatives, partnership with a private provider in Singapore and development of an online course in Global Politics of Asia and Africa. There will be no income or student increase to show on the former before September 2018 at the earliest and possibly not until September 2019. On the latter, September 2018 would again be the earliest date but January 2019 is a more likely timeline to see the courses offered and recruiting.

These, and the other initiatives outlined, have the potential to yield increased income over the next two years of £2 million +. These are major priorities. The risks associated with them are:

- under-investment in the development phase

- lack of sufficient physical support to allow the PD (International) and the Chief Operating Officer to focus time and attention on moving these initiatives forward
- that agreements do not materialise or the online offerings do not generate sufficient buy-in from academic departments within the School
- that even if successfully established the initiatives do not generate income in sufficient quantities

SOAS Infrastructure

The Registrar and the Chair of Estates Committee, Steve Tinton, have met with external expert advisers to discuss the creation of a vision for the SOAS estate and the development of the estates strategy. The strategy will be driven from the perspective of the end-users of SOAS infrastructure – students, academic staff and professional support teams, as well as key external visitors and partners.

On the self-delivery of facilities services and catering, an announcement was made to all staff and students on Friday 17 November. This covered the creation of the project board and the project workstreams to ensure self-delivery by September 2018. The board, chaired by Steve Tinton, has full involvement from UNISON and the Students' Union and the project is being taken forward in collaboration with the current suppliers Bouygues and Elior.

Valerie Amos

20th November 2017

SOAS, UNIVERSITY OF LONDON
ACADEMIC DEVELOPMENT COMMITTEE

Wednesday 18 October 2017 at 10.00am
in Room SG36

MINUTES

Members:

Mr Hamish Andersen
Professor Richard Black
Professor Chris Bramall
Ms Susan Clucas
Dr Catherine Dolan
Dr Chege Githiora
Professor Stephen Hopgood
Dr Deborah Johnston (Chair)

Dr Jaeho Kang
Dr Zoë Marriage
Professor Lutz Marten
Dr Satoshi Miyamura
Ms Nisha Phillipps
Dr Ian Pickup
Dr Marie Rodet*
Dr J Simon Rofe
Ms Robyn Waite*

In attendance:

Professor Nadjie Al-Ali (Head of Doctoral School)
Dr Hong Bo (ADLT LSS)
Ms Regina Everitt (Director of Library & Learning Resources)
Dr Angela Gallagher-Brett (Head of Learning & Teaching Development)

Ms Philippa Hewett (Head of Careers)
Dr Angus Lockyer (ADLT AHU)
Ms Claire Rees (Careers Consultant)
Ms Jenni Rhodes (Secretary)
Dr Julia Sallabank (ADLT PGT LCU)
Dr Mustafa Shah (ADLT UG LCU)

Those marked with a * were not present.

1(a) Membership and terms of reference

The Committee received a membership list (Appendix A) and terms of reference (Appendix Ai), noting that these had been updated to reflect arrangements for the transitional year of restructuring. The Committee would include representatives from each department, not all of whom had yet been identified. It was noted that although the Terms of Reference allowed for three meetings annually, six had been scheduled in 2017/18 as there was a considerable volume of work needing careful consideration. Members were thanked for their commitment to this important work.

1(b) Conduct of meetings

The Committee received the School's Procedures for the Conduct of Committee Meetings, Annex XIV of the Standing Orders (Appendix B).

2 Minutes

The minutes of the meeting on 23 May 2017 were **approved**.

3 Action Points

The Committee **received** an update on action taken.

2016/17

36.4 Peer Assisted Study Support

It was noted that Richard Alexander had taken on the lead role in the Retention Action Group, and would be asked to report to the next meeting.

39.1 Two subject degrees

It was agreed to postpone this discussion to the next meeting.

39.2 Department Curriculum Review

It was noted that Executive Board had approved a process of Comprehensive Review which would encompass financial planning as well as curriculum and programme review. Details of the learning, teaching and curriculum aspects of this review would be discussed at Learning and Teaching Quality Committee.

Other action points were complete and/or covered by agenda items.

4 Matters Arising

There were no matters arising.

5 Chair's Report

The Chair reported that Executive Board had approved the creation of a Teaching Innovation Fund, which would ring-fence a sum to be decided, but between 0.5% and 1% of departmental income from teaching for the development of teaching. ADC would at a future meeting be asked to consider guidelines for the expenditure of this money.

6 SOAS Teaching Excellence and Student Engagement Plan [TESEP]

6.1 ADC received the new TESEP action plan (Appendix C), which had been developed by the TEF Strategy Group and its Working Group on Teaching and Learning. It was noted that this plan made reference to TEF metrics as requested by the Board of Trustees, but was not driven solely by the School's TEF strategy nor limited to areas which would be likely to impact TEF results. It was a wider plan for enhancement in teaching and learning.

The Committee agreed that the plan was thinnest in the area of academic support for students, and a number of existing initiatives were suggested for inclusion, including a paper due to be discussed at LTQC on personal advisors, and the SU's work on mitigating circumstances. It was important to ensure that all sources of academic support were included, whether departmental or centralised. The plan could also include more detail on Careers.

ADC would be consulted further on the communication of a distinctive SOAS Pedagogy.

6.2 Inclusivity @SOAS

ADC received an update (Appendix D) on the project to develop institutional capability on inclusive practice, supported by the HEA. The audit stage has collected information on a sample of programmes which are now being analysed. The next stage will include masterclasses on assessment and feedback practice and design. The precise content of these, and further steps, will depend on the findings of the audit, with significant flexibility possible to ensure the project best fits SOAS' needs.

6.3 Academic Teaching Development Panel

The Committee heard an update on the Academic Teaching Development Panel, which had been convened by LTQC in order to support the aim of increase the number of SOAS staff with teaching qualifications, and the development of in house qualifications. ADC was reminded that SOAS had an unusually low number of staff with formal qualifications in this area. The primary purpose of increasing these numbers was to ensure that students received the best possible quality of teaching. It was also notable that of the institutions which received the same number of negative flags as SOAS in TEF metrics, but which unlike SOAS were raised from bronze to silver by the assessment panel, all had addressed the area of teaching qualifications with significant institutional action described in their submissions.

SOAS was currently developing a portfolio route to HEA fellowship, and an expanded PDHEP in order to support departments in recognising excellence in teaching. Members wishing to participate, or to recommend colleagues for inclusion, were asked to contact the Learning & Teaching Development Team.

7 Student Outcomes

7.1 Student Outcomes 2016/17 (Appendix E)

ADC considered information on student outcomes in 2016/17, using the measures included in the HEFCE Annual Provider Review: NSS, non-continuation and DLHE. It was noted that this data was drawn internally, and did not include the benchmarks or flags which would be applied to it by HEFCE. The data showed that improvement was needed in all areas.

NSS 2017 results were below the publishable threshold overall, and in all but four departments. NSS results could be used internally, however, and showed low levels of satisfaction (3rd or 4th quartile) in all areas except learning resources. ADC noted that NSS results were used externally regardless of the the SU's policy of boycotting the survey, and it was therefore not possible for SOAS committees to ignore them. More reliance could of course be placed on the results for departments which met the threshold for responses, but unfortunately these were some of the lowest results (with the exception of Linguistics). SOAS would continue to challenge the national conversation

around NSS, TEF and student fees, but did not have the option of removing itself from these methods of assessment and recruitment.

It was clear that NSS results underlined the consistent issue in academic support for students. Two pieces of work were currently underway to investigate this issue (analysis of student queries in administrative offices, and staff survey on the student experience) and the outcomes of these would be reported to ADC. It was also recalled that each department (except Politics) had compiled an action plan in response to NSS results last year; it would be helpful to review these and analyse which actions had been effective. ADC would consider the broad subject of the NSS at its next meeting, with contributions from the SU and professional services.

Non-continuation data also showed that SOAS needed to make improvements, with rates of non-continuation for first degree undergraduates worse than the HESA benchmark in each of the last four years.

DLHE results reflected only a small section of the SOAS cohort (UK undergraduate students, with significant response rates only achievable from those still resident in the UK at the time of the survey) and this means that small numbers can have a significant impact on the statistics. Nevertheless this data is used externally, and the margin by which it falls below the HESA benchmark is both statistically significant and of concern.

7.2 Attainment Gaps (Appendix F)

ADC received an updated report from the working group looking at attainment gaps. Updated data continued to show significant gaps in attainment between white and BME students. The report included a large number of recommendations, some of which had already been approved by Academic Board. It was agreed that in order to make progress on these recommendations, they needed to be grouped and prioritised. There was also overlap between these recommendations and other ongoing projects such as the TESEP, which should be mapped out to avoid duplication of effort or actions being overlooked.

There was considerable discussion of the factors affecting the attainment gap, including the need to identify intersections of disadvantage which multiplied the barriers to success experienced by some students: for instance, there appeared to be a correlation between ethnicity and the likelihood of students living in the family home, which tended to be an indicator that they might have caring responsibilities or financial difficulties.

The committee noted that it was already a legal requirement that SOAS ensure that its curriculum was accessible to all students, rather than making exceptions in individual cases. The following actions were agreed:

- Working group to identify KPIs to be reported to ADC regularly
- Working group to group and prioritise recommendations, and disseminate those which did not require further policy or procedural change
- Head of Online Learning to contact UoLIA to find out whether attainment gaps were seen amongst distance learners, and whether there was practice from which SOAS could learn

- ADC to receive updates as a standing item at least once per term
- Recommendation on anonymous marking to be circulated to departments for discussion.

8 Student Union Educational Priorities (Appendix G)

ADC received the SU Educational Priorities for 2017/18. It was noted that many of these were closely connected to SOAS' strategic priorities for the same period, particularly in the areas of teaching excellence and inclusion. Priority 5, *Bring back the 'A' in SOAS*, was discussed. The Committee noted that Africa-related modules had in some cases deliberately been moved out of the former Department of the Languages & Cultures of Africa to ensure that the study of Africa was embedded across the institution. African languages continued to struggle to recruit students, and the SU was asked to consider how provision could be developed which would attract students.

The Committee agreed to receive a report from the Decolonisation Working Group at its next meeting.

9 Language Learning (Appendix H)

The Committee received recommendations from the Head of East Asian Languages and Cultures on how language acquisition could be made more widely available to students on other degrees. A number related to specific programmes and it was agreed to refer these to the departments concerned for consideration.

The Committee heard that market research indicated that the compulsory inclusion of languages would be likely to reduce recruitment in a number of subjects. There were also concerns that some language modules had high failure rates, especially among students of other subjects, which meant that convenors were reluctant to include them as options. ADC asked the Dean [LCAH] to convene a small group to bring forward ways to increase the attractiveness and availability of languages and ensure that they supported student success.

10 Recruitment (Appendix I)

ADC received recruitment numbers as of 3rd October. It was noted that undergraduate recruitment was significantly below target, as applicants had not met entry requirements and EB had decided not to lower tariffs. An updated snapshot had been taken of enrolment numbers on 16th October and this would be used to inform planning and financial forecasts. EB had commissioned an impact assessment of the PGT deposit scheme which had been in place for the first time in this recruitment cycle.

11 Online Strategy (Appendix J)

The Committee considered and commended a Strategy for Online Learning. The Head of Online Learning was asked to highlight in future drafts where this

strategy intersected or could impact upon strategic priorities including inclusion and the closure of attainment gaps. Members agreed to send further comments to the HOL within the next week.

12 Teaching Excellence and Student Outcomes Framework ('TEF')

ADC received an oral update on SOAS' participation in the TEF. In the bronze category, SOAS was alongside only 18% of participants. 46% of institutions whose metrics gave them an initial hypothesis of bronze, including four others with three negative flags, had received a silver rating as a result of strong submissions. SOAS expected to receive its metrics for TEF3 this week; the TEF Strategy Group would make a recommendation to EB on participation.

13 Careers

13.1 SOAS Careers Annual Report 2016/17 (Appendix K)

The Committee received an Annual Report from the Careers Service and commended the work of the team.

13.2 SOAS Careers and Destinations Strategy (Appendix L)

The Committee received the updated Careers and Destinations Strategy. As time was short, it was agreed to postpone discussion to the November meeting. However, the Careers Service was asked to discuss its recommendation to ring-fence income from employer fairs for Careers-related activity with the DCOO.

13.3 Overview of current and potential activity in Work-based Learning (Appendix M)

Discussion of the overview was postponed to the November meeting.

13.4 Handbook for Work-based Learning (Appendix N)

The Committee **approved** the handbook, noting the approval by Chair's action of a form for agreements with employers hosting placements.

14 Academic Partnerships

The Committee considered proposals for academic partnerships with two institutions.

14.1 Bayero University Kano, Nigeria (Appendix O)

This partnership was to enable SOAS to receive visiting research students from Bayero University, Nigeria, in the event that a Centre for Hausa Studies was established. The partnership was **approved**.

14.2 British Wheel of Yoga (Appendix P)

This partnership was to allow the British Wheel of Yoga to accredit the SOAS MA Yoga ... as a professional qualification for their practitioners. SOAS would

inform the BWY of changes made to the programme but was not under any other obligation. The programme remained viable with or without accreditation. The partnership was **approved**.

14.3 Validation Handbook (Appendix Q)

ADC considered a handbook for validation, noting that there were a few sections requiring further work. The QA team was asked to check SOAS' responsibilities with regards to the Prevent legislation in any future validation arrangements, and to ensure that this was included in the handbook. With these amendments the handbook was **approved**.

15 **Quality Assurance**

15.1 ADC received an overview report on QA activity in 2016/17 (Appendix S). This was approved for forwarding to Academic Board, to inform AB's recommendation to Board of Trustees in relation to the assurances they would make to HEFCE as part of its Annual Provider Review.

15.2 ADC received an annual report from LTQC (Appendix T).

SOAS, UNIVERSITY OF LONDON
ACADEMIC DEVELOPMENT COMMITTEE

Wednesday 18 October 2017
Action Points

Item		Action	By Whom	By When
2016/17				
36.4	Peer Assisted Study Support	Develop a strategic approach to further implementation and report to next meeting	Retention Action Group (RA)	Nov 17
39.1	Two subject degrees	(a) Forward recommendation on ownership of programmes to Restructuring project	Secretary	Done
		(b) Propose criteria for the rationalisation of programmes and report to next meeting	HoP	Nov 17
2017/18				
6.1	TESEP	(a) Include actions on academic support	Planning	ASAP
		(b) Refer TESEP to LTQC for discussion, including specifically on academic advice	Secretary	Nov
		(c) Return to ADC with proposals for SOAS Pedagogy	IP	Nov
7.1	Student outcomes	Report to November meeting: <ul style="list-style-type: none"> • SU NSS recommendations • Review of 2016/17 action plans • Staff survey on student experience • Student enquiries analysis 	NP SC IP LM	Nov
7.2	Attainment gaps	(a) Working group to identify KPIs to be reported to ADC regularly	CB	Jan
		(b) Working group to group and prioritise recommendations, and disseminate those which did not require further policy or procedural change	CB	Nov

		(c) Head of Online Learning to contact UoLIA to find out whether attainment gaps were seen amongst distance learners, and whether there was practice from which SOAS could learn	SR	Nov
		(d) ADC to receive updates as a standing item at least once per term	Secretary	Jan
		(e) Recommendation on anonymous marking to be circulated to departments for discussion.	Secretary	asap
8	Students Union Educational Priorities	Request report from Decolonisation Working Group for next meeting.	Secretary	Nov
9	Language learning	(a) Refer programme-level recommendations to departments	Secretary	asap
		(b) Report to spring meeting on language learning across the School	LM, JS, CG	Jan
11	Online Learning	(a) Include reference to attainment, retention and inclusion	SR	Asap
		(b) Send comments to SR	All members	26.10.17
13.2	Careers: Strategy	Reschedule discussion of Careers and Destinations Strategy	Secretary	Nov
13.3	Careers: Work-based Learning	(a) Reschedule discussion of work-based learning	Secretary	Nov
		(b) Implement approved handbook	Careers	asap
14.3	Validation Handbook	Ensure that Prevent duty is appropriately included; complete Handbook and implement.	QAM	asap

NOTE: These minutes are for information only. Any corrections to the minutes will be recorded in the minutes of the subsequent meeting of the committee.



SOAS, UNIVERSITY OF LONDON
EQUALITY and DIVERSITY COMMITTEE (EDC)

Friday 20 October 2017
Room 116, College Buildings

MINUTES

Members:

Professor Chris Bramall (Chair)
Dr Chris Ince (Ex-officio Member)
Zoe Davis (Student Disability Advisor)
Arvind Sandhu (Diversity & Equality Manager – Minutes)
Albert Rose (Human Resources Diversity Advisor)
Sophie Harris (Deputy Director – Human Resources)
Serena Yeo (Staff Learning and Development Manager)
Tanya Tribe (Senior Lecturer Art History, Department of History and Art and Archaeology, School of Arts)
Juliette Ssentongo (UNISON)
Halimo Hussain – Students Union Representative
Lutz Marten (Interim Dean of the Faculty of Language and Culture)

In attendance:

Richard Paulson (Director of Estates & Facilities)

Apologies:

Zoe Davies (apologies received after the meeting as this meeting was on a non – working day)

Carol John (UCU Equality rep and Leader of the BME Staff Group)

The Chair welcomed all Members and attendees to the meeting.

ED 16/17 3 A. Minutes of the last meeting

The minutes of the previous meeting were agreed as accurate with the following amendments:

Page 1 – Sophie Harris’s title needs to be corrected

Page 4 - (4b) “students” needs to be replaced with “staff”

The minutes of the last meeting have been amended accordingly

ED 16/17 3 B. Action Points

- ED 16/17 1 D – Action Completed
- ED 16/17 1 E – On Agenda
- ED 16/17 1 F – Action in progress
- ED 16/17 1 H – The person who is looking at this is away until January 2018
- ED 16/17 2 D – Action completed
- ED 16/17 2 E – To be brought back to EDC for further discussion as this needs EB sign off
- ED 16/17 2 I – On Agenda
- ED 16/17 2 K – On Agenda
- ED 16/17 3D – Action Completed
- ED 16/17 3D – Action Completed
- ED 16/17 3E - Discussed and agreed that this be changed to Green progress status
- ED 16/17 3E – Outstanding

Action: D and I Manager to request report from Kate Price on procurement policy compliance to present to EDC

ED 16/17 3 C. Matters arising/Matters for Report

Inclusive Teaching and Learning at SOAS

The Committee noted that whilst this issue is being progressed at SOAS (for example the work that Ian Pickup is leading on, and through the Student Union, an update from Marva Coudray would be appreciated

Action:

The D and I Manager would follow this up with MC

ED 16/17 3 D. Update on Personal Emergency Evacuation Plans (PEEPs)

Richard Poulson gave an update with regard to PEEPS as follows:

RP explained that the responsibility for emergency evacuation procedures was jointly shared between Estates and the Secretary

Opinion as to the use of lifts in emergency evacuation had been revised by the current Safety Adviser, whose advice differed from the previous incumbent. The current Safety Adviser had ruled that the lifts should not be used for an emergency evacuation in the event of a fire, although this did not preclude the use of lifts in other emergency evacuations.

The cost of upgrading the lifts to an evacuation standard would be high and possibly impossible within the existing estate; however, the feasibility of the installation of a secondary power supply to the lifts in the College Building, Library, Phillips Building, Brunei Gallery and the Paul Webley Wing is being investigated. Taking this beyond a feasibility stage would be subject to the Safety Advisers confirmation that this would be a satisfactory solution.

Two motorised evacuation chairs are available and a third will be delivered to site shortly. The two chairs that are currently available are deployed in the Brunei Gallery and the Paul Webley Wing. The third chair will be deployed in the Philips Building. The motorised chairs in the Paul Webley Wing (and the Philips Building when installed) are mobile and can be manually transferred between buildings if required.

Eight manual evacuation chairs have been installed in locations agreed with the Safety Adviser. Chairs have not been installed in 53 Gordon Square, Faber Building and 21-22 Russell Square as these buildings are not accessible above the Ground Floor.

Training has been provided in the use of both the motorised and manual chairs.

The feasibility of installing a secondary power supplies is underway with a report expected during November. RP offered to provide an update at the next meeting in February.

AR asked that the arrangements for the provision and use of evacuation chairs undergoes an impact assessment.

ED 16/17 3 E. ED&I Action Plan Update

EDC **noted** the update on the Equality, Diversity and Inclusion Action Plan, which was presented by the Chair (CB). Chris Bramall summarized the position as there having been good progress on the remaining amber items. It was also noted that there are no red items.

SH stated that we needed to pay attention to ensuring that we track the HR actions, and that these are aligned to the plan.

ED 16/17 3 F. Athena Swan Update

The Chair gave the following update on the Athena Swan accreditation process:

CB provided members with an update on progress to date in relation to the submission. He stated that our ambition is to retain the Bronze Award, and that the extended criteria for this level of award includes sections on Transgender and Intersectionality.

Work on the submission is on – going. We are required to produce a 4 year action plan, and CB encouraged members to comment on this draft. **Action All members to provide comments to CB**

ED 16/17 3 G. Racial Attainment Gaps

CB presented a paper and update on Racial Attainment Gaps

CB gave an overview of the overall context, and the work that was being undertaken at SOAS to address this. CB explained that the Academic Development Committee had considered the recommendations from the Student Union commissioned report “Degrees of Attainment”, and that the recommendations had been discussed at both Academic Board and the Academic Development Committee.

The work of the Racial Attainment Gap Group is ongoing and CB invited comments on the recommendations contained in the paper.

Halimo stated that the Student’s Union are undertaking a survey regarding access to student advice and wellbeing.

Halimo agreed to be a member of the Attainment Gap Working Group.

ED 16/17 3 H. Family Friendly Review

EDC **reviewed** a paper on the Family Friendly Review from the Deputy Director of Human Resources.

SH stated that the paper accompanying this item was a summary of the key issues. The paper has yet to be presented at EB

AR stated that this paper arose from the equal pay gap that was undertaken last year. The paper includes findings from a survey of staff to identify the barriers they faced.

There are parallels with this work and ‘Promotion Done Better’

The Committee agreed that the paper should go to the Executive Board.

ED 16/17 3 I. Promotion Done Better

EDC **received** an update from the Deputy Director of Human Resources with regard to Promotion Done Better.

AR presented a paper on this. He explained that the MEDE have seen the report and have agreed to develop an action plan, and to bring that to the EDC.

CB stated that if that plan is developed, it can be presented at EB.

ED 16/17 3 J. OFFA Access Agreement 2018/19

EDC **received** a paper on the OFFA Access Agreement 2018/19 from the Head of Widening Participation.

The detail of the paper was welcomed by the EDC. However, concern was expressed by the Chair that the Committee had not had the opportunity to see this report prior to submission.

ED 16/17 3 K. Date of the next meeting

Next meeting will be on:

Date: Thursday 15th February 2018

Time: 2:00pm – 4:00pm

Venue: SG36 Conference Suite Paul Webley Wing

Equality & Diversity Actions

Agenda No	Item	Action	Owner
ED 16/17 3B	D and I and Procurement Policy	D&I Manager to request report from Katie Price on procurement policy compliance	Arvind Sandhu
ED 16/17 3C	Inclusive Teaching and Learning at SOAS	Update required. D&I Manager to follow up.	Arvind Sandhu
ED16/17 3F	Athena Swan	All members to provide comments to Chris Bramall	All

Teaching Qualifications at SOAS: Amendments

Academic Board is asked to **consider** the following report on amendments to Teaching Qualifications at SOAS.

Executive Summary

Recent data shows that SOAS has the sector's third lowest percentage of teaching staff with recognised teaching qualifications or experience. There is clear evidence that obtaining teaching qualifications positively on teaching quality and practice.

There are currently inconsistent expectations for teaching staff within the University- TFs, STFs, lectors, GTAs and teaching and research staff.

Sponsor: Deborah Johnston, Pro-Director Learning & Teaching

Recommendations & Next Step

Academic board is asked to unify our requirement across all teaching staff by including a requirement for:

- i) all fixed-term TFs, STFs and lectors to follow the requirement for new GTAs in taking PDHEP modules prior to teaching; and
- ii) all permanent TFs, STFs and lectors to follow the requirement for new Teaching and Research Staff to obtain an HEA qualification.

Financial Impact

Additional staff needed for provision of training.

Risks

Inconsistent requirements for teaching could result in inconsistent teaching standards and expectations,

Maintaining the existing percentage of qualified staff could result in the School offering a less attractive option to other universities.

Equality implications

Consultations

- Academic Development Panel (15th November 2017)

Teaching Qualifications at SOAS: Amendments

This paper contributes to the AB discussion on a proposal to require teaching qualification training of newly appointed Teaching Fellows (TFs), Senior Teaching Fellows (STFs) and Lectors.

Background

Data on teaching qualifications is collected as part of the HESA staff record for staff at HEIs on a 'Teaching' or 'Teaching and Research' contract. This records whether or not academic staff hold a higher education teaching qualification, another relevant teaching qualification, or have been recognised in other ways for their teaching expertise.

The most recent HESA data is for 2015/16 and it shows that SOAS has only 6% of relevant staff with a qualification, compared to a sector average for England of 51%. Presently SOAS has the third lowest rate in the sector - behind only University of Cambridge and London Business School. In contrast, UCL has a rate of 22% and Kings 44%.

One difficulty may be that some colleagues at SOAS have qualifications that have not been recorded into the HR system and this is currently being rectified by an email asking colleagues to enter their details.

There is clear evidence that obtaining teaching qualifications impacts positively on teaching quality and practice, and ensures that minimum standards are met.¹ As such, giving clearer guidance and incentives for teaching qualifications should help improve attainment gaps and dropout rates.

- There is substantial evidence to indicate that qualified teachers are more highly rated by students & help to ensure that minimum quality standards are met (e.g. – Gibbs, 2010; Hénard & Roseveare, 2012; Land & Gordon, 2015) as well as evidence that engagement with formal courses such as PGCert impacts positively on teaching quality and practice (Gibbs and Coffey, 2004).
- While there is a smaller body of evidence that engagement with HEA Fellowship has an impact, the evidence does suggest similar benefits from institutional schemes e.g. Botham (2017) who reported it leading to improved confidence as a teacher, increased

¹ Botham, K. (2017) The growth of HEA Fellowship – Does this impact on an individual's teaching practice and how can we demonstrate a change in the students' experience? In: Educational Developments, The Magazine of the Staff and Educational Development Association (SEDA), 4-6.

Eccles, S. (2017) Professional development and academic careers: what needs to change? Paper presented at HEA Research Webinar 5.

Gibbs, G. (2010) Dimensions of Quality. York: Higher Education Academy
https://www.heacademy.ac.uk/system/files/dimensions_of_quality.pdf

Gibbs, G. & Coffey, M. (2004) The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *The Institute for Learning and Teaching in Higher Education*, 5(1), 87-100.

Hénard, F. & Roseveare, D. (2012) *Fostering Quality Teaching in Higher Education: Policies and Practices*. OECD
<http://www.oecd.org/edu/imhe/qt%20policies%20and%20practices.pdf>

Land, R. & Gordon, G. (2015) *Teaching excellence initiatives: modalities and operational factors*. York: Higher Education Academy.

Spowart, L., Turner, R., Shenton, D. & Kneale, P. (2015) "But I've been teaching for 20 years...": encouraging teaching accreditation for experienced staff working in higher education. *International Journal for Academic Development*, 21 (3), 206-218.

engagement with scholarship and increased engagement with reflective practice but she adds proving direct link is more difficult (also Spowart et al, 2015 and Eccles, 2016)

Requirements for TFs STFs and Lectors

Presently, there is a gap in the requirements for TFs, STFs and lectors that means that this group is out of step with all other teaching related groups:

- all new Teaching and Research staff are required to achieve an HEA qualification as part of probation (either to achieve HEA Fellowship or if they already have that, to achieve Senior Fellowship).
- All new GTAs are also required to take three modules from the SOAS HEA-validated PDHEP.

However, new TFs, STFs and lectors have no such requirement.

Academic board is asked to unify our requirement across all teaching staff by including a requirement for:

- iii) **all fixed-term TFs, STFs and lectors to follow the requirement for new GTAs in taking PDHEP modules prior to teaching; and**
- iv) **all permanent TFs, STFs and lectors to follow the requirement for new Teaching and Research Staff to obtain an HEA qualification.**

Amendment to Classification Method for Graduate Diploma in Economics

Academic Board is asked to **approve** the recommendations in the paper submitted by the Department of Economics.

Executive Summary

The Department of Economics is proposing an amendment to the classification method for the Graduate Diploma (GradDip) in Economics, with effect from 2018/19.

This will help to position the GradDip as a rigorous “conversion degree” that reliably prepares students without a background in Economics for successful further study at SOAS or elsewhere in the sector.

In order to go some way towards mitigating the impact of the stricter classification rules, the weight of the coursework component in the modules contributing to the GradDip is to be increased. This will benefit those students who struggle in exam situations.

The assessment for all modules contributing to the GradDip is to be adjusted from the 80% exam/20% coursework to 70% exam/30% coursework. This is the standard assessment model for modules contributing to MSc programmes in Economics

The changes to the *Taught Degree Regulations* necessitated by this proposal will be presented to AB at a later stage, alongside other updates needed for 2018/19.

Recommendations

- Amend the method of classifying the GradDip to introduce greater rigour
- Amend the assessment weightings of modules contributing to the GradDip (approved in principle by FLTC, but conditional upon the changes to the classification method being approved at Academic Board)

Financial Impact

none

Risks

It is likely that the distribution of classifications will change, with fewer Distinctions being awarded, which might cause some initial student dissatisfaction. On the other hand, this shows engagement with sector-wide concerns over grade inflation and should accordingly raise the profile of the GradDip with admissions tutors.

Equality implications

none

Consultation

- LSS Faculty Learning and Teaching Committee (18 January 2017)
- Learning and Teaching Quality Committee (25th October 2017)
- Academic Development Committee (15th November 2017)

Changes to degree classification and assessment methods in Graduate Diploma in Economics (as of 15 December 2016)

Following the Departmental Meetings on 14th December 2016, it was agreed to introduce changes in degree classification rules and make associated changes to the assessment weight balance between examination and essay. All approvals are to be effective from 2018/19.

(i) Changes in classification rules for Merit and Distinction for Graduate Diploma

At the summer 2016 sub-board for the Graduate Diploma in Economics, it was suggested that the current classification rule for the award of Merit and Distinction in the School's Regulation was unsatisfactory. In particular, the current classification rule basing on averaging marks across modules leads to awarding of Merit and Distinction on the basis of very high marks in quantitative subjects, even with lower second class marks in other core theory modules. The Departmental Teaching Committee discussed this carefully and proposed the amendment to the classification rule outlined below, as approved at the Department Meeting.

The changes proposed for the classification rules for Merit and Distinction

- Instead of averaging the module marks, set a minimum required for all four modules (60 for Merit; 65 for Distinction);
- To compensate for the above, instead of requiring 60 credits (2 modules) to be completed with marks of 65 or 70, only require 30 credits (1 module) at the same standard.

Having liaised with the Registry and the Quality Assurance team, it was agreed that the above changes to be proposed at the level of School Regulation. This would have no impact on other Departments as Economics is the only programme for which Graduate Diploma is offered with classification as a non-exit award.

(ii) Amending assessment weighting between exam and essays

Accompanying the above changes in degree classification, the Economics Department has also agreed to change the assessment weighting from the current 80%/20% balance between exam and essays (assessed coursework) to 70%/30%, which is the standard for MSc programmes in Economics. This is partly to alleviate the impact of the changes to classification rules in (i), but also justified because Graduate Diploma in Economics is often taken as a conversion programme as the first stage to an MSc in Economics. The amendment in assessment weighting is proposed for the following:

- Microeconomic Analysis (Diploma) (153400131);
- Macroeconomic Analysis (Diploma) (153400132);
- Issues in Development Economics (Diploma) (153400118);
- International Economics (Diploma) (153400117);
- Banking and Finance (Diploma) (153400122).

The section below outlines the potential combined effect of the two amendments proposed above using profiles from the summer 2016 sub-board for Graduate Diploma in Economics. Out of 18 candidates, only 5 candidates would have been affected by the amended classification rule and assessment methods. The last case of Candidate (D) is probably the most significant in that the candidate was awarded a Distinction under the currently regulation, but would be a Pass under the amendments. The Department believes the proposed amendment better reflects the profile to be awarded with Merit and Distinction.

Proposal to amend the classification scheme for Graduate Diploma in Economics

The Graduate Diploma in Economics exam sub-board on 28 June 2016 raised concern that the current classification scheme allows Merit and Distinction to be awarded for profiles even with poor results in one or two core module due to the averaging of overall marks. Recommendation was made to the departmental Teaching Committee to consider a proposal to amend its classification scheme. The TC have discussed the proposal on 12 October 2016, and tables this for discussion and approval at the Departmental Meeting.

Current classification scheme

The current regulation concerning GradCert/GradDip reads as follows:

Appendix B – Graduate Certificate and Diploma Classification Scheme

B1 Eligibility for award

In order to be eligible for the award of a Graduate Certificate a candidate must have completed and passed modules (or equivalent half modules) totalling a minimum of 60 credits; for the award of a Graduate Diploma, a candidate must have completed and passed modules totalling a minimum of 120 credits (or equivalent half modules). Variations to these requirements may exist and this will be outlined in the approved programme specification.

[...]

B3 Graduate Certificate and Diploma classification scheme

Candidates must meet the following criteria for the award of a Graduate Certificate or a Graduate Diploma. Variations to these requirements may exist and this will be outlined in the approved programme specification.

Award with a Pass

- Pass all modules with a mark of at least 40 for each module.
- Averaging marks across modules is not permitted to obtain a Pass grade

Award with Merit

- Pass all modules with an average overall mark of at least 60.
- A mark of at least 65 must be obtained for modules to the value of 60 credits.

Award with Distinction

- Pass all modules with an average overall mark of at least 65.
- A mark of at least 70 must be obtained for modules to the value of 60 credits.

Proposed new classification scheme

The proposal is to amend the award for Merit and Distinction by removing the averaging of overall marks and instead by requiring each module to have minimum of 60/65%. The proposed text read as follows:

Award with a Pass

unchanged from the current regulation

Award with Merit

- Pass all modules with a mark of at least 60 in each module. Averaging marks across modules is not permitted.
- A mark of at least 65 must be obtained for modules to the value of 30 credits.

Award with Distinction

- Pass all modules with a mark of at least 65 in each module. Averaging marks across modules is not permitted.
- A mark of at least 70 must be obtained for modules to the value of 30 credits.

Accompanying changes to the weighting of assessed coursework and examination

In addition to the above amendment to the classification scheme, the TC also recommend discussion and approval of amendment to the assessment weighting. Currently, all Graduate Diploma modules (except 153400116 Quantitative techniques in economics and 153400103 Econometrics) follow the standard departmental 'envelope' for Undergraduate module with 20% weighting on assessed coursework (typically 10% each for term essay) and 80% weighting on examination in May/June (final assessment).

The proposal is to move the assessment weighting to be consistent with the Postgraduate modules in Economics, on the basis that Graduate Diploma in Economics is often pursued as a conversion degree in order to apply to MSc Economics in the following year. Therefore, under the proposed scheme, Graduate Diploma modules (except 153400116 Quantitative techniques in economics and 153400103 Econometrics) will be assessed by 30% weighting on assessed coursework (typically 15% each for term essay) and 70% weighting on examination.

Assessment of the impact of the proposed changes to classification scheme and assessment weighting

To inform the departmental discussion on these proposals, an analysis was carried out to assess the implication for degree awards using profiles of Graduate Diploma candidates considered in the summer 2016 sub-board. These profiles were classified according to:

- (1) Current regulation (as confirmed at the June 2016 sub-board);
- (2) Proposed new classification without averaging for Merit and Distinction;
- (3) Proposed new classification + amendment to the assessment weighting to 70%/30%.

Of the 18 candidates considered, changing the classification or assessment weighting did not affect the award for 13 profiles. The five candidates whose profile would have changed had the proposed new classification and/or the amended assessment weighting were

implemented. Four cases are outlined below to illustrate the implications of the proposed amendments.

Candidate (A):

- (1) Awarded **Merit** under the current regulation on the basis of having an overall average of 65.7%, and having more than two courses with marks above 65%:

153400103 Econometrics	Overall 58% (exam only - 100%)
153400131 Microeconomic Analysis	Overall 67% (AS1 10%: 66; AS2 10%: 68; exam 80%: 67)
153400132 Macroeconomic Analysis	Overall 68.9% (AS1 10%: 78; AS2 10%: 67; exam 80%: 68)
153400117 International Economics	Overall 68.9% (AS1 10%: 69; AS2 10%: 68; exam 80%: 69)

- (2) Under the new scheme, this candidate will only be awarded a **Pass** as 58% in 153400103 Econometrics disqualifies the Merit condition under the new rule that does not allow averaging of module marks.
- (3) Changing the assessment weighting will not affect this case, as 153400103 Econometrics is 100% exam. A candidate such as this might be reasonably recommended as Merit on the basis of overall profile, especially since the student opted to take Econometrics instead of QT, but at least on paper, the classification under the proposed amendment is a **Pass**.

Candidate (B):

- (1) Awarded **Distinction** under the current regulation on the basis of having an overall average of 70.5%, and having two courses with marks above 70%:

153400116 Quantitative techniques in economics	Overall 82% (exam only - 100%)
153400131 Microeconomic Analysis	Overall 61.9% (AS1 10%: 71; AS2 10%: 68; exam 80%: 60)
153400132 Macroeconomic Analysis	Overall 64.2% (AS1 10%: 76; AS2 10%: 70; exam 80%: 62)
153400122 Banking and Finance	Overall 73.7% (AS1 10%: 78; AS2 10%: 83; exam 80%: 72)

- (2) Under the new scheme, this candidate will only be awarded a **Merit** as 61.9% in 153400131 Microeconomic Analysis AND 64.2% in 153400132 Macroeconomic Analysis disqualify the Distinction condition under the new rule that does not allow averaging of module marks.
- (3) Changing the assessment weighting in addition to the proposed classification scheme still leads to awarding of **Merit**, as 153400131 Microeconomic Analysis is still below 65%:

153400116 Quantitative techniques in economics	Overall 82% (exam only - 100%)
153400131 Microeconomic Analysis	Overall 62.9% (AS1 15%: 71; AS2 15%: 68; exam 70%: 60)

153400132 Macroeconomic Analysis	Overall 65.3% (AS1 15%: 76; AS2 15%: 70; exam 70%: 62)
153400122 Banking and Finance	Overall 74.6% (AS1 15%: 78; AS2 15%: 83; exam 70%: 72)

Candidate (C):

- (1) Awarded **Merit** under the current regulation on the basis of having an overall average of 63.8%, and having two courses with marks above 65%:

153400103 Econometrics	Overall 67% (exam only - 100%)
153400131 Microeconomic Analysis	Overall 58.6% (AS1 10%: 66; AS2 10%: 72; exam 80%: 56)
153400132 Macroeconomic Analysis	Overall 66.8% (AS1 10%: 72; AS2 10%: 76; exam 80%: 65)
153400122 Banking and Finance	Overall 62.9% (AS1 15%: 75; AS2 15%: 74; exam 70%: 60)

- (2) Under the new scheme, this candidate will only be awarded a **Pass** as 58.6% in 153400131 Microeconomic Analysis disqualifies the Merit condition under the new rule that does not allow averaging of module marks.

- (3) Changing the assessment weighting will allow awarding of **Merit** as 153400131 Microeconomic Analysis is raised to 60 (59.9 rounded up)%, and there are still two courses with marks above 65%:

153400103 Econometrics	Overall 67% (exam only - 100%)
153400131 Microeconomic Analysis	Overall 59.9% (AS1 15%: 66; AS2 15%: 72; exam 70%: 56)
153400132 Macroeconomic Analysis	Overall 67.7% (AS1 10%: 72; AS2 10%: 76; exam 80%: 65)
153400122 Banking and Finance	Overall 64.4% (AS1 15%: 75; AS2 15%: 74; exam 70%: 60)

Candidate (D):

- (1) Awarded **Distinction** under the current regulation on the basis of having an overall average of 65%, and having two courses with marks above 70%:

153400116 Quantitative techniques in economics	Overall 79% (exam only - 100%)
153400131 Microeconomic Analysis	Overall 56.2% (AS1 10%: 52; AS2 10%: 54; exam 80%: 57)
153400132 Macroeconomic Analysis	Overall 55.1% (AS1 10%: 65; AS2 10%: 54; exam 80%: 54)
153400122 Banking and Finance	Overall 69.6% (AS1 10%: 78; AS2 10%: 74; exam 80%: 68)

- (2) Under the new scheme, this candidate will only be awarded a **Pass** as 56.2% in 153400131 Microeconomic Analysis AND 55.1% in 153400132 Macroeconomic

Analysis disqualify the Distinction condition under the new rule that does not allow averaging of module marks.

- (3) Changing the assessment weighting in addition to the proposed classification scheme still leads to awarding of **Pass**, as both 153400131 Microeconomic Analysis AND 153400132 Macroeconomic Analysis are still below 60%:

153400116	Quantitative techniques in economics	Overall 79% (exam only - 100%)
153400131	Microeconomic Analysis	Overall 55.8% (AS1 15%: 52; AS2 15%: 54; exam 70%: 57)
153400132	Macroeconomic Analysis	Overall 55.7% (AS1 15%: 65; AS2 15%: 54; exam 70%: 54)
153400122	Banking and Finance	Overall 70.4% (AS1 15%: 78; AS2 15%: 74; exam 70%: 68)

School's Online Future

AB is asked to **agree and implement** the following Report

Executive Summary

To agree on SOAS's Online Strategy for 2018-2022, for implementation from Jan 2018.

Deborah Johnston / Stephen Hopgood

with J Simon Rofe (Academic Head of Online Learning)

Recommendations & Next Steps

Recommendations within the report:

- Endorse SOAS Online Learning strategic endstate: To enhance and foreground online learning opportunities, as part of enhanced digital experience at SOAS for students and staff (professional services and academic) in online, blended and campus learning environments; *there is no analogue only future.*
- Establish a) High Level Strategy Group to encompass: Paula Sanderson (Registrar), Stephen Hopgood (Pro Director International), Deborah Johnstone (Pro Director L&T), Ian Pickup (DCOO Student and Academic Experience), J Simon Rofe (Academic Head of Online) with administrative support as required, with particular task to prepare for UoLIA contract negotiations (June 2018) and to explore alternate options; b) 'Online Learning and Business Development' working group to develop opportunities along 'SOAS Online Spectrum',
- Endorse the processes and support the opportunities for colleagues to engage with Online provision for the 'first time', and for further development, consequently
- Support, with resources as needed, the development of SOFA 'SOAS Online for All': a *one-stop shop* for academic and administrative colleagues to develop new online teaching programmes that further the SOAS mission and financial sustainability,
- Continue and enhance the SOAS Online Working Groups to provide operational support to the developing strategy, contribute to resource allocation, infrastructure development and support.
- Commission and fund report from Comms/Marketing (David Miller, Marketing Consultant) to establish online market opportunities across all departments,
- Empower IT Services, Library, and other relevant stakeholders – e.g. IT Services, to provide fully comprehensive digital literacy support to students and staff across online and campus,
- Provide fully integrated Student Record system across campus and online to ensure learning and financial opportunities can be realised,
- Outline incentives and potential benefits to academic colleagues of teaching and learning online, particularly in relation to feedback to on-campus programmes, and opportunity to enhance their research opportunities, appropriately relate to workload allocations,
- Recognition and sharing of best practice in multiple online/digital/blended learning approaches as appropriate across the School alongside, clear integration of SOAS Staff Development to support CPD for staff - professional and academic.
- Ensure legal compliance with GDPR (May 2018) in light of SOAS ethical values.

Next Steps

- MOOC Strategy (Draft Nov 2017)
- Develop Online PhD programme for autumn 2018 launch.
- Prepare for negotiations with UoLIA in summer 2018.

Financial Impact

- Potential revenue to the School; by opening up new markets, developing new programmes, thinking innovatively about SOAS USPs online and potential reduction of overhead costs. Reduce pressure on estate through flexible study and work practices.
- Example financial return on CISD MA Global Diplomacy since launch April 2013 GBP 4.8 million, meaning after costs the individual program has contributed over 1.5 million in surplus, with steady state surplus of over 0.5 million. Other programmes may have equal potential.

Risks

- Infrastructure and system failures: School infrastructure, database/student record provision: impact upon the student experience and ability to accurately record student numbers and financial returns.
- Student expectations: Failure to meet student expectations of a digital learning experience in 21st century
- Administrative support: Appropriately engaged and trained professional services, Quality Assurance processes, to avoid increases in workload and stress at key times, leading to skills flight of staff.
- Academic concerns: ameliorating both employment and pedagogic concerns about use of new technology and difficulties in attracting and retaining world class colleagues.
- Timelines: the time it has taken for the School to restructure across academic and professional services has deflected resources, effort and good will away from incorporating online and digital into SOAS practices. Continuing to sequence events (DL Review Q1 2016 not being incorporated until Professional Services Review is complete Q4 2017; Appointment of Director of Library Q4 2017) in this fashion increases risks to eventual implementation and adoption.
- Data Protection: relation to overarching Digital Literacy/Information Literacy/Technology Strategy, in light of General Data Protection Regulation (effective 25.5.18) and SOAS ethical values in relation to student rights and responsibilities.

Equality implications

Opportunity to enhance all aspects of Equality through the effective and appropriate of online and digital technologies to enhance flexibility in the work place and support students with varied backgrounds, as well as specific learning differences. Colleagues in SOAS

Disability and Dyslexia Service have been consulted on this paper and will be throughout until final approval.

Consultation

- Executive Board (9th October and 20th November)
- Senate (11th October)
- Academic Development Committee (10th October and 15th November)

Online Learning Strategy (OLS) for SOAS 2017-2022

The document has two distinct parts:

1. A self-consciously ambitious forward-looking section outlining the strategic environment and framework for a Digital Future for SOAS.
2. An account of various operational challenges for SOAS Online as of September 2017.

1. SOAS Online Learning Strategy: Potential

TEF: A SOAS Online Learning Strategy (OLS) has the potential to contribute to improving TEF in the future. It is highly likely that PGT will be incorporated into the TEF in the medium-term (2-3 years) and with that SOAS's existing Distance and Online Students will contribute. Ensure these students can make a positive contribution to enhance School TEF score.

REF: SOAS OLS has the potential to contribute to SOAS REF by providing focused time and flexible work patterns for academic colleagues to facilitate high quality research.

Revenue Generation: SOAS OLS can generate significant income (up to 40% ROI) consolidate existing revenue streams and add new ones. Some cost savings may be produced by economies of scale, but only with accompanying investment in systems that are fit for purpose.

Streamlining curriculum provision: bringing Online Learning into the mainstream practice of SOAS allows for potential complementary teaching provision through blended learning (discussed below).

Student Experience: SOAS Online Learning can enhance the student experience by providing a digital component, not for the sake of it, but as part of their excellent learning provision and the support services they engage with.

SOAS Online Learning Strategy will take account of existing SOAS strategies:

- SOAS Vision and Strategy
- SOAS Equality, Diversity and Inclusion Strategy
- SOAS Learning, Teaching and Student Experience Strategy
- SOAS International Strategy
- SOAS Digital Literacy/Information Literacy/Technology Strategy (TBC)
+ General Data Protection Regulation (effective 25.5.18)

Context:

- SOAS's values and its unique profile have been articulated previously in the School's Vision and Strategy. SOAS has not previously developed a dedicated Online Learning Strategy.¹ 'Online learning' has not in the past, or more recently, been central to the School's stated endeavours.² Therefore its claim to be a leading provider of world-class education and research may be questioned.

¹ The term 'Online learning' is used here as nomenclature for other terms including: Distance learning, e-learning. Other terms such as 'Blended Learning' require further elucidation as will become clear.

² For example:

Document	Occurrences of the term 'Online Learning'	'Distance Learning'
SOAS Learning Strategy 2016/17-2019/20	0	2
Internationalism Strategy 2017	1	5
SOAS Vision and Strategy	0	1

- Online provision of services across many sectors of society has been a major disruptor of established practices: Higher Education has not yet felt the impact in the way other industries have: The world's largest taxi company owns no taxis - Uber; a movie house provider owns no cinemas – Netflix; Accommodation chain owns no hotel rooms - Airbnb; an education provider which owns no classrooms but has 25 million users – Coursera.
- The external environment across Higher Education, and society broadly, places a premium on online skills and digital literacy to contribute to society in the workforce or in other roles SOAS does not have an existing Digital Literacy policy.³ Equally, SOAS's OLS needs to recognise that not everyone is a 'digital native'; students and colleagues have a range of online skills and familiarity.
- The deployment of technology in learning has been much debated; and will likely continue to be. What is clear is that a thoughtful and reflective understanding of, and appropriate use of, Technology Enhanced Learning (TEL) enables learning. It is not a panacea.
- SOAS Online/Distance student numbers are problematic
 - Numbers according to the fees paid to UoLIA from March 2017 are
 - CeFiMS - 1382
 - CeDEP - 1359
 - CISD – 318Total = 3059⁴
 - HESA Submission figures for 2016/17 shows 2,659 active students on distance learning programmes.
- **Inclusive learning:** SOAS OLS can contribute with reference to digital accessibility for disabled students see our '[Inclusive Learning Resources](#)', in light of broader sector requirements.⁵
- **Current Costs:** JSR (Academic Head of Online Learning) chaired Online Costings meetings through Aug/Sept 2017 to identify costs of existing SOAS programmes. Thanks to colleagues, particularly Karen Di Lorenzo in Finance, we have a far more accurate, though still far from perfect picture of costs.
- **Blended Learning:** The term 'Blended Learning' has relatively recently entered the vernacular of Higher Education. It lacks a universal understanding⁶; and comes in at least three distinct modes:

³ See UK Government's Digital Strategy <https://www.gov.uk/government/news/digital-strategy-to-make-britain-the-best-place-in-the-world-to-start-and-grow-a-digital-business>

⁴ UoLIA fee charged 236 per student, Sept 2017:

CeFiMS - £326,152.00

CeDEP - £320,724.00

CISD - £75,048.00

Total = £721,924.00

⁵ On behalf of the SOAS Inclusive Learning team: 'Inclusive learning and teaching recognizes all students' entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. It supports and guides the ways in which pedagogy; curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others'.

See also Birkbeck's 'Birkbeck for all' http://app1.its.bbk.ac.uk/xerte2/play.php?template_id=468 and other examples from across the sector. See: <https://www.futurelearn.com/courses/inclusive-learning-teaching> and <https://www.jisc.ac.uk/guides/supporting-an-inclusive-learner-experience-in-higher-education>

⁶ See Higher Education Academy's account <https://www.heacademy.ac.uk/enhancement/starter-tools/blended-learning> Also note Futurelearn's own MOOC on <https://www.futurelearn.com/courses/blended-learning-getting-started>

1. Class/Module: Blending at the class level - allows for innovative and substantive peer-to-peer learning and academic collaboration; does not necessarily increase in revenue and has QA implications.
 2. Programme: Modules within a programme may be taken face-to-face or online for equal credit reward – allows student flexibility in completing programmes; flexibility in QA processes to allow potential increase in retention/completion/revenue.
 3. Institution: Sharing of programme content/modules with partner institutions leading to qualification with both online and face-to-face dimensions; dedicated partnerships to achieve SOAS strategic goals.
 - Recommend the School focus on enhancing synergies across these options.
- A First Principles document addressing SOAS's existing distance learning provision and Online future was presented to EB in June 2017. (See Appendix 1)

SOAS Online Learning strategy: Schoolwide Challenges and Online Solutions

The integrated approach to SOAS's digital future recognises a number of challenges to overcome:

Strategic Challenge	OLS Contribution	Outcome
Student Retention	Engagement with students online between sessions; establish learning communities to support students. Dedicated training for Associate Tutors through UOLM ⁷ .	Increase student retention = increase revenues
Recruitment	Access to students who cannot always attend regular class.	Additional students
Widening participation	Familiarisation with HE, contribution to learning experience, student support, peer-to-peer support.	Retention and recruitment
CPD / Staff Development	Utilise online learning to engage and enhance CPD.	Upskill and engage staff, stop staff flight
Develop online capacity	Provide a one-stop-shop to academic units to get started and supported.	'SOAS Online for All'
Transnational Education (TNE)	Engagement with distant learning communities/institutions public and private.	Partnership opportunities
Decolonising syllabus	Online learning material can aid decolonisation: provide skills for SOAS students and staff to address issues of prejudice e.g. create OERs (possibly through Wikipedia) that explain decolonisation.	Contribute to strategic goals of SOAS, upskill students and staff
GDPR	Provide overarching skill set to SOAS colleagues in relation to being GDPR compliant.	Legal Compliance

⁷ Currently available to all SOAS colleagues, **Understanding Online Learning Methods** is a wholly online, highly interactive, asynchronous three-week online training course devised by J Simon Rofe. The course itself is designed to place you in the role of the learner - to experience an online course as your learners will. At the same time, it will draw out and consolidate the skills you need to be a successful e-moderator. It utilises a set of Moodle-based online learning activities (**e-tivities**) that participants tackle individually, and in groups, throughout the three weeks. Participants will work in an online environment similar to that of our online students studying on a programme here at SOAS.

2. Operational Challenges as of September 2017

Operational Challenge	Issue	consequence
Student Record System	The existing system does not provide accurate data for colleagues or students; duplication of effort within SOAS and with UoLIA.	Undetermined student numbers
Financial Reporting	As per above: the work arounds to are hugely labour-intensive and eat into profitability, and good will of staff.	Undetermined student income.
Moodle platforms	There are currently two for example the Inclusive Learning Resource is only available on SOAS's main, campus Moodle account, but not on distance learning Moodle account: it is therefore not currently available to SOAS Distance/online students.	Bifurcated experience for colleagues, and duplicated systems.
IT Support	Online learning students, and online course teams, have extremely limited IT support from SOAS staff.	Catastrophic risk to student experience.
Competition from new providers	Expect new developments at LSE and Manchester in Q4 2017.	Market shrinking before SOAS can establish foothold.
Library provision	SOAS Library is not universally accessible to online students. Need to develop complimentary practices for campus and online students.	Oddity of SOAS students not having access to SOAS library. Disingenuous marketing.
Expectations of existing and incoming students and staff	Poor experience of SOAS systems: previous lack of leadership on online learning.	Investment in support mechanisms: systems and staff; public endorsement from Senior Management.

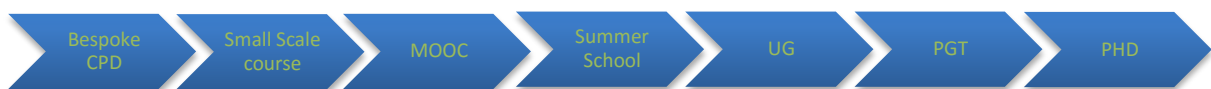
Existing Strengths: There are a number of areas of SOAS well placed to assist/facilitate deployment of SOAS Online strategy.

- Restructured Learning and Teaching Support directed into SOFA 'SOAS Online for All', inc where relevant redeployed Distance Learning Administration and existing Learning and Teaching staff. (reference for DLA restructure and One Professional Services Change Programme)
- Potential Massive Open Online Course (MOOC) development and sharing of good/best practice – build upon existing 4 CISD/Coursera and 2 CeFIMS/Futurelearn MOOCs.

- TELUS: Technology Enhanced Learning Users. Est 2016 to enhance TEL usage.
- SOAS ReView – Panopto rebrand – as part of initial engagement SOAS.
- UoLIA relationship: SOAS has contractual relationship with UoLIA to deliver programmes from CeDEP, CeFIMS and CISD, alongside contribution to Law consortium; their inhouse knowledge and experience could be harnessed.
- Bloomsbury Learning Environment: BLE consortium provides expertise from across Bloomsbury colleges

SOAS Online Learning Spectrum

Departments may use some, all or none of the following online opportunities: each distinct option is based on the appropriate repurposing of core material to avoid duplication of production. Other opportunities will emerge.

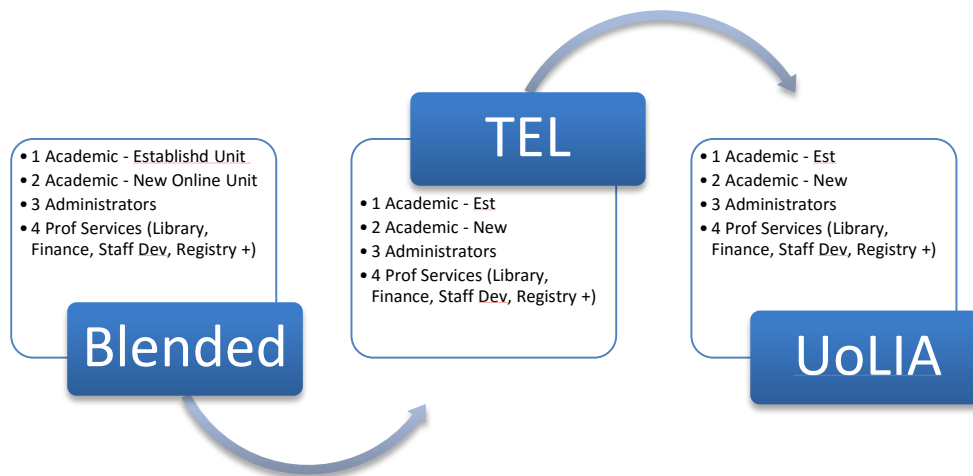


- A Digital SOAS provides the School with the possibility to increase revenue. access new markets, consolidate existing ones in the light of new competition, and tap new revenue streams and increase revenues.
- A Digital SOAS, conceived and implemented in an integrated comprehensive fashion, should not be viewed as an outright cost saving exercise.
- SOAS Online Learning Strategy must be fully integrated into all aspects of SOAS's learning and teaching.
- SOAS's future cannot exist in analogue: it must have a digital future to continue to fulfil its Vision and Strategy and successor strategies.

Operational recommendations: Next steps (in addition to strategic recommendations)

- **High Level Strategy Group:** to meet regularly and review strategic goals.
- **Online Learning and Business Development** working group; with particular task to prepare for UoLIA contract negotiations June 2018, and develop provision across 'SOAS Online Spectrum',
Terms of Reference:
 - Academic Issues: SOAS' overall portfolio, opening up bespoke courses to the wider public, including SOAS' students, UoL accreditation etc...

- Financial Management: setting-up a clear and transparent financial structure for online learning courses, that will ensure that all costs are recovered
- Business Development: strategic direction for business development and online learning - advertising single modules, choosing a few core programmes on which to build up a bespoke element etc..
- **Online Learning Working Groups:** continue their work across three areas of activity for 17/18 TEL, Blended and UoLIA
 - Terms of Reference
 - Agile, flexible working groups made up of 4-5 colleagues from across the school to reality check strategic developments & report on tactical/operational challenges.
 - To report to ADC via JSR



- SOFA - Support, with resources as needed, the development of 'SOAS Online for All': a one-stop shop for colleagues to develop new online teaching programmes that further the SOAS mission and financial sustainability. Establish SOAS 'Online for All' akin to Digital Learning at Leeds <http://digitallearning.leeds.ac.uk> and Edinburgh's Digital framework <http://www.ed.ac.uk/information-services/about/organisation/learning-teaching-web/teams>⁸
- Specific opportunities: Director's prize for Online teaching/Online tutoring; Incorporate Online and Digital into SOAS's Big Questions: e.g. how can SOAS fulfil its goals digitally? To what extent can SOAS offer a digital learning experience to those unable to come to Bloomsbury?

⁸ JSR has Convened meeting with [Dr Melissa Highton](#) at SOAS on 11th Oct, which all would be welcome to join, and I will be visit Melissa and her colleagues in Edinburgh during the term, and also colleagues at Leeds.

Appendix

JUNE 2017 Strategy Document: First Principles on 'Distance Learning' at SOAS

Executive Summary: To provide a starting point to consideration of SOAS's Distance Learning, Online and Digital future.

Desired Endstate: To enhance the experience of SOAS learning opportunities for Students and Staff.

First Principles

1. Engage in School-wide Public Diplomacy endeavour to:
 - a. listen to colleagues' contributions and concerns – debate a shared lexicon of online, distance, digital, blended in order to reflect SOAS practice and policy,
 - b. recognise existing dual purpose good practice online at distance and/or on campus,
 - c. elevate status of online approaches,
 - d. recognise existing skillsets/skill gaps within staff body & offer CPD opportunities.

2. Utilise appropriate online practices in two key regards:
 - a. for academic colleagues, the use of online learning methodologies to provide colleagues with enhanced flexibility to conduct high level research. For example, to allow greater opportunity for travel without being bound to synchronous timetable, or engage in Library Information Services Digital Literacy (KPI, 1,2,3)
 - b. for students, to address attainment, retention and employability issues by providing rigorous and engaging learning experiences across a spectrum of learning opportunities (from tailored CPD/access course, through summer school activities, to core UG/PG business and PhD opportunities). (KPI, 4,5,6,7)
with third order effect:
 - c. to facilitate greater opportunity for flexible work patterns to facilitate childcare, healthcare responsibilities for all staff and students. (KPI 12,13a, 13b) and reduce Carbon footprint of staff travel, physical production/shipping costs and estate overheads (KPI 15).

Financial Opportunity

To utilise online approaches to contribute to sustainability agenda:

- a. Increase revenue into the school through new recruitment (4, 5, 6).
- b. Enhance retention by engaging in activities to address drop out. (7,6)
- c. Reduces cost basis by managing flexibility in course provision. (6, 8, 9)
- d. Reduce need for dual admin student support systems for online and campus.

Additional considerations

- Engage in thorough market research to leverage existing SOAS capabilities.
- Learn from best practice across the Bloomsbury Learning Environment (BLE) and Higher Education sector broadly.
- Utilise employment status of existing DL/Online students to enhance employment opportunities for UG cohorts through peer mentoring, placement opportunities and networking.
- Invest in future capabilities in terms of infrastructure and CPD.

KPIs DRAFT May 2017

- 1 - Research Income
- 2 - Peer reviewed publications
- 3 - Narrative on case studies
- 4 - New enrolments against target
- 5 - % of students from LPN (Young, Mature)
- 6 - NSS Assessment and Feedback
- 7 - Non-continuation (TEF)
- 8 - Number and percentage of graduates in graduate-level jobs after 6 months – DLHE
- 9 – Adjusted Surplus/deficit – New SORP
- 10 Net Cash Flow from operating activities as % of income
- 11a) Staff costs as % of income excluding non-contract (temp) staff
- 11b) Staff costs as % of income including non-contracted staff.
- 12 - Percentage turnover of permanent staff:
 - a) Academic staff
 - b) Professional staff
- 13a - Percentage of female staff (academic and professional services) in Grade 9 and above
- 13b - Percentage of BME staff (academic and professional services) in Grade 9 and above
14. Bed spaces per student FTE
15. Percentage absolute reduction in carbon emissions (kg CO₂) against 2005/06 baseline

Academic Reward at SOAS

Academic Board is asked to **approve** the proposals for academic reward at SOAS.

Executive Summary

With the transition from Faculties to Departments, the Faculty Promotion Panels have been removed from the School structure. Under the Faculty structure, academic reward was determined by the Faculty Promotion Panel at faculty level.

The School therefore requires a new approach to academic reward and the attached paper recommends a way forward.

Richard Black, Pro Director Research

Recommendations & Next Step

The existing [reward policy for professional services and IFCELS teaching staff](#) should be expanded to cover all staff groups up to and including grade 9/senior lecturer/reader with the following revisions:

- Introduction of an additional opportunity to apply for one-off rewards
- Revised panel composition
- Clarification of the size of one-off rewards
- Rewards process for Heads of Department

Financial Impact

There is no financial impact, over and above existing commitments.

Risks

The School does not currently have functional reward process for academic, teaching or research staff.

Equality implications

Across all grades, the School sees stronger representation of BME staff than the sector average. However, the relative proportions of BME staff at SOAS decline towards the senior grades, and an analysis of the data indicates that this is the main reason for our ethnicity pay gap. The gender profile of the School is similar, in that there is a smaller proportion of women in the senior grades and, again, this is the primary reason for the gender pay gap.

Academic research in this field shows that where performance is equal, this is more likely to translate into promotions and pay rises for white men than for women and other traditionally disadvantaged groups. A transparent process and giving staff the knowledge and tools to make an application can assist in overcoming these barriers. The introduction of staff and manager briefing sessions is designed to increase knowledge of the processes and improve transparency.

Consultations

The proposals have been developed based on feedback from the existing reward processes. The recommendations will be incorporated into the reward policy and consultation will take place with the trade unions.

A new approach to pay and reward at SOAS

1. Introduction

This paper recommends a revised approach to reward at SOAS, taking account of:

- i) The findings in the 2015/16 gender and ethnicity pay gap analysis,
- ii) A recognition of the overly complex reward processes currently in place at the School
- iii) The removal of Faculty Promotion Panels, which requires a new approach to academic reward.

2. Current reward processes

- 2.1 With the transition from Faculties to Departments, the Faculty Promotion Panels have been removed from the School structure. Under the Faculty structure, academic reward was determined by the Faculty Promotion Panel at faculty level. Professional services and professorial reward is determined at School level. Both processes take place on an annual basis, albeit at different times of the year. Staff are able to apply for an additional increment, contribution increment, or honorarium.
- 2.3 The size of rewards are determined annually by the relevant panel. This has led to a lack of clarity among line managers in relation to whether they should be proposing the value of any reward when submitting applications for their staff.
- 2.3 Research-only staff currently have no means of being rewarded other than standard annual increments.
- 2.4 IFCELS teaching and scholarship staff were considered by a School panel whereas faculty teaching and scholarship staff are considered by faculty panel.
- 2.5 As can be seen, there is significant variability in the processes applied to different groups of staff.

3. Proposed updates to reward policy and practice

The existing [reward policy for professional services and IFCELS teaching staff](#) should be expanded to cover all staff groups up to and including grade 9/senior lecturer/reader with the following revisions:

3.1 Additional opportunity to apply for one-off rewards

Staff are currently able to apply for accelerated and contribution increments or one off payments once per year.

It is proposed to introduce a second round for one off payments, half way through the cycle. It is suggested that a call could be made in October with payments made in December.

3.2 Revise the panel composition

Amend the existing panel composition to include academic staff. Presently, membership of the Reward Sub-Committee is as follows:

- Registrar
- Pro-Director
- 1 (or up to 2) x Head of Administration
- Director/Deputy Director of Human Resources
- Clerk (representative from Human Resources)

It is proposed that a Deputy Registrar could Chair the panel in lieu of the Registrar.

It is proposed that one of the 'Heads of Administration' is replaced by a Head of Department to provide a balance of academic and professional services representation on the panel.

It is also proposed that an additional, g7/8 professional services colleague and an early career academic are added to the panel to diversify the panel composition.

3.3 Size of one-off rewards

It is proposed that the policy is updated to specify that one-off rewards will normally be within the range £500-£1000, while retaining the existing discretion of the panel to make an annual determination.

Adding this clarification will help manage expectations and introduce an increased level of transparency.

3.4 Staff briefing sessions

It is suggested that HR offer briefing sessions to ensure that staff are:

1. Aware of the reward processes and different rewards available;
2. Clear about the criteria;
3. Understand the type of evidence to include and how to structure their application.

These sessions could be provided during Professional Services or other All-Staff forums or as stand-alone events. There could be a drop-in element at the end of the sessions for staff to ask individual questions.

3.5 Manager briefing sessions

It is suggested that HR offer briefing sessions for managers to ensure that managers are:

1. Aware of the reward processes and different rewards available;
2. Clear about the criteria;
3. How to manage requests and how to apply judgement on what is appropriate to be put forward.

4. Rewards for Heads of Department

It is proposed that Heads of Department are included in the annual review process for professors and G10 professional services staff, and therefore considered under the Senior Staff Remuneration process: <https://www.soas.ac.uk/hr/procedures/reward/ssrc/>

5. Non-financial reward

It is proposed that the School consider setting up a non-financial reward scheme. For example, an online nominations portal would have the benefit of:

- Recognition to be wider than just the line manager
- Ad hoc awards, which could range from non-financial 'thank you notes' to vouchers etc.
- It is proposed that such a scheme could be set up on a minimal cost but that any costs are met at a local level and rewards are authorised by HoD/DoP.

Sophie Harris
Deputy Director of HR

Marc Dubois: Recommendation for Research Fellowship

Development Studies would like to recommend Marc Dubois as a SOAS Research Fellow. Marc has been working with a number of colleagues in Development Studies and elsewhere in the school developing research proposals in the area of humanitarian action. He is leading a consortium which involves Stephen Hopgood providing ongoing advice to the senior management of MSF, which will be instrumental in cementing the relationship between MSF and SOAS and lead to future collaboration. Marc is also central to a new partnership with the Humanitarian Leadership Academy, and is already engaged on a collaborative project between the HLA, the HLA Kenya Academy Centre, and SOAS in understanding the implementation of Disaster Reduction Strategies at the country (sub-national) level. Marc worked with Laura Hammond and Richard Black in preparing a SOAS bid to host a UK-Based Collaboration Centre with the HLA, and although the bid was unsuccessful, it has led to a new agreement (in the process of being finalised) with the organisation.

Marc has a global reputation in humanitarianism, as a researcher-practitioner. He was formerly the Executive Director of MSF UK and Ireland, and has worked with a huge number of humanitarian organisations globally. He has also published research in humanitarian action.

Marc would like to develop his research collaborations with humanitarian organisations, and would like to do so through a linkage with SOAS and in partnership with SOAS colleagues. His research focuses on two key strands. Firstly, on the dynamics of the localisation in humanitarian action agenda, and the ways in which impulses towards localisation clash with dominant power structures. The second strand is on the capacity of the humanitarian system to deliver on its objectives in the face of declining multilateralism and humanitarian principles (such as the neutrality of health providers), the cooptation and commodification of the humanitarian project, and rising authoritarianism, sovereignty and efforts to control external actors.

The Department and SOAS is seeking to expand its profile and activity in the humanitarian action space, and Marc is seen as central to this endeavour. A Research Fellowship will give him institutional standing, and ensure that partnerships and research activity in this area is seen as belonging to SOAS. In addition, Marc will be able to contribute to the department's teaching and REF-able research outputs in humanitarian action, making a substantial contribution to the life of the department and the wider university. A Research Fellowship will allow us to build our relationships with humanitarian actors, and internationally-recognised expertise in these areas.

Michael Jennings

Marc DuBois

4marcdubois@gmail.com 3 Christchurch Square, London E9 7HU, UK +44 (0) 793 801 5359

Profile

Independent researcher and consultant in aid sector with a track record of critical, original analysis. Strong problem diagnostic skills that reach underlying issues. Excellent verbal and written communication skills generating engaging reports, articles, presentations and blogs.

Principled leader and manager with an established performance record and fifteen years expertise in humanitarian action. Experienced strategic planner. Outgoing team player and motivator capable of producing creative group solutions.

Current Position (Highlights)

Independent Humanitarian Analyst/Consultant (January 2015 – present)

ECHO Evaluation on Principled Humanitarian Assistance (current)

- Member of HERE-Geneva evaluation team

Professionals in Humanitarian Assistance and Protection – PHAP (current)

- For PHAP Micro-Certification Program, develop a Study Outline on the Humanitarian Ecosystem.
- For PHAP Micro-Certification Program, develop set of scenarios to serve as basis for assessment items

PAX Netherlands (current)

- Develop and lead an advocacy training/workshop for the members of the Pax Christi International Africa Network.
- Support to the PAX NL Great Lakes Network on strategic orientation and field-based advocacy.

SOAS, University of London

- Development of a bid proposal for a centre for humanitarian learning, submitted September 2016 in response to a call from the Humanitarian Leadership Academy. Responsibilities included forming a consortium of appropriate institutions and defining a compelling vision/strategy for innovative, transformational humanitarian learning.

MSF-Spain

- Research and analysis leading to a position paper on the risks of coherence between humanitarian action and goals on the one hand and development, security and political efforts on the other.

HERE-Geneva (June 2015 – May 2016)

- Developed critical analysis of key gaps between policy and practice in humanitarian sector, notably in the implementation of the core principles, protection of civilians and accountability.
- Authored central (pre-World Humanitarian Summit) position paper for the organization.
- Organized and authored synthesis reports on three thematic expert discussions (with HERE).

Medair (April 2016)

- External consultant on strategic plan – SWOT focus on external threats and opportunities

ODI/HPG Overseas Development Institute / Humanitarian Policy Group (January – October 2015)

- Lead researcher/author of report appraising the performance of the humanitarian aid system in responding to the Ebola crisis in West Africa.

Professionals in Humanitarian Assistance and Protection – PHAP

- Subject Matter Expert on humanitarian principles, responsible for first draft of the Micro-Certification Scheme on “Applying Humanitarian Principles in Practice” (September – December 2016)
- Developed and delivered “Practical Dilemmas of Principled Action,” a series of five interactive webinars, each with an accredited learning session followed by an expert panel discussion. (April – October 2015)

Previous Professional (Highlights)

Médecins sans Frontières – UK/IE

Executive Director (2008 – 2014)

- Provided vision and leadership to MSF’s UK and Ireland offices, bearing final responsibility for operational support, communication, advocacy, fundraising, finances and recruitment.
- Managing member of the Operational Centre Amsterdam, responsible for humanitarian operations in over 25 crisis settings (€145M budget in 2013).
- Strengthened UK office contribution to and impact on medical-humanitarian operations in the field, particularly through the Manson (medical) and Programme (research, advocacy) Units.
- Spearheaded MSF’s public voice in defense of principled humanitarian action, and contributed critical, original thinking on a wide range of current issues.
- Grew private income donations from £17.7M (2008) to £32.9M (2013), during period of UK economic recession.
- Facilitated highly integrated, motivated people-friendly office during stressful period of growth.
- Streamlined and improved planning and control cycles within MSF-UK and Amsterdam Operational partnership; (co-) led four different strategic planning exercises.

Médecins sans Frontières - Holland

Head of Department, Advisor, Senior Researcher Humanitarian Affairs Department (2001 – 2008)

- Managed HQ-level department in support of MSF’s witnessing and advocacy.
- Led field-based collaborative witnessing and advocacy efforts across variety of crisis contexts, including Angola, Sudan, Sierra Leone, Ethiopia, and Zambia.
- Developed integrated, user-friendly field guidelines and training for medical-humanitarian advocacy based on the Health and Human Rights framework.

Project Coordinator/Humanitarian Affairs Officer (1999 - 2001)

- Managed set of primary healthcare clinics in Khartoum area IDP camps.

Skadden Arps Public Interest Fellow

Staff Attorney, New Orleans Legal Assistance Corporation (1995 – 1997)

- Awarded highly competitive public interest law fellowship.
- Defended victims of housing discrimination, operated rural legal outreach clinic, advocated for fair housing.

United States Federal Court, Eastern District of Louisiana

Law Clerk, the Honorable Martin L. C. Feldman (1994 – 1995).

United States Peace Corps

Peace Corps Volunteer (1983 – 1985)

- Rural Development Extension Agent assigned to young farmers program in Nouna, Burkina Faso.
- Organized small scale animal husbandry and well-digging projects; acted as technical training coordinator for incoming volunteers.

Publications

[“The Cost of Coherence,”](#) Emergency Gap Series 04, MSF-Spain, December 2016.

[“Humanitarian Priorities for People in Crises - The Foundations for a More Effective Response,”](#) HERE-Geneva, May 2016.

[“On the Right Track?”](#) Reasserting the Priorities of Humanitarian Action” HERE-Geneva, May 2016 (Lead author).

[“The Ebola Response in West Africa: Exposing the politics and culture of international aid.”](#) Overseas Development Institute, October 2015, (Lead author).

[“Protection: Fig-leaves and other delusions”](#) in *Humanitarian Exchange*, Overseas Development Institute. Issue 46, March 2010.

“Civilian protection and humanitarian advocacy: strategies and (false?) dilemmas” in *Humanitarian Exchange*, Overseas Development Institute. Issue 39, June 2008. (see [here](#)).

“Protection: The New Humanitarian Fig-Leaf” 2007 (see [here](#)).

“Beyond the Standard Humanitarian Response: MSF’s Advocacy in Angola” in *Humanitarian Exchange*, Overseas Development Institute. Issue 19, September 2001.

"Human Rights Education for the Police" in *Human Rights Education For the 21st Century*, Richard Pierre Claude and George Andreopoulos, eds., University of Pennsylvania Press, 1997; and republished in *The Phenomenology of Torture*, William F. Schulz, Ed. University of Pennsylvania Press, 2007.

"The Governance of the Third World: A Foucauldian Perspective on Power and Development," in *Alternatives*, Winter 1991. (see [here](#))

Published three short stories (fiction) dealing with the lives of aid workers in Africa (available [here](#)).

Public Communication (Highlights)

- Developed web-based blog on current issues in humanitarian action: [Humanicontrarian](#)
- “Be careful of what you wish for.” August 8 2016. Opinion piece posted on IRINNEWS. (see [here](#)).
- “Leaving people behind: Impartiality’s Forgotten Clause” opinion article posted on 19 May 2016 on ICRC’s inauguration of its Humanitarian Law & Policy blog site (see [here](#)).
- “Don’t blur the lines between humanitarian and development work” opinion article posted on Guardian Global Development Professionals Network website, 12 May 2016 (see [here](#)).
- “Ebola: Lessons not learned.” November 7, 2015. Article posted on Aid Leap (see [here](#)).
- “What Ebola Tells us about Aid”. October 16, 2015, ICRC Headquarters, Geneva. Report launch and panel discussion (see [here](#)).
- PHAP Online Learning Series on Humanitarian Law and Policy – Practical Dilemmas of Principled Action. Speaker/moderator of 4-part series of online panel discussion (see [here](#)).
- “Ebola: a humanitarian crisis and a development wake-up call?” July 3, 2015. ODI Headquarters, London. Expert panel discussion (see [here](#)).

- “Making development work for humanitarian response – and vice versa.” March 24, 2015. Article posted on WhyDev (see [here](#)).
- “Walk the Talk: Assessing the Application of the Humanitarian Principles on the Ground”. February 24, 2015, ICRC Headquarters, Geneva. Expert panel discussion (see [here](#)).
- “Goodbye to an Ominous Year”. January 1, 2014. Article posted on Huffington Post UK (see [here](#)).
- “The State of the Humanitarian System”. July 4, 2012, London. ALNAP report launch and panel discussion (see [here](#)).
- “Humanitarian Space: a review of trends and issues”. April 30 2012, London. ODI report launch and panel discussion (see [here](#)).

Board Positions

Member, Board of Directors, MSF-South Africa (2010 – 2013).

Member, Board of Directors, MSF-Norway (2005 – 2007).

Education

Columbia University School of Law – New York, USA

J.D. 1994, Stone Scholar (1L, 2L, 3L)

Institute of Social Studies – The Hague, Netherlands

M.A. Development Studies, 1988. Thesis: *The Governance of the Third World* (with distinction)

Yale University – New Haven, USA

B.A. Philosophy, 1981.

Selected Training Courses

Harvard School of Public Health Intensive Course on Health and Human Rights (2002).

Reach Out “Refugee Protection for Humanitarian Trainers” ToT course (2001).

Red R Intensive Course on Security Management in the Field (2000).

Professional Mixology (1981).

Languages

English – Mother tongue

Dutch – Intermediate

Portuguese – Fair

French – Proficient

Jula/Bambara – Fair

Arabic -- Basic

Nomination of Mr Baiju S Vasani for conferment of Senior Fellow title by the School

I recommend Mr Baiju S Vasani for appointment as Senior Fellow of the School of Law (for the normal period of three years). Baiju has been a partner of the large American law firm Jones Day since 2012. He is based in London and is professionally qualified in England and Wales (at the Bar and as a Solicitor, District of Columbia, and Texas).

Biography: His academic qualifications include a JD from Northwestern University, the BCL (Oxford), LLM (LSE) and LLB (KCL). As a student he won several prizes. Prior to working at Jones Day, Baiju was partner at a firm based in Washington, DC and London. He had also been inhouse counsel.

His specialism is in international arbitration where his experience includes that of being on arbitration panels for ICSID and several commercial arbitration panels. He has been on the drafting committee for the Somali Arbitration bill. He has vast experience in representing parties in international arbitration cases especially in disputes concerning gas, oil, mining and investment disputes.

He has written extensively and his publications include a second edition of a book on Investment Disputes to be published by OUP.

Involvement with SOAS to date: Mr Vasani has been a guest lecturer in the SOAS law school, teaching investment and commercial arbitration, working closely with Dr Emilia Onyema.

Possible involvement with the Law School: An appointment as Senior Fellow will recognise Baiju's ongoing contribution to the School of Law. As Head, I will encourage him to consider short courses as part of KE. He is also very likely to help us extend our reach to SOAS Alumni through his own professional links. His appointment may also assist the School of Law in the current changing landscape of legal education in which skills training is likely to feature more prominently.

Carol Tan, Head of the School of Law, 9 November 2017