

**ACADEMIC BOARD**
**OPEN AGENDA**

**Friday 23<sup>rd</sup> March 2018 at 10am  
 (Conference Suite, Paul Webley Wing)**

**Apologies:** Valerie Amos, Alfredo Filho, Sarah Pett, Graham Davies, Simon Rofe

<b>AB 2017/18 4 A</b>	<b>Minutes</b> To approve: minutes of the meeting held on 31 <sup>st</sup> January 2018	[attached]
<b>AB 2017/18 4 B</b>	<b>Action Points</b>	[attached]
<b>AB 2017/18 4 C</b>	<b><u>Matters Arising/Matters for Report</u></b>	
<b>AB 2017/18 4 D</b>	<b>Research and Enterprise</b>  <b>School Research Centre Policy</b> To approve  <b>Research Impact update report</b> To consider  <b>Report from Research and Enterprise Committee</b> To consider	[attached]  [attached]  [attached]
<b>AB 2017/18 4 E</b>	<b>Academic Strategy and Key Performance Indicators</b>  <b>Academic workload policy</b> To approve  <b>Languages Strategy</b> To approve  <b>OFFA Agreement and approval route (17/18)</b> To consider  <b>Minutes from Senate (1st March 2018)</b> To note  <b>Area studies</b> To note  <b>Two subject degrees</b> To note  <b>Teaching course metrics</b>	[attached]  [attached]  [Attached]  [attached]  [Verbal update]  [Verbal update]

	To note	[Verbal update]
<b>AB 2017/18 4 F</b>	<b>People and Change</b> <b>Revised academic committees and terms of reference</b> <b>and proposal for committee induction</b> To approve	[attached]

**ACADEMIC BOARD**

**OPEN MINUTES**

**Wednesday 31<sup>st</sup> January 2018 at 2.00pm  
(Conference Suite, Paul Webley Wing)**

Baroness Valerie Amos (Chair)  
Mr H Anderson  
Professor R Black  
Professor C Bramall\*  
Professor M W Charney  
Ms R Everitt  
Dr N Hill\*  
Professor D Johnston  
Dr M Laffey  
Dr A Lockyer  
Ms N Phillips  
Professor R Reid\*  
Dr M Sabaratnum  
Professor C Tan  
Ms Waite

Professor N Al-Ali  
Dr B Bhandar  
Dr H Bo  
Dr J Caron  
Professor A Contadini\*  
Ms N Farzad  
Professor S Hopgood  
Dr T Kaiser\*  
Professor K Latham  
Dr B Murtagh  
Dr I Pickup  
Professor A Saad Filho  
Ms H-Y Tam  
Dr U Volz

**Apologies**

Dr M Nelson  
Dr S Pett  
Professor L Marten\*  
Professor R Bachmann  
Dr A Newsham

Dr M Jennings  
Dr R Alexander  
Ms P Sanderson\*  
Dr S Hawthorne

**In attendance:**

Mr G Davies  
Dr C Ince

Miss S Priddle (Minutes)

### AB 2017/18 3 A Minutes

The minutes from the meeting held on the 5 December 2017 were **approved** as a true record.

### AB 2017/18 3 B Action Points

Academic Board **noted** the updates on the actions from the previous meeting and **approved** the proposed amendments to timeframes.

### AB 2017/18 3 C Matters Arising

*This item was discussed in two parts to ensure that Professor Richard Black was in attendance for item AB 2017/18 3 D.*

#### **Committee membership**

Two vacancies remained on committees for Academic Board members- one on Resources and Planning and one on Equality and Diversity. Any members interested in serving on one of the committees should contact the Director of Governance and Legal Services as soon as possible.

#### **Students Union support request**

SU representatives outlined that over the weekend they had participated in a peaceful protest in a café in Finsbury Park. The incident had been reported in the national press and the individuals involved, and their families, had been harassed by the media and members of the public. They had received threats via social media and over the phone. UCU had agreed to draft a solidarity statement. The SU representatives requested the support of the School.

The Director asked whether the communications support and security support the School had already provided had been beneficial. SU representatives responded that support had been helpful but they were requesting additional support either a message to the School's community or publically. The Director explained that the School had shared a statement with the Daily Mail but it had not been published in the article.

Academic Board agreed that the comments on newspaper articles were inappropriate and were focused unfairly on one particular student. The Board offered to contact the café on the students' behalf to arrange a conversation on neutral ground. SU representatives said that they would not like to accept this offer, they felt they had no ownership of the narrative and felt unsafe.

The Director outlined that the School had offered private support for students both for communications and security. DJ outlined she had also met with students privately to offer support.

Academic Board **agreed** that the personal attacks on individuals and threats to safety were unacceptable. The Board **agreed** to circulate the statement submitted to the press.

**Action:** Circulate the press statement to Academic Board.

*Ms Nisha Phillips and Mr Hamish Anderson left the meeting.*

### AB 2017/18 3 D Research and impact

#### Research Impact – Significance, Progress and Outstanding Issues

The report outlined that, except for the submissions in management and politics, the whole School has scored poorly on impact than in any other areas and as a result had a negative impact in REF outcomes. Each impact case study is worth 10 outputs. Wider support for impact case studies would be required. The Board members were asked to act as impact champions within their department to build up case studies in the next submission.

Head of Doctoral School outlined that she would have expected more guidance on impact case studies; when people have been contacted regarding potential impact case studies, they received no follow up. It was agreed that there was a misunderstanding of what impact case studies were and clearer guidance was required. The impact workshops were useful and the REF team attending department meetings would support further understanding.

It was agreed that the information shared by the Impact officer needed to be disseminated throughout departments.

**Action:** Departments to invite Impact Officer to attend and provide guidance.

**Action:** Departments to consider an Impact Day.

**Action:** Heads of Departments to talk to colleagues about the importance of impact and submit any questions or support requests to the impact team.

Academic Board **approved** all recommendations in the report.

*Professor Richard Black left the meeting.*

### AB 2017/18 3 C Matters Arising

#### *UCU Strikes*

AB noted the industrial action was planned to be 14 strike days over 4 weeks. Academic Board had previously take the view that they understand and appreciated colleagues' right to strike but it did not want to harm the progression of students, especially finalists. Individual students worried about the impact of strikes- especially linking to scholarship or job offers.

The student progression working group had been reformed to lead on the School's response to the industrial action.

Academic Board **agreed** that students needed to understand the implications of the strike action and what will happen next. It was agreed that exam papers would be revised to ensure any content affected by the industrial action was not included.

**Action:** Review assessments and assignments reliant on content due to be taught during the strike period.

### AB 2017/18 3 E Academic Strategy and Key Performance indicators

### **Teaching Excellence Plan**

TEF action plans had been developed in all subject areas and would be tabled at the next academic board. AB noted that many current students believed the TEF was for recruiting future students and not for them.

It was agreed that communication on the TEF needed to emphasis the common good on addressing actions to improve learning and teaching and de-couple the TEF and NSS.

Academic Board **noted** the teaching excellence plan update.

### **Teaching innovation fund**

It was agreed at Executive Board that a proportion of tuition fee income would be utilised to support the discussion and development of learning and teaching at SOAS via a Teaching Innovation Fund. The RAM working group would now look at this and return progress reports to Academic Board.

Academic Board **noted** the teaching innovation fund update.

### **Teaching away days**

AB noted all departments make time to reflect on teaching and learning but approaches vary across departments. The proposal was based on practice that already exists within some departments and aligns with research away day practice. The day offers time to reflect on student recruitment over time and student outcomes.

AB noted that the Politics department had one scheduled for April to reflect on student outcome data and the quality of teaching. The day would offer an annual process for reflection, if they were not compulsory a department would have to have a good reason not to do one. It was useful to have a space to review and align expectations with a department.

The anthropology department utilised their away day had been utilised to discuss the restructure and had resulted in suggestions that are now being implemented.

Academic Board **agreed** that there would be a School wide expectation that departments had an annual teaching away day.

**Action:** Circulate expectations for Teaching Away Day.

The expectation was set in light of the data and student experience at SOAS and the days' would improve the future profile of SOAS. Departments would set their own dates and share with the Pro-Director (Learning and Teaching) to ensure that data would be provided to support discussions. Teaching away days would support the development of pedagogy so additional costs next academic year would be met through the teaching innovation fund. Departments would have to cover the cost this academic year or contact the Pro-Director (Learning and Teaching) to discuss individual circumstances.

### **Attainment Gaps**

The paper outlined an action plan and recommendations for Academic Board to approve. The action plan presented had not formally been agreed by the working group, however it had been circulated and no responses had been received.

The future plan needed to build in an ongoing review of capacity, what had worked and the dissemination of best practice. A number of amendment suggestions were made including a KPI looking at the gap between those achieving 2:1s as well as first class degrees; a KPI around inclusive pedagogy of which unconscious bias is a part; amendment of the decolonisation point to ensure alignment with the working group; incorporating a qualitative indicator on the student evaluation form to ensure teachers are not alienated and transparent assessment criteria.

AB noted that students have different study skills and if staff were allowed to individually define rubrics as it would result in inconsistencies.

AB noted that the recommendation for compulsory staff training would have resource implications and would need to be agreed at Executive Board. In addition, the training would have to be high quality to have the intended impact on practice.

AB **agreed** that Academic Development Committee would take the action plan forwards and regularly review the progress and impact. They would report back to Academic Board on the progress and impact on particular interventions. Academic Board **agreed** the plan in principle. A revised action plan would be submitted to Academic Development Committee to take the actions forwards.

**Action:** Submit a revised action plan to Academic Development Committee.

**Action:** Academic Development Committee to report to Academic Board on the progress and impact on particular interventions.

### **Fundraising for vulnerable languages**

The School had received £5million catalyst funding to support strategically vulnerable languages. The School had to match fund this funding through fundraising, once raised half the funding would be utilised to develop infrastructure and half would support staffing costs.

The Board were asked to offer any support they felt they could offer to help fundraising.

Academic Board **noted** the paper and the support request.

### **AB 2017/18 3 F People and Change**

#### **Constitution for: SOAS Centre for Asian Legal Studies**

The proposal outlined the rationale for changing the name of constitution to better reflect the current focus in the legal department, a decreasing interest in Chinese law and that there are more attractive international course offers.

Academic Board **agreed** that department name changes would be signed off at Pro-Director level once a process had been developed.

**Action:** Develop process to sign off department name changes at Pro-Director level.

Academic Board **approved** the recommendation.

### **AB 2017/18 3 G Culture and Values**

**Decolonisation project plan**

A draft toolkit has been shared with learning and teaching coordinators and a final toolkit would be agreed by week 9.

The working group would identify and facilitate an appropriate platform to discuss decolonisation more widely.

**Action:** Identify and facilitate an appropriate platform to discuss decolonisation more widely.

Academic Board **noted** the decolonisation project plan update.



**ACADEMIC BOARD 23 March 2018**  
**2017/18 AB 4 B**

<b>Action tracker</b>				
<b>AB 2016/17</b>  <b>Two subject degrees</b>	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.	14/3/18	DJ	Included on the agenda  AB 2017/18 4 E
<b>AB 2016/17 7 L</b>  <b>SOAS Languages Strategy</b>	The SOAS Languages Strategy is to be brought back to AB for further consideration.	14/3/18	LM	Verbal update will be provided in the meeting
<b>AB 17/18 1 F – Area Studies Review</b>	Proposals for Area Studies PhD and any specific entry requirements	14/3/18	SH	Included on the agenda  AB 2017/18 4 E
<b>AB 17/18 1 G - Student Safeguarding Policy</b>	Report on implementation of Policy	14/3/18	IP	Postponed due to capacity.  Update will be provided at the next meeting
<b>AB 17/18 1</b>	Report on teaching metrics	14/3/18	DJ	Included on the agenda  AB 2017/18 4 E
<b>31<sup>st</sup> January 2018</b>				
<b>AB 2017/18 3 C</b>  <b>Students Union support request</b>	Circulate the press statement to Academic Board.	31/1/18	SP	Completed
<b>AB 2017/18 3 C</b>  <b>UCU strikes</b>	Review assessments and assignments reliant on content due to be taught during the strike period.	14/3/18	All Heads of departments	Completed
<b>AB 2017/18 3 D</b> <b>Research Impact</b>	Departments to invite Impact Officer to attend meetings and provide guidance.	14/3/18	All Heads of departments	Included on the agenda  AB 2017/18 4 D
<b>AB 2017/18 3 D</b> <b>Research Impact</b>	Departments to consider an Impact Day.	14/3/18	All Heads of departments	Included on the agenda  AB 2017/18 4 D
<b>AB 2017/18 3 D</b> <b>Research Impact</b>	Heads of Departments to talk to colleagues about the importance of impact	14/3/18	All Heads of departments	Included on the agenda

**ACADEMIC BOARD 23 March 2018  
2017/18 AB 4 B**

	and submit any questions or support requests to the impact team.		ts	AB 2017/18 4 D
<b>AB 2017/18 3 E Teaching Away Days</b>	Circulate expectations for Teaching Away Day.	14/3/18	DJ	Verbal update will be provided in the meeting
<b>AB 2017/18 3 E Attainment Gaps</b>	Submit a revised action plan to Academic Development Committee.	21/2/18	CB	Completed
<b>AB 2017/18 3 F Constitution for: SOAS Centre for Asian Legal Studies</b>	Develop process to sign off department name changes at Pro-Director level.	14/3/18	RB	Included on the agenda  AB 2017/18 4 D
<b>AB 2017/18 3 G Decolonisation project plan</b>	Identify and facilitate an appropriate platform to discuss decolonisation more widely.	6/6/18	MS	

**POLICY ON THE APPROVAL, REVISION AND CLOSURE OF  
SCHOOL RESEARCH CENTRES**

1. School Research Centres are located in academic departments but open in terms of affiliation to staff and students from any department within SOAS, with a Chair or Director designated from any department. The host department of each centre is expected to provide an indicative annual budget for its activities. Each centre reports annually to Academic Board.
2. To establish a new School Research Centre, a member of staff should submit a proposal for the centre to the Pro-Director (Research & Enterprise), who is responsible for approving new centres and reporting approvals to Academic Board.
3. The proposal should include a draft constitution for the centre, and a statement of support from one or more Head of Department with which the centre would be associated.
4. Proposals for amendments to the constitution of an existing School Research Centre, appointment of new Centre Directors, and/or proposals to close a centre should also be submitted for the approval of the Pro-Director (Research & Enterprise) and reported by the Pro-Director to Academic Board. They should be accompanied by a brief rationale, and include a commentary from the relevant Head(s) of Department in which the Centre's members are principally located.
5. The Pro-Director (Research & Enterprise) will approve requests where they are consistent with the School's vision and strategy and are uncontested. Where they are contested, s(he) will refer the matter to the Research and Enterprise Committee, and flag any issues of dispute to Academic Board.
6. The Chair or Director of each School Research Centre is responsible for submitting an annual report to the Pro-Director (Research & Enterprise). The Pro-Director will submit the reports for noting at Academic Board.



**Update report on impact**

Academic Board is asked to **note** the following Report and consider any further necessary actions.

Academic Board is also asked to **consider** whether an impact report should be provided at each meeting to track progress.

**Executive Summary**

Progress update on the engagement and work of each department and the Impact team.

Professor Richard Black, Pro-Director (Research & Enterprise)

**Recommendations**

N/A

**Financial Impact**

N/A

**Risks**

Limited engagement with the Impact Team could negatively impact the School's REF.

**Equality implications**

N/A

**Consultation**

This report has not been discussed at another committee.

Update report on impact

UoA	Progress	Status
17 Management studies	Eight potential ICS have been identified but none are worked up in detail and there is only one 'zero draft'. The Impact Officer has been invited to a Departmental meeting in May, but there is no current plan for an Impact Workshop. Three case studies are needed in total	
18 Law	Three 'zero draft' case studies have been prepared, which is the number required. However, formal shortlisting awaits a workshop planned for May 3 <sup>rd</sup> . The Impact Officer has not been invited to a Department meeting.	
19 Politics & International Studies	There has been limited progress in identifying case studies. The impact officer has been invited to a Department meeting, but an agreed date is still to be identified. No impact workshop is yet planned, and there is only one 'zero draft' case study. Four case studies are required.	
22A Anthropology	There are ongoing discussions between the Department and the Impact Officer, and the required three case studies have been pre-selected. After discussion with REF coordinator and HoD, an impact writing workshop for case study leads is planned for 15 May 2018 to advance the shortlisted case studies (for which there are currently two 'zero drafts'). One additional staff member who is developing a new area of impact will also attend.	
22B Development Studies	17 potential ICS identified. Shortlisting of these to the required number of five is being discussed with the REF coordinators, and there are currently two 'zero drafts'. The Impact Officer has not been invited to a Department meeting, and whilst a meeting is planned for early May with the three REF coordinators, no wider impact workshop has yet been planned.	
25 Area studies	Limited progress due to illness of REF coordinator. Two case studies are required.	
26A/B Modern Languages & Linguistics	There are two zero draft case studies. If these units are submitted as two separate UoAs to the same panel, six case studies will be required. If they are merged, only four will be required. There has been no further progress re. attending Department meetings, shortlisting, or organising a workshop, pending the decision on merger of the two UoAs.	
28 History	Four 'zero draft' case studies have been prepared, which exceeds the three case studies required. Impact officer has been invited to a Department meeting on 25 April. However, an impact workshop has not been organised.	
31 Religious Studies	The impact officer is awaiting a response from the REF coordinator. Invitation to department meeting as per History above (25 April).	
32 Arts and Design	The Unit has preselected its three required case studies and discussed with their Critical Friend in a workshop in March. Two 'zero drafts' have been prepared, and there are 1-2-1 discussions taking place between the impact officer and each case study lead.	
33 Music	The required two case studies have been selected, and both are being progressed and supported, with zero drafts in place. An impact workshop took place in December, which included the Critical Friend. One possible addition case study has also been identified, which could be available for another UoA (e.g. 34).	
34 Cultural and Media Studies	Various ICS have been considered but the moment the Unit has only one ICS that is being actively being pursued (they will need two). The Impact Officer attended a Departmental meeting in one of the relevant Departments in Term 1, but no impact workshop is currently planned before the summer.	

**Report on the work of the Research and Enterprise Committee**

Academic Board is asked to **note** the report from the Research and Enterprise Committee.

**Executive Summary**

Summary of the work and priorities of the Research and Enterprise Committee.

**Recommendations & Next Steps**

The Committee's future priorities and developments are:

- To review compliance of research ethics and integrity at SOAS.
- To continue to review and evaluate strategy and process in relation to REF 2020.
- To improve training provision on research and enterprise and make it more accessible such that the programme may become mandatory.

**Financial Impact**

N/A

**Risks**

N/A

**Equality implications**

None.

**Consultations**

No prior consultation

## Report on the work of the Research and Enterprise Committee

Academic Board is asked to receive the following report.

### Remit

To consider strategic planning and policy development matters relating to research and enterprise. To provide reports for, and to make recommendations to, Academic Board and other Committees as appropriate. The Committee also has a responsibility for advising and reporting to other committees as specified in the Terms of Reference.

### Summary of work undertaken

#### Matters Arising:

The REO Training Programme was agreed not to be mandatory but that an online offering of the course would be produced. The Directors Research Prizes would be launched in conjunction with the Teaching Prizes from next academic year.

EB and the BGAP have an in principle solution that should allow for cost recovery of the use of the Brunei Gallery and should be charged to externally funded grants, where possible. John Hollingworth is currently producing the paper for this.

#### Key Performance Indicators and Performance Indicators:

A presentation from Susan Clucas on SOAS Strategy on a page was presented. KPIs and PIs for Research and Enterprise were discussed.

#### Publication Strategy for the THE and QS:

This paper was presented by the Chair who summarised SOAS' standing in the QS and THE rankings. It was **noted** that international co-authorship and citation were the worst measures for the School and a series of proposed measures were **recommended**. A paper will follow to EB asking for approval for the measures, which are:

- Providing encouragement or even specific incentives for international co-authorship
- Providing encouragement or specific incentives for authors to publish in journals with high citation rates. Some subjects already do this at a formal or informal level, although placement in a top journal does not guarantee citation.
- Encouragement of staff to promote new publications on social media, and through sites such as ResearchGate and Academia.edu. This might include individual and institutional use of Twitter and Facebook; as well as the simple measure of including recent publications in the email signature of staff (again, something already done in some areas).

### School Research Centre Policy

This policy was **approved** and has been sent to Academic Board.



**Horizon Scanning**

A paper on upcoming large grant opportunities was presented by the Research Manager and **noted** by the committee. It was also **noted** that SOAS had submitted 16 applications to the GCRF hubs. Of these, 2 were as lead applicant, and 14 supporting other institutions. 1 lead application and 9 supporting ones have made it through to the next stage.

**Amendments to External Professional Activity**

This was **noted** by the committee having been **approved** at EB previously.

**Research Ethics Policy and Procedure for the Ethical Review of Research projects**

The Research Manager **noted** that mandatory completion of the Research Integrity Online course for academics undertaking research has been incorporated into the policy and that the procedure for managing non-internally funded projects will sit with the Faculty Managers temporarily. It will then transition to the departmental managers in the new structure. AL will draft this process for the next meeting.

**Final Overheads Policy**

The Research Manager **noted** that of Directly Allocated staff costs, 80% go to the department, 20% to the Seed Corn Fund. Indirect and estate costs go to the centre. TRAC indicated that SOAS recovered less than 50% overheads on RCUK grants last year. Department budgets need to be spent in year, otherwise they are zeroed by Finance.

**The Committee noted the following Reports:**

Research Office, Enterprise Office, Post-Award Office, REF Steering group, Research Ethics Panel, Doctoral School, PhD Manager implementation, Journals Office, Brunei Gallery, and LIS.

**Future priorities and developments**

- To review compliance of research ethics and integrity at SOAS.
- To continue to review and evaluate strategy and process in relation to REF 2020.
- To improve training provision on research and enterprise and make it more accessible such that the programme may become mandatory.

Dr Alex Lewis, Committee Secretary  
Professor Richard Black, Pro-Director (Research & Enterprise)  
March 2018



## **ACADEMIC WORKLOAD ALLOCATION POLICY**

*AB is asked to **approve** the enclosed Academic Workload Allocation Policy*

### **Executive Summary**

The School has recently launched a Workload Allocation Management System (WAMS) to support the fair and transparent allocation of workloads to staff in academic departments. The policy enclosed has been drafted to provide staff with a framework for the operation of WAMS. It is intended for Heads of Department and staff in academic departments who will be allocated workloads through the system, along with Professional Services colleagues responsible for supporting its operation.

The first draft of the policy (v. 1.1 January 2018) was amended to take into account suggestions made at EB, in the Workload Project Board, by UCU representatives and other colleagues to produce this revised draft (v. 1.2).

### **Recommendations**

It is recommended that AB approves the policy.

### **Risks**

This policy will help to mitigate risks associated with the introduction of WAMS in departments by making clear the purpose, aims and limitations of WAMS and outlining principles for its use.

### **Equality implications**

The introduction of WAMS and this supporting policy will have positive long term equality implications. Facilitating transparency and fairness in the allocation of staff workloads irrespective of gender, ethnicity, disability or any other protected characteristics is one of the system's main aims.

### **Consultation**

- Executive Board (22 January 2018)- recommended
- Workload Project Board
- Informal Consultation with UCU

## SOAS Academic Workload Allocation Policy

### 1. Introduction

- 1.1 This policy provides staff with a framework for the operation of the School's Workload Allocation Management System (WAMS). It is intended for Heads of Department and staff in academic departments who will be allocated workloads through the system, along with Professional Services colleagues responsible for supporting its operation. It should be read in conjunction with other School policies and procedures and the published WAMS user guidelines.

### 2. Purpose and aims

- 2.1 The purpose of the WAMS is to support the fair allocation of staff workloads within and between academic departments of the School. While permitting departments a degree of flexibility in workload planning, the WAMS aims to:
- Facilitate transparency and fairness in the allocation of staff workloads irrespective of gender, ethnicity, disability or any other protected characteristics;
  - Support the reasonable allocation of staff time to teaching, research and administration, and to tasks within each of these main areas of activity, as appropriate;
  - Support the identification and, where applicable, removal of inconsistencies in workload allocations between different types of staff, including academic, permanent teaching-only and fixed-term teaching-only staff;
  - Help staff to achieve a good work-life balance;
  - Provide departments with a better basis for allocating resources and planning activities;
  - Facilitate cross-department and interdisciplinary working;
  - Enhance the student experience, supporting departments and staff in the delivery of improvements in teaching, learning and support for students;
  - Encourage and reward innovation within the School;
  - Promote fairness in staff promotion procedures;
  - Support the School's attainment of Athena Swan accreditation.
- 2.2 The key principles that inform the operation of the WAMS, and which it seeks to promote across the School, are transparency and fairness. Through the transparent and fair allocation of workloads, the WAMS aims to facilitate positive cultural change.

### 3. Overview of WAMS

- 3.1 The WAMS is a tool through which Heads of Department allocate workloads to their staff, who have the opportunity to view, accept and query allocations. Workloads are assigned to staff through specified activities, with each activity allocated a numerical value in hours.
- 3.2 The WAMS is a live system that should be used to plan workloads in advance of an academic year and revisited and updated at different stages of the year thereafter, to take into account changes in activities and adjustments to the data on which calculations are made (e.g. module enrolments).

### 4. Hours-based calculation

- 4.1 The WAMS should account for all of the contracted hours of staff, which in the case of academic staff will be divided into three main categories: teaching (A1 Module Related and A2 Other Teaching Related Activities); research (B1 PhD supervision and B2

- Research and Knowledge Exchange); and administration (C Administration). No activities beyond the formal scope of an individual's role should be included.
- 4.2 The value in hours of the activities assigned to each member of staff is aggregated to produce an annual total. The target total number of hours of a full-time member of staff is 1524. An academic member of staff should not routinely be significantly above or below this target over the long term. For part-time staff, the target total should be reduced proportionately to FTE.
  - 4.3 A typical allocation of workload to an academic member of staff is 40% teaching, 40% research and 20% administration, which corresponds for a full-time academic to 610 hours per year of teaching, 610 hours per year of research and 304 hours per year of administration.
  - 4.4 Divergences from this norm should be anticipated. During periods of School-funded or externally-funded research leave, for example, staff are expected to devote a much higher proportion of their time to research. When occupying major administrative roles – e.g. Head of Department, Associate Director of Research or Learning & Teaching – staff are expected to devote a much higher proportion of their time to administration. The amount of time allocated to other activities should be reduced accordingly.
  - 4.5 The typical allocation of 40% of academic staff time to research is not a contractual entitlement and may be varied at the discretion of Heads of Department, taking into account factors including departmental and School resources, career stages, career pathways and the contributions that members of staff are making to the institution's research.
  - 4.6 The typical proportion of academic staff time allocated to teaching, research and administration will not, of course, apply to other categories of staff in the WAMS, including teaching-only and research-only staff, for whom other expectations are applicable.
  - 4.7 Other examples of instances when typical workload allocations should be revised are indicated in section 9.

## **5. Limitations of WAMS**

- 5.1 Use of the WAMS by Heads of Department and staff will support the fair distribution of workloads within and across departments of the School. In combination with existing processes and procedures, including departmental and School planning and Staff Development & Review (SDR), it will assist Heads of Department in balancing the variable contributions of staff in ways which are demonstrably fair. However, the WAMS cannot, of itself, resolve tensions or conflict between colleagues or address capability issues.
- 5.2 Although data included in the WAMS will be important in determining workload allocation, allocations should not be exclusively informed by it. Professional judgement should also be exercised to ensure that workloads are reasonable and fair and to support the delivery of the system's aims.
- 5.3 The fair allocation of staff workloads may not be achievable each year, since it is not always possible to re-assign duties or to increase or re-deploy academic capacity quickly, or to make in-year adjustments. However, over the course of departmental planning cycles (3-5 years) fairness should be achieved. Given the different cycles of work in the teaching and research domains, it may be sensible to try to achieve balance in staff teaching and administration workloads on an annual basis, with the balance in research being achieved across a longer timescale, once justifiable imbalances (e.g. relief from teaching duties to conduct externally-funded research) have been taken into account.
- 5.4 The typical proportions of time allocated to teaching, research and administration set out in this policy are not intended to apply to every week or month of the academic year. It is recognised that staff will likely contribute a greater proportion of their time to teaching and administration during term time, for example, than outside of it. The

typical proportions are intended to be achieved across the longer time periods indicated.

## **6. Staff categories**

- 6.1 All members of staff in academic departments in the following categories will be allocated workloads through the system:
- Academic (Teaching and Research)
  - Teaching-only (Teaching and Scholarship)
  - Research-only
- 6.2 All academic staff, and teaching-only staff with contracts greater than 0.2FTE, will be full users of the system, meaning that they can log-on using their institutional credentials to view, accept, reject and comment on their workload allocations. Other staff will have a profile on the system administered by their department. They will not be able to log-on to the system but will be informed of allocations by their department and will have the opportunity to discuss any issues arising. Staff categories will not be used as a factor in determining the values to be attached to activities.

## **7. Allocation of Workload**

- 7.1 Heads of Department are responsible for the allocation of workloads to staff in their departments in a manner consistent with the purposes and aims above.
- 7.2 In assigning workloads, Heads can decide on the activities and numerical values assigned to those activities within each of the categories teaching, research and administration, adjusting as required the School-wide template that is provided to them, while ensuring consistency with the existing School policies, obligations, norms and expectations outlined below (sections 9 and 10).
- 7.3 Before publishing workloads to staff, Heads should ensure that necessary discussions have been held with affected staff, particularly where a change is anticipated in an individual's workload. The WAMS should not normally be used to allocate substantial new tasks to individuals without prior discussion having taken place. Heads should ensure that they are accessible to any member of staff who wishes to discuss concerns about their workload.

## **8. Acceptance of Workload**

- 8.1 Staff within departments are responsible for considering and accepting the workloads allocated to them. Full users of the system should do this through the WAMS and other users by responding outside of the system (e.g. by email) to the allocations provided to them, as required.
- 8.2 Queries about workload allocations should be made to Heads of Department. Where a member of staff has concerns over workload, they should in the first instance discuss these concerns with their Head. Discussions over workload allocations should be conducted professionally and in a spirit of cooperation. If these discussions do not resolve the problem, another senior member of staff may, exceptionally, be asked to help identify a satisfactory solution.

## **9. Existing School policies and obligations**

- 9.1 Workload allocations made by Heads of Department must be consistent with existing School policies and contractual obligations. With this in mind, the WAMS will not be used to increase staff hours beyond their contracted number, to reduce opportunities for flexible working, to change employee leave entitlements, or to otherwise affect rights and obligations specified in existing policies and procedures.
- 9.2 To ensure that existing School policies and contractual obligations are observed, Heads of Department are reminded of the following:

- Reduced teaching loads for new academic staff on probation are specified in the School's Probation Procedure for New Academic (Teaching & Research) Staff and should be observed.
- The activities allocated to hourly-paid teaching staff (fractionals) and the hourly values attached to them must be consistent with fractional contracts and agreed rates of pay ('Fractional Teachers Pay').
- Private consultancy, as defined in the School's External Professional Activity Policy, should not be included in the WAMS. Under the terms of the policy, it is undertaken in a member of staff's own time. Institutional and Individual consultancy should, however, be included in the WAMS.
- Holders of School academic leadership roles are contractually expected to devote specified proportions of their time to the roles. For example, the Associate Director of Research / Learning & Teaching roles are 0.5 FTE (762 hours per year), which must be reflected in the model.

9.3 Any substantial changes to academic workload arising from the use of the WAMS will be subject to consultation with staff and the relevant campus trade union (UCU).

## 10. Other School-wide norms and expectations

10.1 In addition to ensuring compliance with existing School policies and obligations, Heads of Department should keep in mind the following School-wide norms and expectations when allocating workloads:

- The values (hours) allocated to activities should be realistic and reasonable. Discrepancies in the values attached to the same or similar activities undertaken by two or more members of staff should not relate to staff categories and should be clearly justifiable in other ways.
- Workload allocations relating to teaching should take into account both on-campus and distance learning provision.
- Data on teaching contact hours in the WAMS should be manually adjusted by departments to take into account practices not recognised in existing systems, like the sharing of a lecture between two different modules that is common when undergraduates and postgraduates are co-taught in a classroom. In existing data systems, a one-hour lecture delivered to students on two different modules may appear as two contact hours. This should be manually adjusted so that contact hours in the system are consistent with actual hours taught, i.e. one hour in the example given.
- All workload allocations to individual staff should be sensitive to their professional and, where possible, personal circumstances. These may include different stages of career, health or caring responsibilities (consistent with relevant legal frameworks and School policies).

10.2 The recording and reporting of data in the WAMS will facilitate the identification and analysis of differences in activities and values in use across departments of the School, with the expectation that over time other School-wide norms and expectations will be agreed.

## 11. Service requests

11.1 If a Head of Department wishes a member of staff in another department to undertake some work (e.g. teaching) in their department, they may submit a 'service request' to the Head of the other department. It is the responsibility of Heads receiving service requests to give them full consideration and to accept them, subject to discussion with the relevant colleague, whenever they can be reasonably accommodated.

**12. Staff with joint appointments**

- 12.1 Some staff hold joint appointments across two departments. In these instances, the member of staff will be allocated in the WAMS to a single department (Department 1) only. To allocate workload to that member of staff, the Head of his or her other department (Department 2) must submit service requests. The Head of Department 1 must accept all service requests from the Head of Department 2 within the scope of the joint appointment (e.g. 50% of the individual's time).

**13. Staff with School-level responsibilities**

- 13.1 Staff in departments often hold School-level roles or responsibilities – for example as an Associate Director of Research or Learning & Teaching, or an appointment to a School-level committee. Where the decision has been taken at School-level to appoint an individual to a School-level role or responsibility, Heads of Department must ensure that this is reflected in their workload allocation.

**14. Transparency and privacy**

- 14.1 The WAMS holds data in a secure online repository. Data will be retained for a period consistent with the School's record retention policy in compliance with current Data Protection and Freedom of Information legislation.
- 14.2 Workload allocations will be visible to all members of staff in the department concerned and to Executive Board.
- 14.3 The School will use high-level data from the WAMS to monitor workload allocations against protected characteristics including gender, ethnicity and disability, and to compare workload allocations within and across departments.

**15. Equality and diversity**

- 15.1. SOAS is committed to ensuring that protected characteristics are taken into consideration in the development and implementation of any policy, process or procedure, including decision making.
- 15.2. This policy has been developed in accordance with the terms of the SOAS Equality, Diversity and Inclusion Strategy and the Equality Impact Assessment procedure. This will help ensure that the School meets its Public Sector Equality responsibilities to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010)
  - Advance equality of opportunity
  - Foster good relations between people who share a protected characteristic and those who don't.
- 15.3. If you have any queries regarding this policy, or its application in relation to issues of equality and diversity, please contact the Human Resources Equality Adviser.

**16. Training and support**

- 16.1 The School will ensure that all users of the WAMS receive sufficient training to use the system effectively. It is expected that Heads will be supported in using the system by their departmental administrators. Higher level support will be provided by system administrators.

**17. Monitoring and Review**

- 17.1 Departments will monitor the operation of the WAMS on an ongoing basis, with the support of system administrators. A Project Board chaired by a senior member of staff will continue to meet regularly to provide overall oversight of the system. It will review this policy and report to Executive Board as required.



**Appendix A: Equality Impact Assessment for policy**

**Equality Impact Assessment - Summary**

**If you require assistance completing this assessment, contact the Diversity & Inclusion Managers**

Equality Impact Assessment is a requirement when developing or reviewing policies, procedures, services, key business decisions when they will have an impact on people.

1.	<p>Title of policy/procedure/practice for assessment</p> <p>Department:</p> <p>Person completing the assessment</p> <p>Date of analysis</p>	<p>SOAS Academic Workload Allocation Policy</p> <p>Governance &amp; Compliance</p> <p>Robert Ivermee</p> <p>12/3/18</p>
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2.	<p>Summarise the aims, objectives and purpose of the policy, procedure or practice being assessed</p> <p>This policy provides staff with a framework for the operation of the School’s Workload Allocation Management System (WAMS). It is intended for Heads of Department and staff in academic departments who will be allocated workloads through the system, along with Professional Services colleagues responsible for supporting its operation. It should be read in conjunction with other School policies and procedures and the published WAMS user guidelines.</p> <p>The purpose of the WAMS is to support the fair allocation of staff workloads within and between academic departments of the School. While permitting departments a degree of flexibility in workload planning, the WAMS aims to:</p> <ul style="list-style-type: none"> <li>• Facilitate transparency and fairness in the allocation of staff workloads irrespective of gender, ethnicity, disability or any other protected characteristics;</li> <li>• Support the reasonable allocation of staff time to teaching, research and administration, and to tasks within each of these main areas of activity, as appropriate;</li> <li>• Support the identification and, where applicable, removal of inconsistencies in workload allocations between different types of staff, including academic, permanent teaching-only and fixed-term teaching-only staff;</li> <li>• Help staff to achieve a good work-life balance;</li> <li>• Provide departments with a better basis for allocating resources and planning activities;</li> <li>• Facilitate cross-department and interdisciplinary working;</li> <li>• Enhance the student experience, supporting departments and staff in the delivery of improvements in teaching, learning and support for students;</li> </ul>
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	<ul style="list-style-type: none"> <li>• Encourage and reward innovation within the School;</li> <li>• Promote fairness in staff promotion procedures;</li> <li>• Support the School’s attainment of Athena Swan accreditation.</li> </ul>
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3.	<p>What data sources have you used and who have you consulted in completing your assessment?</p> <p>Data on existing allocations of academic workloads in departments</p> <p>Existing workload policies at other institutions</p> <p>Relevant existing School policies and processes</p>
4.	<p>Who will benefit from the policy?</p> <p>Which groups will be adversely affected by the policy and how?</p> <p>In brief, what mitigating actions have been identified and agreed?</p> <p>The policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of protected characteristics. It has been developed in accordance with the terms of the SOAS Equality, Diversity and Inclusion Strategy and the Equality Impact Assessment procedure. This will help ensure that the School meets its Public Sector Equality responsibilities to:</p> <ul style="list-style-type: none"> <li>• Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act (2010)</li> <li>• Advance equality of opportunity</li> <li>• Foster good relations between people who share a protected characteristic and those who don’t.</li> </ul>

**Equality impact assessment – Action plan**

In view of the information you have gathered please fill out the record form as this will be SOAS’s record of due regard. Clearly outline *the outcome* of the equality impact assessment by each protected characteristics noting if there is no action required, amendments or changes to remove

barriers. Clearly outline the reason/s for your decision. Please note that *Positive* impacts should also be recorded.

Protected characteristics	Outcome of EIA  For example – no action required, amendments or changes to remove barriers, stop and rethink  Clearly outline the reasons for the decision	SMART Actions (state by who & when)
Age (younger/older)	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	
Disability (e.g. physical/mental/sensory/invisible)	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	
Gender reassignment	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	
Marriage/Civil Partnerships	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	
Pregnancy and Maternity	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	
Race	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	
Religion / Belief	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	
Sex (i.e. gender)	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and	

	transparent way irrespective of this protected characteristic	
<b>Sexual Orientation</b>	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	
<b>Any other group/s</b>	No action required – policy supports a system (WAMS) that will facilitate allocation of staff workloads in fair and transparent way irrespective of this protected characteristic	

Academic Board is asked to **approve** the following Report and consider any further necessary actions.

**Executive Summary**

Languages are central to SOAS, and have been subject to considerable discussion and work over the last few years. For some, languages are the bedrock of SOAS's academic mission, and central to our activities, while for others, they have not kept pace with changes internal to SOAS and in the external environment, and now threaten to hold the institution back.

The current strategy acknowledges the complex situation and perceptions of languages within SOAS, and emphasises both our strength in languages, as well as the need to change and address key problems – such as financial sustainability, pedagogic innovation and student success – with some urgency.

**Recommendations**

N/A

**Financial Impact**

N/A

**Risks**

N/A

**Equality implications**

N/A

**Consultation**

- Approved at Executive Board

## **SOAS Languages Strategy 2018**

15 February 2018

Lutz Marten, Interim Dean, FAH & FLC

### **1. Introduction**

Languages are central to SOAS, and have been subject to considerable discussion and work over the last few years. For some, languages are the bedrock of SOAS's academic mission, and central to our activities, while for others, they have not kept pace with changes internal to SOAS and in the external environment, and now threaten to hold the institution back.

The current strategy acknowledges the complex situation and perceptions of languages within SOAS, and emphasises both our strength in languages, as well as the need to change and address key problems – such as financial sustainability, pedagogic innovation and student success – with some urgency.

#### **1.1 Strategic priorities**

The SOAS Vision and Strategy 2016-2020 makes extensive reference to languages. It notes that SOAS is a 'small research-led university with excellent teaching and language and area studies specialisms in Asia, Africa and the Middle East', and a global university focussing on 'teaching and researching across a range of social science and humanities subjects, rooted in the culture and languages of the regions in which we specialise'. Our language scholarship enables SOAS staff and students to listen, speak, read and write in the languages in which key local, regional, and global debates take place, and to meet speakers of African, Asian and Middle Eastern languages on their own linguistic terms.

Through our languages, we enable our staff and students to understand and interpret both local and global contexts, to mediate between them, and to critically challenge one in terms of the other. We draw on this strength in our research and our teaching, and use it to change and make an impact locally and globally.

Our overall strategic aim is to embed language in the student experience and academic mission of the School and to provide an excellent learning experience for diverse learner groups. Through this, our language scholarship supports the School's distinctiveness, underpins engagement with our regions, and provides students with key interpersonal and life skills.

Our core values underpinning language scholarship and learning are 1) a diverse portfolio of African, Asian and Middle Eastern languages, 2) language study as part of degree study, 3) supporting diverse learners and audiences, and 4) excellence.

In order to achieve our strategic aims we will have to take urgent action in a number of areas, where we are currently facing challenges and are not working on the level of excellence we aim for. Our main challenges are financial sustainability, student success and pedagogical innovation, and they will be addressed by four strands of activity: Two strands focussing on different language groups (strategically important and vulnerable languages, and high

recruiting languages), one strand focussing on the Language Centre, and one overarching strand for pedagogical innovation.

## **1.2 Previous work**

The School has undertaken considerable work around languages over the last few years. A review of languages was submitted to Academic Board in March 2016, which provided the background and context for subsequent strategic development. In 2016/17 a Working Group co-chaired by the Associate Dean (L&T MA) (FLTC) and the Dean (FLTC) developed a draft Languages Strategy, of which the current draft is a development. In 2017/18 there was also a Working Group specifically looking at student success and progression in languages, reporting to the Academic Development Committee. In addition, a review of the Language Centre took place in 2015/16, with the findings of the review still being implemented.

Several recent developments in programme and curriculum design have had an effect on languages. From 2015/16 beginners-level language modules have been designated as FHEQ Level 5, allowing final year students to take these modules. The PGT credit reform has made it much easier for PGT students to take a language as part of their degree. We have also developed and expanded our 2-year MA programmes combining a discipline with intensive language study, and the MA Translation. There are also projects for the development of Distance and Online Learning in co-ordination with the Academic Head of Online Learning.

In 2016, we launched the SOAS World Languages Institute which has since then supported a range of research, outreach and public engagement activities, highlighting and showcasing our languages work.

In 2017, the School was awarded £5m funding from the HEFCE Catalyst Fund for safeguarding teaching and scholarship of strategically important and vulnerable languages. The project is linked to an ambitious fundraising campaign to raise £5m for languages as part of our Questions Worth Asking campaign.

## **2. The wider picture**

There has been vigorous public debate and considerable amount of work devoted to languages. The British Academy has published several reports on the importance of modern languages, as has the British Council (which is notable as the British Council's primary mission is to support English). The BBC maintains, and has recently expanded, foreign languages services, and there is a cross-party parliamentary group on languages. Specific thematic support for languages in HE has been provided by HEFCE, the AHRC and the British Academy.

Languages in education has been a central topic in these discussions, but also the role of languages in the wider social domain, and in particular the importance of foreign languages for business. While the main modern languages featuring in these discussions tend to be European languages, there is also considerable attention devoted to non-European languages, especially Chinese.

There are some voices which question the need for learning foreign languages, often with reference to the perceived dominance of English as an international language, or to technological innovation, such as automatic translation, which would render knowledge of foreign languages obsolete. However, there appears to be a consensus among published studies on the topic that there are considerable individual and societal benefits associated with foreign languages learning, and that there is a deficit in the UK of learners and speakers of foreign languages.

### **2.1. Languages in UK education<sup>1</sup>**

Support for languages in schools has varied over the last decades. In 2002, languages became no longer compulsory at Key Stage 4, and language uptake at GCSE level dropped from around 76% in 2002 to 44% in 2008, although uptake has increased slightly again since then. At the same time the National Languages Strategy (2002-2011) refocused language learning at primary school level, and the numbers of primary schools offering a language rose from 22% in 2002 to an estimated 99% in 2014. In 2012 the government introduced the English Baccalaureate (EBacc) which is awarded to students having at least a C GCSE grade in five core academic subjects, including a language. The inclusion of a language in the EBacc resulted in an initial increase in language take-up, but did not reverse the overall trend. For example, in England GCSE uptake from 2013 to 2017 declined in French, German, and Spanish, although there was a small increase in other modern languages. In 2016, students taking a language GCSE varied from 41% in the North East to 64% in Inner London. It is also noteworthy that opportunities to study languages remain much greater in high performing schools with low indices of socio-economic deprivation.

At university level enrolment in language degrees has been declining. From 2010/11 to 2013/14 new enrolments in language degrees fell by 46% from 16,965 to 9,130, although numbers were up to 9,945 in 2014/15. However, in contrast to language degrees, numbers in institution-wide language learning courses have increased considerably during the last decade. The number of universities offering language degrees has declined from 93 in 1998 to 56 in 2014, largely due to reduction at post-1992 universities, so that language degrees are increasingly concentrated at Russell Group universities.

With the end of the National Language Strategy in 2011, there is currently no overall languages strategy or policy in England. At university level, the phasing out of special subject funding and funding of the Routes into Languages programme, and the abolishment of HEFCE, indicates the end of government involvement in strategic support for languages. Activists and proponents of languages have called for a change in approach and to establish a wider strategic and support infrastructure for languages.

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<sup>1</sup> This section draws heavily on two key reports: Leadership Foundation for Higher Education. 2016. *Options for a sustainable programme of demand-raising activity in modern languages. Report to HEFCE*, and The British Council. 2017. *Languages for the Future: The foreign languages the United Kingdom needs to become a truly global nation*.



## 2.2. Benefits of language learning

Proponents of languages have pointed out the benefits of language learning in numerous publications.<sup>2</sup>

Societal benefits of language learning include enhanced economic opportunities through harnessing the linguistic and intercultural skills of the workforce, increased global standing and better foreign relations through the use of languages in policy and diplomacy, and strengthened community relations and social cohesion through valorisation of community languages.

Learner benefits of language learning include personal cognitive benefits, intercultural communicative skills and cultural agility, and accumulation of cultural and social capital.

Several large-scale studies have presented growing evidence for the cognitive benefits of bilingualism. These are related, for example, to healthy ageing and cognitive functions like attention across the life-span. Language learning provides everyone with access to some of these benefits.

Multilingual and intercultural skills allow language learners to approach problems from different perspectives, taking into account different cultural expectations and assumptions, to construct knowledge and skills through another language, and to develop contextualised and effective solutions.

Particular attention has been paid to employment-related benefits. A recent LFHE report notes:<sup>3</sup> 'Employers benefit from the specialist skills of interpreters and translators, but also more broadly from the linguistic and intercultural skills of language graduates. There are also wider societal benefits from the promotion of language and intercultural studies in terms of the broader community cohesion and cultural benefits which they bring in an increasingly multilingual society and the needs of an increasingly globalised economy.'

## 2.3. Public demand

There is evidence for high public demand for graduates with languages skills.

A number of studies have argued that language skills are essential in international business. Even in contexts where English is used, knowledge of foreign languages can help to add another dimension to business negotiations, and familiarity with relevant languages and cultures helps to behave culturally appropriately and to avoid pitfalls. According to an

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<sup>2</sup> E.g. The British Academy. 2012. *Language Matters More and More: A position statement*, The British Academy. 2016. *Born Global: Implications for Higher Education*, Cambridge Public Policy Strategic Research Initiative. 2015. *The Value of Languages: Ideas for a UK Strategy of Languages*.

<sup>3</sup> Leadership Foundation for Higher Education. 2016. *Options for a sustainable programme of demand-raising activity in modern languages. Report to HEFCE*, p. 15.

estimate by the All-Party Parliamentary Group on Languages, the UK is losing about £50bn per year because of lack of language skills.<sup>4</sup>

Graduates with language skills are in demand not only because of their specific language skills in a particular foreign language, but also because of the cultural and communicative competencies they have acquired as part of their language study. The British Academy's 'Born Global' project,<sup>5</sup> which involved interviews with a range of language practitioners and employers, found that employers value 'cultural agility' as a key asset for working in multilingual, transnational, and diverse teams and environments. Cultural agility is developed through engaging with a different language and culture, and through international experience and study abroad. The project found that employers often reported that graduates had only limited experience of living abroad.

In public services language skills are in demand especially in the areas of international relations and foreign policy. In 2014, a House of Lords Select Committee<sup>6</sup> reported that the UK capacity to 'build connections is constrained by the small number of its citizens who are able to speak foreign languages', which is relevant to the influence and engagement required in modern international relations. In a study published by the British Academy, Berdal (2015)<sup>7</sup> describes the language and cultural skills required in post-conflict state-building and notes that the decline in languages and area studies had led to a limit on the available expertise and knowledge of countries in conflict.

Technological innovation in languages, such as automated translation, is likely to have a positive effect on practical day-to-day translation, and on enriching learning and teaching of languages, but is unlikely to reduce the need for skilled, high-quality translation, or for the need for graduates with excellent linguistic and inter-cultural training and the skills associated with this.<sup>8</sup>

#### **2.4. English is necessary, but not sufficient**

Over the last century, English has developed into the world's most widely used language of wider communication. English as a lingua franca (ELF) is the global language of business and international relations, and in many parts of the world a language of education and social aspiration. However, the UK and UK graduates cannot rely only on English alone. There are

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<sup>4</sup> See e.g. 'The cost of Britons' failure to learn foreign languages', The Guardian 6 Nov 2017. <https://www.theguardian.com/education/2017/nov/06/the-cost-of-britons-failure-to-learn-foreign-languages>, and 'Modern languages "recovery programme" urged by MPs', BBC News 14 July 2017 <http://www.bbc.co.uk/news/education-28269496>.

<sup>5</sup> The British Academy. 2016. *Born Global: Implications for Higher Education*.

<sup>6</sup> The House of Lords Select Committee on Soft Power and the UK's Influence, Persuasion and Power in the Modern World (2014)

<sup>7</sup> Berdal, Mats. 2015. Afghanistan and After – Reflections on Western Interventionism and State Fragility in the post-Cold War Era. In *Rethinking State Fragility*. London: British Academy, 6-18.

<sup>8</sup> See e.g. 'Will language learning become obsolete?', *Artefact* 16 Nov 2017, <http://www.artefactmagazine.com/2017/11/16/will-language-learning-become-obsolete/>

significant parts of the world – both in geographical and social terms – where English is not used, and when English is used as a lingua franca, it is typically used within complex patterns of multilingualism, knowledge of which is essential for successful understanding and communication.

A British Council report on the foreign language needs of the UK notes that: ‘Both within and beyond Europe, we will need to reach out beyond English, not only to maintain and improve our economic position but to build trust, deepen international influence and cultural relationships, and to keep our country safe.’<sup>9</sup>

For research within and understanding of diverse communities, relying on English only carries the risk of partial and biased understanding, because often only small sections of the society have access to and use English, such as government and administration, or educated elites.<sup>10</sup> This risk can be mitigated through competence in the relevant language(s).

Even in situations in which English is used as the lingua franca, it is embedded in a context of multilingual practices, and without understanding of and exposure to these practices, monolingual speakers of English are often at a disadvantage.<sup>11</sup> Bernardette Holmes, Principal Investigator on the British Academy Born Global research project, points out that ‘cooperation in multiple countries means interaction with multiple languages and cultures. While English is the nexus, communication in multinational operations is functionally multilingual and culturally diverse’, and that for employment prospects ‘those graduates who offer only English are at a competitive disadvantage to their multilingual peers’.<sup>12</sup>

## **2.5. Languages of Africa, Asia, and the Middle East**

The discussion about foreign languages in the UK is mainly concerned with European languages, but languages of Africa, Asia, and the Middle East play an important role as well.

On a global level, more than half of the world’s languages – about 4,000 languages out of an estimated 7,000 languages – are spoken in Africa, Asia, and the Middle East. Six of the ten biggest languages in terms of number of first-language speakers are from these regions: Chinese (ranked first), Arabic, Hindi, Bengali, Japanese, and Punjabi. Arabic and Chinese are among the six working and official languages of the United Nations.

In the UK, many languages of Africa, Asia, and the Middle East are important community languages, such as Arabic, Bengali, Turkish, Persian, or Somali. A number of African, Asian, and Middle Eastern languages also play a role in education, and notably Chinese has become

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<sup>9</sup> The British Council. 2017. *Languages for the Future: The foreign languages the United Kingdom needs to become a truly global nation*.

<sup>10</sup> Cf. Bamgboṣe, Ayo. 2000. *Language and Exclusion. The Consequences of Language Policies in Africa*. Münster: Lit Verlag.

<sup>11</sup> Hulmbauer, C., H. Böhringer and B. Seidlhofer. 2008. Introducing English as a lingua franca (ELF): Precursor and partner in intercultural communication. *Synergies Europe* 3: 25-36.

<sup>12</sup> Cambridge Public Policy Strategic Research Initiative. 2015. *The Value of Languages: Ideas for a UK Strategy of Languages*, 8-9.

an increasingly popular school subject – in part as the result of strong support by Hanban, the Chinese Language Council. And in 2016, the BBC World Service announced the biggest expansion of its languages since the 1940s, launching 11 new language services, all of which are in African or Asian languages: Afaan Oromo, Amharic, Gujarati, Igbo, Korean, Marathi, Pidgin, Punjabi, Telugu, Tigrinya, and Yoruba.<sup>13</sup>

The 2017 British Council Report 'Languages for the Future' discusses the language need of the UK, largely based on economic criteria, but also taking into account aspects such as diplomatic, educational, and communication importance. Among the ten most important languages identified in the report overall are Chinese, Arabic, and Japanese, and eight of the ten most important emerging markets languages are languages of Africa, Asia, and the Middle East – Hindi, Vietnamese, Indonesian, Mandarin, Malay, Thai, Arabic, and Turkish.

Languages of Africa, Asia, and the Middle East also have an important role to play for development, societal progression, and decolonisation. The historic marginalisation of many African, Asian, and Middle Eastern languages has critically been analysed as a colonial legacy and related to wider asymmetric processes of power and knowledge creation. Engagement with this wider legacy also entails revalorisation of and investment in these languages.<sup>14</sup>

### **3. SOAS values**

Languages have always played an important role at SOAS. They were central to the founding of the School and in its early years, and have grown into an integral part of the modern SOAS, with a high number of students learning languages as part of a single-subject degree, a joint degree, or as an open option. In addition, the SOAS Language Centre offers courses in African, Asian, and Middle Eastern languages to the wider public. The strength of language study at SOAS is due to strong institutional support and key strategic decisions.

#### **3.1. Diversity of the portfolio**

SOAS teaches the highest number of languages at degree level in the UK, and is among the world's top universities in terms of our range of languages. We currently teach 26 modern languages of Africa, Asia, and the Middle East, and another 16 ancient and classical languages.<sup>15</sup>

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<sup>13</sup> BBC World Service announces biggest expansion 'since the 1940s', 16 Nov 2016, <http://www.bbc.co.uk/news/entertainment-arts-37990220>

<sup>14</sup> See e.g. Said, Edward. 1978. *Orientalism*. New York: Pantheon, and Ngũgĩ wa Thiong'o. 1981. *Decolonising the mind: The politics of language in African literature*. London: James Currey.

<sup>15</sup> Excluding languages only taught in the Language Centre.

Africa (6)	Amharic, Hausa, Somali, Swahili, Yoruba, Zulu
Near and Middle East (4)	Arabic, Hebrew, Persian, Turkish
South Asia (5)	Bengali, Hindi, Nepali, Punjabi, Urdu
South East Asia (5)	Burmese, Indonesian, Khmer, Thai, Vietnamese
East Asia (6)	Chinese (Mandarin), Cantonese, Hokkien, Japanese, Korean, Tibetan
Ancient and classical languages (9 + 7)	Akkadian, Hittite, Sumerian, Avetsan, Pahlavi, Pali, Syriac, Prakrit, Sanskrit, plus classical Arabic, Chinese, Japanese, Malay (Jawi), Persian, Tibetan and Ottoman Turkish

Among the modern languages, four are high-recruiting languages (Arabic, Chinese, Japanese, and Korean), and 22 are strategically important and vulnerable languages (SIL). For 13 of our SIL languages, SOAS is the only UK university to offer these languages at degree level, and for the remaining ones, provision exists only at one or two other institutions.

The languages we teach are typically widely used languages, or languages of wider communication, are spoken in regions of specific diplomatic, business or cultural interests for the UK, and hold significant cultural and literary value.

Many of today's key debates about the world's social, political, and economic future are held in the language we teach at SOAS. Through maintaining research, scholarship, and teaching in a wide portfolio of languages, we equip our students with the linguistic and cultural tools to take part in these debates, and help the UK as a whole to play a productive role in the world.

While over the history of the School there has been fluctuation in terms of the specific languages taught, the overall scope of the portfolio has remained comparatively stable.

The selection of languages aims at broad geographical coverage of our regions of expertise – there are six African languages, four languages of the Near and Middle East, five languages of South Asia, five Southeast Asian, and six East Asian languages. This achieves broad coverage of the different regions, even though of course, there remain inconsistencies and gaps.

To some extent the specific languages we maintain are subject to revision and adjustment to changing circumstances – although it is important to keep in mind that once provision and scholarship in a language has ceased, it is hard to re-establish it as crucial expertise and infrastructure such as library holdings have not been maintained.

However, we believe it is important to maintain a range of languages per sub-region, in order to credibly and meaningfully maintain our approach to language-based area studies. Reducing, for example, our African languages to Swahili, or our South Asian languages to Hindi, would mean to give up on language-based African or South Asian Studies, in favour of Swahili and Hindi Studies. In order to avoid this, we wish to maintain a balanced portfolio of about 25-30 African, Asian, and Middle Eastern languages.

### **3.2. Language study as part of degree study**

Advocates of languages in the UK have noted the decline in language study in particular within degree programmes. A 2015 Cambridge SRI report emphasises the importance of degree-level language study, because 'it is here that the higher skill in language proficiency and cross-cultural agility are achieved, as well as deeper cultural and societal aspects of language learning.'<sup>16</sup>

At SOAS we have made the decision to encourage and support degree language learning and to support all our students to engage in language learning. Our undergraduate degree programmes are designed to allow language learning not only in language degrees, but also in discipline degrees through the use of language open options, and as part of a wide range of joint degree combining a language with a discipline. The vast majority of our UG programmes permit a language option in the first year of study, and a recent decision by the Executive Board requires all new UG programmes to include such provision. At MA level, our flexible degree structure with four 30-credit taught modules allows the study of a language in most of our MA programmes. In addition, we offer a wide range of two-year MA programmes with intensive language study. Both our UG and PGT language degrees include a period of study abroad.

Our strategic approach to languages places language study at the heart of our educational and academic mission, and provides students with a range of ways to engage with and benefit from language study. Through this we emphasise the association of language, culture and society, and help students to become competent, culturally agile actors and interpreters within today's complex realities.

### **3.3. Diversity of learners, widening participation, and wider communities**

Against a national trend in which languages are seen as a subject only for the brightest or most well-funded students,<sup>17</sup> we believe that language study is for everyone. SOAS is among the most diverse universities in the UK. For example, in 2012/13 to 2014/15, 13% of our UG students were from the rest of the EU, and 26% from outside the EU. In the same period, 34% of our UG students were black or minority ethnic.

The diversity of our students and staff is reflected in the heterodoxy of our scientific approaches, in our culture of debate and developing alternative ways of thinking, and in our multilingual practices. We believe that learning a language helps to develop the ability to adopt different perspectives, to understand different points of view, and to question carefully and with empathy. These are key critical skills and valuable employment assets, and we wish that all our students have the option to develop these skills, independent of educational, personal, or financial background.

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<sup>16</sup> Cambridge Public Policy Strategic Research Initiative. 2015. *The Value of Languages: Ideas for a UK Strategy of Languages*, 16.

<sup>17</sup> Cambridge Public Policy Strategic Research Initiative. 2015. *The Value of Languages: Ideas for a UK Strategy of Languages*.

We have a strong programme of Widening Participation for languages, and we are co-leader of the London Routes into Languages consortium. As part of this engagement, we work with schools, universities, and other stakeholders, to encourage the uptake of languages, and to empower more students from a wide variety of backgrounds to develop their aptitude for language learning.

The SOAS Language Centre provides high-quality language courses in African, Asian, and Middle Eastern languages to external audiences, such as individual learners, businesses and companies, government, and public and private organisations. In 2015/16 the Language Centre had more than 2,000 enrolments and it plays a key role in SOAS's mission to make the study of the languages of Africa, Asia, and the Middle East available to a wide range of learners.

We believe that our inclusive approach to languages, which provides all students with options to learn a language – plus offering language learning opportunities to the wider public – is an important element in our academic and wider impact agenda to provide high quality education which underpins personal and professional development and social change.

### **3.4. Excellence**

SOAS is committed to excellence in all we do. Our language activities have to be based on excellence in learning and teaching, research, and the student experience.

We wish to provide students with an excellent learning and student experience. Studying languages supports students to become global citizens who can understand and engage with the world. We strive to provide holistic language and culture learning where foreign language skills and linguistic and cultural competence are intertwined with the development of subject knowledge and regional expertise. The learner is at the centre of our activities, and we support learner autonomy, critical and problem-solving attitudes, and the development of learner responsibility over the learning process. We value learner diversity and reward student achievement. Our students regularly achieve the highest attainment in language competitions such as the Chinese Bridge Competition, and we are proud to showcase their work.<sup>18</sup>

We believe that our language teaching should be based on excellence in pedagogy and innovation. We understand the importance of paying attention to learners' needs and develop syllabi and learning materials which reflect different learner backgrounds and expectations. We have started to engage with and develop on-line and blended learning models for languages. We support students' international experience through including periods of study abroad and we explore other aspects of transnational education.

Our language learning experience needs to be based on excellent support for our teaching staff. We provide administrative, professional and developmental support for all staff and encourage the formation of strong teams and communities of practice. We recognise that

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<sup>18</sup> E.g. the award of prizes for Arabic year-abroad ISPs, <https://www.soas.ac.uk/nme/arabicislam/isps/>

many of our language teachers are fractional staff and we aim to build opportunities for training and development which are easily accessible for all staff engaged in language teaching.

#### **4. SOAS strategic priorities**

In order to maintain and progress our language activities we need to address challenges we are facing and improve in key strategic areas – financial sustainability, student success and progression, and pedagogical innovation.

##### **4.1. Sustainability**

The School overall faces significant financial challenges, in part related to internal dynamics, in part through a volatile environment.<sup>19</sup> Languages play an important part in this, because of the comparatively high costs of language teaching, and because of the internal cross-subsidy to support strategically important and vulnerable languages.

There are a number of costs associated with language teaching which are different from, and often higher than, costs in other arts or social sciences subjects:

- Costs related to direct teaching, including more contact hours than non-language classes, a cap on student numbers at least for some classes (e.g. conversation classes), a higher amount of assessment due to e.g. regular homework and oral exams
- Costs related to the year/period abroad, including direct costs such as fees of the partner institute, and indirect costs such as administration, selection, and support of students abroad
- Costs arising from low and fluctuating enrolment in some languages, which means that some classes have to run with very low student numbers

In recognition of these higher costs, and of the strategic value for the School of the on-going provision of strategically important and vulnerable languages, SOAS has agreed an internal cross-subsidy, whereby other parts of the School transfer funds towards the costs of teaching these languages. The current amount of this cross-subsidy is £1.6m which will be reviewed annually, with the aim to reduce the cross-subsidy over time.

In 2017, the School was awarded a HEFCE Catalyst grant of £5m, subject to raising £5m of philanthropic income, for the support of strategically important and vulnerable languages.

The Language Centre has its own financial challenges, as it operates in a different, more commercial environment. Part of the Language Centre's mission statement is to make an overall contribution to the School's finances, and it needs to develop a financial strategy to address this requirement.

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<sup>19</sup> Including the loss of HEFCE minority subject funding which at some time supported our language teaching and scholarship with up to £2m direct funding.



The overall financial challenge for languages is to control the costs of provision, to increase income principally through attracting more students, and to gradually reduce the cross-subsidy, while maintaining – or achieving – high standards of excellence across a wide range of learners.

#### **4.2. Student success and progression**

There is some concern about progression in languages, and some evidence for a high number of transfers, drop-outs and failures.

Problems with progression require critical reflection on pedagogical approaches, student support, and course and programme design. There are also financial implications, as loss of student enrolments entails a loss of student fee income. Conversely, addressing problems with progression has positive effects on financial sustainability.

While it is widely accepted that attrition in language classes – especially of non-European languages and those languages which require the learning of a new script – tends to be higher than in non-language classes, we need to develop strategies to increase progression and student success.

A complicating factor for the understanding of progression is that different languages often follow different models and approaches, and that there is no shared or common approach to teaching languages. This means that at least initially, provision of data and analysis have to be conducted separately for individual languages.

Recent papers at Executive Board and Academic Development Committee have addressed this problem, and highlighted the need to put more robust measures in place to support student success.

#### **4.3. Pedagogical innovation**

In 2017, the Academic Development Committee convened a working group to investigate options to increase the attractiveness and availability of languages and ensure that they supported student success.

In their report, the working group found that there was scope for a School-wide review of language pedagogy, which would address questions such as pedagogical approaches and learning material, student training and needs analyses, curriculum design, and teacher training and development. The review should also explore methods of flexible learning, e.g. through summer offerings, internationalisation and transnational education, and online and blended learning.

The working group also noted the absence of a common approach to questions of learning and teaching of languages, and suggested the establishment of a co-ordinating and oversight position for languages, which would lead and support pedagogical innovation within the School.

It is expected that the provision of more structured strategic oversight over language learning and teaching will also have a positive effect on progression, and through this on financial sustainability.

## **5. Activity strands**

Based on the key strategic priorities, a number of activities are proposed to address the major key challenges identified: financial sustainability and pedagogic innovation and student success. The four activity strands proposed are SIL, high-recruiting languages, pedagogic innovation, and the Language Centre.<sup>20</sup>

### **5.1. Strategically important and vulnerable languages (SIL)**

#### **5.1.1. Fundraising**

Long-term success of SILs depends on a more secure financial basis. Fundraising plays a key role for this, both in terms of direct funding of posts through endowment and through funding activities and scholarships which support SILs. The key strategic fundraising activity for SIL is linked to the £5m linked to the HEFCE Catalyst project and the associated fundraising campaign. This aims to raise up to £5m in philanthropic income by 2021. In addition, we wish to increase philanthropic income for UG Language/Language and ... studentships to encourage students to continue language learning to a high level of competence. We also wish to raise philanthropic income for our collaboration with Chatterbox, a social enterprise which provides refugees with work as language professionals. This would combine the School's work on languages and on supporting refugees and could be part of a crowd-funding campaign aiming at £27,000 p.a.

#### **5.1.2. Curriculum reform and harmonisation**

Curriculum reform is a key vehicle to strengthen the position of our SIL. Attractive, well-designed curricula can increase student numbers and reduce costs and inefficiency. For SIL we propose two key elements of harmonising curricula and programme structures. 1) We wish to adopt a 13 contact hour model: 4+4+3+2 hpw, i.e. the Language 1 and Language 2 modules are 4 hpw, Language 3 modules for 3 hpw, and Language 4 modules for 2 hpw. For most SIL (e.g. those with fewer than 12 students per year), the curriculum can be taught with 1.5 FTE staffing (see below) – 1 FTE academic post teaching 4 hpw (approximately half of their teaching, the other half on thematic/discipline modules related to the language/area), and a 0.5 lector teaching 9 hpw. 2) We wish to harmonise syllabus structure, in particular for first year/initial modules. This includes aligned milestones for all SIL, with pre-teaching needs analysis and training, early assessment points, clear exit points (such as 'life boat' options), as well as harmonisation of assessment structure: All SIL are assessed based on the same number, timing, and weighting of assessment elements. Through this, we will be in a better position to support student success, read early warning signs, and provide clear and helpful academic advice.

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<sup>20</sup> The current document does not address ancient languages, which operate in a slightly different context.

### **5.1.3. Pedagogic innovation**

We wish to continue developing our pedagogic approaches and practices. At present the key strategic element in this is the development of flexible period abroad study, which provide alternatives to the one-year abroad currently part of 4-year language degrees. More flexible periods abroad will provide students with more study options, and may reduce the overall costs of their degrees. We can draw on the successful development of accredited periods abroad which are part of our new two-year MA programmes.

### **5.1.4. Staffing strategy**

In accordance with our strategic aims in curriculum reform, and in view of the need to reduce the institutional cross-subsidy, we propose to adopt an overall staffing policy based on a 1 + 0.5 model, where one academic staff and 0.5 lecturer support one SIL language based on a 13 hpw SIL curriculum. In some cases, one academic staff may be aligned with more than one language, and some larger languages may have a slightly higher staffing level. There is a risk that due to visa restrictions, recruitment to a 0.5 lecturer position will be difficult. This might be mitigated by appointing 1.0 FTE with 50% teaching and 50% scholarship and support functions (or inclusion of additional teaching hours, e.g. over the summer). The 1 + 0.5 model will be the guiding principle of our SIL staffing strategy.

## **5.2. High recruiting languages (Arabic, Chinese, Japanese, Korean)**

### **5.2.1. Fundraising**

Fundraising for high-recruiting languages plays a less central role than for SIL. However, there might be possibilities to encourage philanthropic gifts, for example, for classical languages such as Classical Chinese, for which a gift proposal is currently being developed.

### **5.2.2. Curriculum reform**

High recruiting languages provide an attractive degree choice and are among the larger degree programmes within the School, in particular Japanese. Ongoing curriculum reform has resulted in several innovations over the last years, and this work will continue. There is also need to increase retention and progression rates. Specific strategic activities are 1) review of open option language courses to ensure their relevance and currency, 2) development of two model syllabus structures – one for named language degrees, one for open option classes, and 3) harmonisation of syllabus structure with aligned milestones for all (initial) modules, with pre-teaching needs analysis and training, early assessment points, and clear exit points.

### **5.2.3. Pedagogical innovation**

There is scope for development in particular for the intensive language MA programmes, and study abroad arrangements.

## **5.3. Pedagogical innovation**

Development of pedagogical approaches and practices is an overarching strategic activity, relevant for both SIL and high-recruiting languages. It includes 1) the development of strategic oversight mechanisms and co-ordination of activities across different languages at School or inter-departmental level, 2) review of language pedagogy across different languages, 3)

increase of student satisfaction and success, and increase of progression, 4) development of mechanisms for easier entry and exit around the core teaching and learning activities, 5) increase of flexibility of the curriculum through, for example, shorter periods abroad or the development of 15 credit units, 6) collaboration with wider School-wide activities related to pedagogy and curriculum, such as Decolonising SOAS, 7) appropriate programmes of support and development for language-teaching staff, and 8) technological innovation and development of language technology for African, Asian, and Middle Eastern languages.

#### **5.4. The Language Centre**

The main strategic activity of the Language Centre is the development of a strategy consistent with the overall SOAS strategy and the Language Centre mission statement with a focus on outwards facing activities which make an appropriate financial contribution to the School. Elements of this strategy are: 1) discontinuation of accredited courses, 2) discontinuation of provision of LEP modules, 3) discontinuation of the teaching of European languages/ languages of European origin, 4) critical assessment of language testing activities, 5) development of robust structures of QA oversight for non-degree students, 6) further development of a wide range enterprise activities, and 7) development of a strategy which spells out how core activities are maintained, and which underpinning elements need to be in place to achieve this.

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## OFFA Agreement Production Schedule 2017-18

## Timeline

Action	Responsible	Dates
<b>Milestone 1: OFFA Steering Group meet</b>	<b>Contributors</b>	<b>15/03/2018</b>
First draft of OFFA agreement developed	Contributors	15/03-21/03/2018
<b>Milestone 2: First draft submitted to AB for review and feedback</b>	<b>OFFA lead and Academic Board Secretary</b>	<b>21/03/2018</b>
Academic Board reviews draft OFFA agreement	Academic Board	23/03/2018
<b>Milestone 3: Summary of Academic Board feedback shared with OFFA lead</b>	<b>Academic Board Secretary</b>	<b>23/03/2018</b>
Incorporate AB feedback into Second draft	Contributors	23/03-27/03/2018
Share revised agreement with steering group	OFFA lead	26/03/2018
<b>Milestone 4: Second draft reviewed and discussed by OFFA Steering Group</b>	<b>Contributors</b>	<b>27/03/2018</b>
Produce final draft of OFFA agreement following Steering Group's feedback	OFFA lead	27/03-12/04/2018
Executive Board reviews final draft OFFA agreement	Executive Board	16/04/2018
<b>Milestone 5: Summary of Executive Board feedback shared with OFFA lead</b>	<b>Executive Board Secretary</b>	<b>16/04/2018</b>
OFFA agreement finalised and submitted	OFFA lead	25/04/2018

## SOAS University of London 2019-20 Access and Participation Plan Draft

### Background

1. This document represents an early stage of the drafting process of the School's Access and Participation Plan for 2019-20, to be submitted to the Office for Students in May.
2. Rather than being a complete first draft, the document highlights key aspects of the OFS guidance by making recommendations arising from initial discussions by the OFFA Steering Group and the expertise of the Widening Participation Team. Academic Board is asked to note and comment on these recommendations.
3. Any comments made will be incorporated into the drafting of the Access and Participation Plan, which will continue at the next OFFA Steering Group meeting on the 27<sup>th</sup> of March.

### Assessment of current performance

4. The first section of the Access and Participation Plan is an institution's assessment of current performance in access, success and progression for groups of underrepresented students. Rather than providing data for each group in each stage of the student lifecycle in this document, below is a small selection of evidence intended to be indicative of our overall performance. Additional data can be found in Appendix A.

*Table 1, TEF Year 3 metrics, UG home student intake 2013-14 to 2015-16, by Indices of Multiple Deprivation quintile*

<b>National IMD</b>	<b>Headcount</b>	<b>%</b>
Quintile 1	360	20
Quintile 2	460	25
Quintile 3	375	20
Quintile 4	335	18
Quintile 5	315	17

5. Table 1 is broadly representative of our Access performance. It splits our intake using Indices of Multiple Deprivation data (a national dataset which ranks areas according to their socio-economic deprivation). 45% of our UG home UK-domiciled intake during this period comes from the 40% most deprived postcodes in the country.
6. Additional data indicates that in access we perform well regarding students of particular ethnicities identified by the Office for Students, and disabled students. Our recruitment of mature students has dipped in recent years, albeit from a fairly high base, and a similar dip has taken place across the sector. Conversely, our recruitment of young students from Low Participation Neighbourhoods has been low in absolute numbers, but in line with our HESA location-adjusted benchmark.

*Research Findings 1, from the Continuum report, 'SOAS Student Characteristics analysis', looking at UK domiciled full time UG students with degrees awarded between 2011/12 and 2014/15, taking into account the impact of gender, prior academic attainment and parental higher education participation:*

- *Black students are 18% less likely to achieve firsts than White students*



- *Black students are 16% less likely to achieve a 2:1 than White students*
  - *Asian students are 13% less likely to achieve firsts than White students*
  - *Asian students are 12% less likely to achieve a 2:1 than White students*
  - *Other students are 8% less likely to achieve firsts than White students*
  - *Other students are 9% less likely to achieve a 2:1 than White students*
  - *Mixed students are 3% less likely to achieve firsts than White students*
  - *Mixed students are 9% less likely to achieve a 2:1 than White students*
7. Research Findings 1 are broadly representative of our Success performance. They demonstrate a significant attainment gap at SOAS for students from BME backgrounds.
8. Additional data demonstrates that students from lower socio-economic backgrounds, disabled students, and mature students are more likely to withdraw than other students. We know that the School's non-continuation rate for both young and mature students has consistently been worse than the location-adjusted benchmark set by HESA.

Table 2: UK domiciled undergraduate DLHE outcomes for 2013-14 to 2015-16, taken from TEF Year 3 metrics

	<b>SOAS: White</b>	<b>SOAS: BME</b>	<b>Benchmark: White</b>	<b>Benchmark: BME</b>
<i>Employment or further study</i>	91.7%	90.2%	93.6%	90.7%
<i>Highly skilled employment or further study</i>	70.9%	70.4%	71.0%	71.2%

9. Table 2 is broadly representative of our Progression performance. Our performance is generally below the benchmark for both advantaged and disadvantaged groups, though the size of the gap varies.

**RECOMMENDATION 1:** Based on the data available, our assessment should be that the highest priority is improving our performance in student success. We should seek to maintain our general performance in access as we have robust evidence of the impact of our outreach work, this is a particular strength of ours, and it remains a continued area of focus for the Office for Students. We should also focus on improving our performance in progression.

10. Additional data demonstrates a mixed picture with some underrepresented groups having degree outcomes better than expected, and others worse. It is rare to find a set of data where both the advantaged and disadvantaged group perform well, suggesting that overall Progression is an area requiring improvement.
11. It should be noted that the Office for Students has specific requirements on what institutions should comment on in their assessment of performance, and there are significant gaps in our knowledge – such as the rates of access, student success, and progression for care-leavers – preventing us from being able to meet their requirements.

**RECOMMENDATION 2:** To ensure that we are able to better identify gaps in access, success and progression in our own student body – a critical requirement set by the Office for Students – the School should fund a post in the Planning team with specific responsibility for access and participation related data monitoring and analysis. This would also involve working with the Fees & Scholarships team to use household income data in analysis, and working with the Widening Participation team to evaluate the impact of financial support and provide data analysis expertise as appropriate.

In addition, an (opt-in) group of academic researchers (including early career researchers) should be established who could lead on (funded) project work relating to the access and participation agenda where appropriate.

12. In the Office for Students' guidance, five different groups of students are identified as those which must be considered in Access & Participation Plans (those living in areas of lower education participation or household income or socioeconomic status, students of particular ethnicities, mature students, disabled students and care leavers). In addition there are six groups of students identified as those which can be considered in Access & Participation Plans (carers, people estranged from their families, people from Gypsy or Roma or Traveller communities, refugees, people with mental health problems or specific learning difficulties or who are on the autism spectrum, and children from military families).

**RECOMMENDATION 3:** The Access & Participation Plan for 2019-20 should focus on the required groups of students for several reasons. Firstly, that the gaps in student success in particular are longstanding and will require significant work to improve – a concentration of resource and focus will be helpful in this regard.

Secondly, positive measures implemented to reduce gaps in access, success and progression for the required groups of students are likely to impact positively upon the additional groups of students too (for example, initiatives to support care leavers are likely to be helpful for people estranged from their families).

Thirdly, focussing on activity aimed at the required groups of students does not preclude working towards gaining a better understanding of the performance of the additional groups of students at SOAS and acting appropriately in the future if significant gaps are found.

### **Ambition and Strategy**

13. This section of the Access & Participation Plan should outline how we will respond to the areas for development identified in the previous section, and should demonstrate the changes we aim to achieve and our strategic approach to doing so, and must address the whole student lifecycle.

**RECOMMENDATION 4:** Our strategic approach should focus on improving student success as our main priority, through a combination of whole institution initiatives implementing recognised best practice from across the sector, and targeted enrichment activities for students from underrepresented backgrounds, alongside research to garner a better understanding of specific issues for specific groups of students (including intersections of disadvantage).

Our work on access should aim to further strengthen and publicise our contextual approach to admissions, to partly refocus our outreach towards sustained engagement with schools, colleges and individual learners, and to grow online outreach to engage with learners from Low Participation Neighbourhoods across the country.

Our work on progression should take a similar approach to our work on success, but with a lower priority as the gaps are starker at the level of student success, and improvement in student success outcomes should contribute to improvement in progression outcomes.

We should see our financial support offer as contributing particularly towards student success, and we should aim for a minimum commitment that every student with a household income below £25 000 receives financial support.

**RECOMMENDATION 5:** The School should develop an Access and Participation Strategy. This would enable us as an institution to have clarity on our aims and objectives in access and participation, and to identify activities/projects/ambitions more broadly rather than simply those funded by additional fee income. It would enable us to be more proactive in drafting Access and Participation Plans in the future rather than reacting to the guidance provided by the Office for Students, and would be an opportunity to consult broadly across the School.

14. The guidance also stipulates that students should be involved in implementing, monitoring and evaluating the plan. For a number of years the Students' Union Co-Presidents have been members of the OFFA Steering Group, the body responsible for drafting, monitoring and evaluating the plan. Recently, the Students' Union People of Colour Officer and one of the co-Working Class Students' Officers have also joined the Steering Group. In addition, Outreach Student Ambassadors play a key role in the delivery of our outreach activity to improve access. Ambassadors complete evaluation forms based on the activities they work on, which are taken into account when assessing the impact of those activities, providing another way in which students are involved in evaluating the activities underpinned by the plan.

**RECOMMENDATION 6:** In addition, an already-budgeted-for post should be recruited to within the Widening Participation team with a remit for overseeing the Student Ambassador scheme, working with the Students' Union and wider student body to foster access and participation initiatives, and which would have a specific responsibility for consulting broadly with the student body with respect to current and future Access and Participation Plans (and strategy). Although the Co-Presidents and Liberation Officers would play a key role in this process, the provision of a paid, full-time role focussing on this area would ensure it remains a high priority year-on-year.

### **Targets**

15. The OFS expects that institutions will not change any of their previously set targets, but that it may be appropriate to set new targets. Our current targets (outlined in the

2018-19 Access Agreement) satisfy most of the conditions set by the guidance, but we do not currently meet the following criteria:

- a. At least one target based on the progression stage of the student lifecycle
- b. At least one outcomes focussed target to raise attainment in schools and colleges
- c. At least one collaborative target set in conjunction with partner organisations, where this work is undertaken

**RECOMMENDATION 7:** That given improving student success is a particular priority, we should add a target focussing on the ethnicity attainment gap, using at least one of the KPIs recommended in the Attainment Gap Action Plan. This would contribute towards aligning Equality, Diversity & Inclusion and Access & Participation strategy, seen as good practice by the Office for Students.

We should consider creating a new access-related target which would use the IMD dataset rather than our current reliance on POLAR3, as we feel that this measure better reflects socioeconomic deprivation in the London context.

We should also create a new target focussed on increasing the number of formal partnerships with schools aimed at raising attainment (meeting the requirement in paragraph 15.b).

In addition, we should also set a collaborative target with one of the third sector educational organisations we work with (meeting the requirement in paragraph 15.c), and work with the Careers Service to set an appropriate target for the progression stage of the student lifecycle (meeting the requirement of paragraph 15.a), which could, for example, be based on DLHE outcomes or on Careers Registration data.

### **Access, student success and progression measures**

16. This section of the Access & Participation Plan should identify our key proposed activities and initiatives and provide some detail on how these will contribute towards our ambitions and strategy.

**RECOMMENDATION 8:** That we should identify the following activities and initiatives as positive measures to continue with in 2019-20. Please note that this is a partial list, and limited to activities funded by additional fee income.

To improve access we should continue sustained work with schools and colleges, sustained work with individual learners, outreach work focussed on specific qualifications, mentoring, and our contextual approach to admissions.

To improve success we should continue with the Bridging Courses, PASS, BME mentoring and also routinely evaluate the impact on underrepresented students of the provision of support through posts in other teams already funded by widening participation monies (such as Student Advice & Wellbeing).

To improve progression we should continue supporting internationalisation for students from underrepresented backgrounds, and continue with targeted interventions by the Careers team.

**RECOMMENDATION 9:** That the following new (or scaled up) activities should be implemented, though these do not necessarily need to be funded by additional fee income.

To improve access, we should scale up our sustained work with schools, implement more projects focussed specifically on raising attainment, and consider more online work to engage with learners in Low Participation Neighbourhoods across the country.

To improve success, we should continue decolonising the curriculum, continue progress on inclusive assessment and feedback, improve Welcome Week, consider what support would be appropriate for commuter students, and undertake further research into understanding the student experience for different underrepresented groups, as well as more regularly monitor and analyse data on student success, enabling us to identify areas for improvement in our current practice.

To improve progression we should support the internationalisation agenda further, as well as work with the Careers team and undertake research to better understand the reasons for the gaps in progression.

In terms of our financial support offer, we should see this as part of our work to improve student success in particular, and should work with students and stakeholders to streamline and clarify processes of identification and allocation, and consider all aspects of bursaries from the student point of view.

### **Investment**

17. This section of the Access & Participation Plan outlines what proportion of our additional fee income we commit to spending on access and participation, and how this is split between the different stages of the student lifecycle and financial support. The tables below shows the commitments we made in the most recent Access Agreement, and the Office for Students expects institutions not to significantly move from their previous commitments:

*Table 3, Forecast split between financial support, access, success and progression expenditure, taken from the 2018-19 Access Agreement, in cash terms*

	<b>Year 1 2017/18 £ Forecast</b>	<b>Year 2 2018/19 £ Forecast</b>	<b>Year 3 2019/20 £ Forecast</b>	<b>Year 4 2020/21 £ Forecast</b>	<b>Year 5 2021/22 £ Forecast</b>
Financial support	1,137,927	1,184,968	1,194,102	1,158,508	1,158,508
Access	490,228	515,908	548,344	571,718	564,718
Student success	493,818	546,908	561,930	591,075	591,075
Progression	25,000	31,000	37,000	43,000	50,000
<b>Total expenditure</b>	<b>2,146,973</b>	<b>2,278,784</b>	<b>2,341,376</b>	<b>2,364,301</b>	<b>2,364,301</b>

Table 4, Forecast split between financial support, access, success and progression expenditure, taken from the 2018-19 Access Agreement, in proportion of additional fee income terms

	Year 1 2017/18 Forecast	Year 2 2018/19 Forecast	Year 3 2019/20 Forecast	Year 4 2020/21 Forecast	Year 5 2021/22 Forecast
Financial support	15.8%	15.6%	15.4%	14.9%	14%
Access	6.8%	6.8%	7.1%	7.3%	7.3%
Student success	6.8%	7.2%	7.3%	7.6%	7.6%
Progression	0.3%	0.4%	0.5%	0.6%	0.6%
<b>Total expenditure</b>	<b>29.8%</b>	<b>29.9%</b>	<b>30.2%</b>	<b>30.4%</b>	<b>30.4%</b>

**RECOMMENDATION 10:** We should aim to maintain Access spend rather than increase as planned, and to put the difference into activities that support Student success. This should enable us to maintain our success and expertise in Access, while enabling more activity to take place focussed on student success. In addition, we should aim to maintain the proportion spent on financial support rather than decrease as planned, recognising most other London institutions provide larger value bursaries than we do

Please note this recommendation is subject to change depending upon detailed costings to be produced by Finance following updated forecasts in student numbers. This is likely to mean a significant decrease in cash terms compared to the figures above. Proposals will also be subject to further steer from the Office for Students as to whether changes are likely to be approved (or not).

### Provision of Information to Students

18. This section of the Access & Participation Plan should include information for prospective and current students on the financial support available, information for prospective students on the fees for the duration of their course, and information on steps we will take to publish the plan in a way that is easily accessible to both current and prospective students.

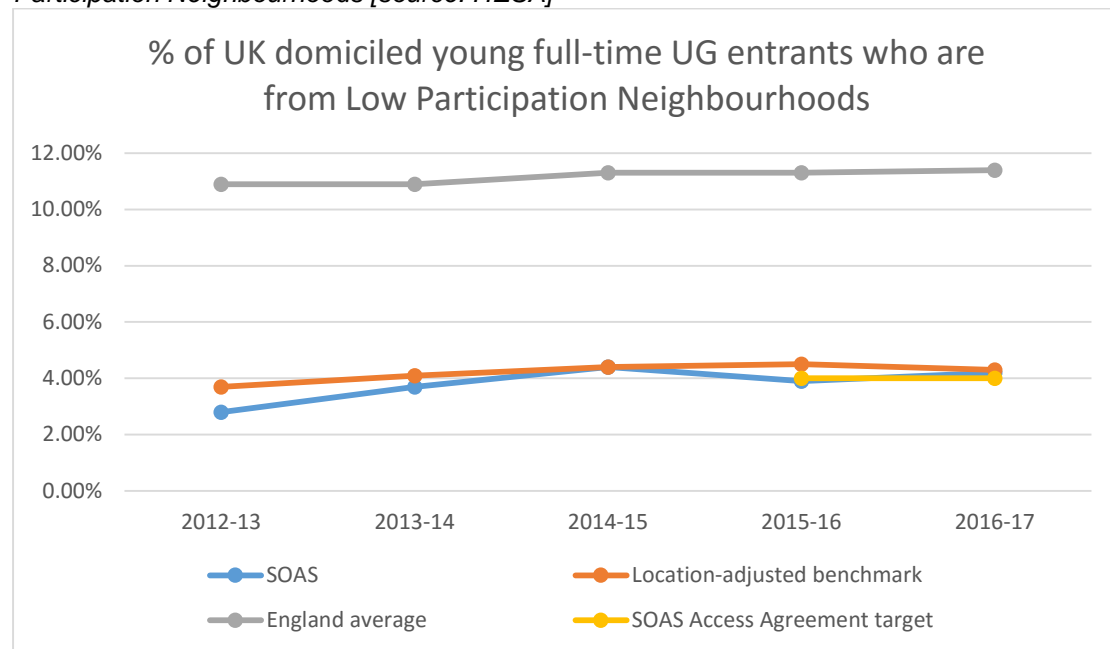
**RECOMMENDATION 11:** That the School should start drafting each year's Access and Participation Plan early in the autumn term rather than early in the spring term. This would enable a wider consultation with students (and staff) which would also serve to highlight the existence of the current Access & Participation Plan to current students.

**RECOMMENDATION 12:** Regarding the provision of information on financial support available, this should be partially the focus of a co-created project with the People of Colour Officer and one of the co-Working Class Students' Officers in the Students' Union, to continue to reflect upon and improve all aspects of the bursary setting, allocation and disbursing process, from the point of view of the students involved. This is vital to ensuring that our financial support has the most impact possible.

## Appendix A: Assessment of Current Performance, Selected Additional Data

### ACCESS: “Those living in areas of lower education participation, household income, or socioeconomic status”

Chart 1: Percentage of SOAS UK domiciled young full-time UG entrants who are from Low Participation Neighbourhoods [source: HESA]



### ACCESS: “Students of particular ethnicities”

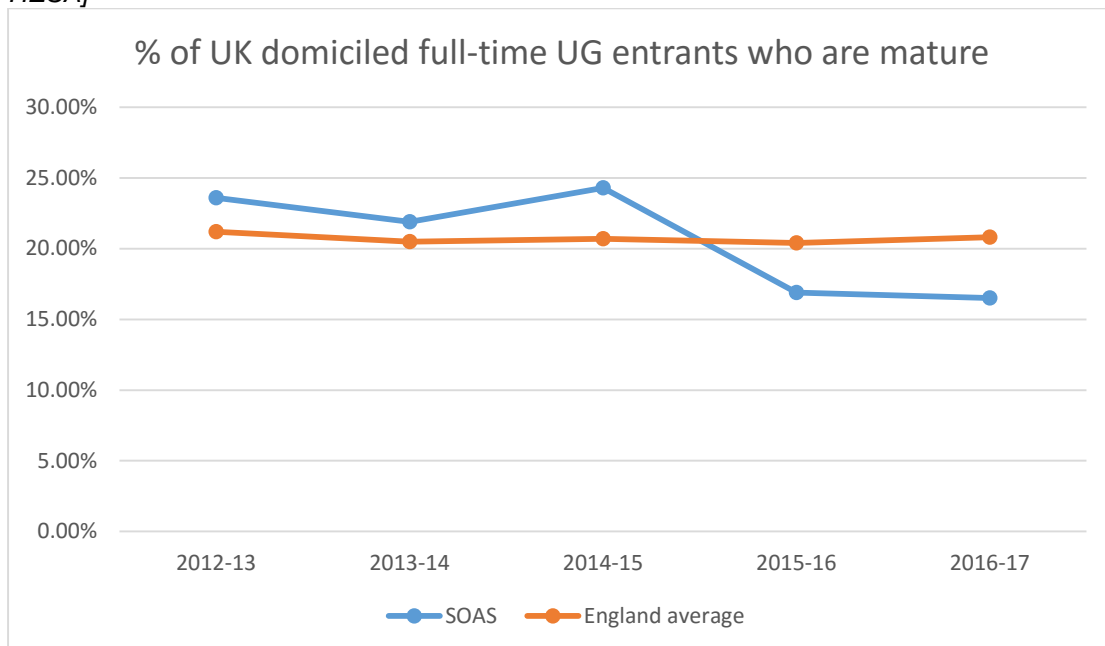
Table 1: UK undergraduate intakes for successive years by HESA ethnic codes, taken from Continuum report, ‘SOAS Student Characteristics analysis’

Ethnicity	2012/13	2013/14	2014/15
<i>African</i>	9.4%	9.4%	10.2%
<i>Arab</i>	0.0%	0.0%	6.1%
<i>Bangladeshi</i>	5.5%	6.8%	6.6%
<i>Caribbean</i>	1.8%	1.2%	2.0%
<i>Chinese</i>	3.5%	2.5%	1.1%
<i>Indian</i>	6.4%	5.3%	3.2%

<i>Other</i>	8.1%	8.4%	4.7%
<i>Other Asian</i>	4.2%	4.1%	3.4%
<i>Other Black</i>	0.7%	0.5%	0.9%
<i>Other mixed</i>	6.8%	6.6%	5.0%
<i>Pakistani</i>	11.4%	8.4%	6.8%
<i>Refused</i>	0.9%	1.7%	1.8%
<i>Unknown</i>	0.2%	0.0%	0.2%
<i>White</i>	38.8%	37.8%	39.5%
<i>White and African</i>	0.4%	2.0%	2.0%
<i>White and Asian</i>	0.7%	3.8%	4.3%
<i>White and Caribbean</i>	1.1%	1.7%	2.2%

### **ACCESS: “Mature students”**

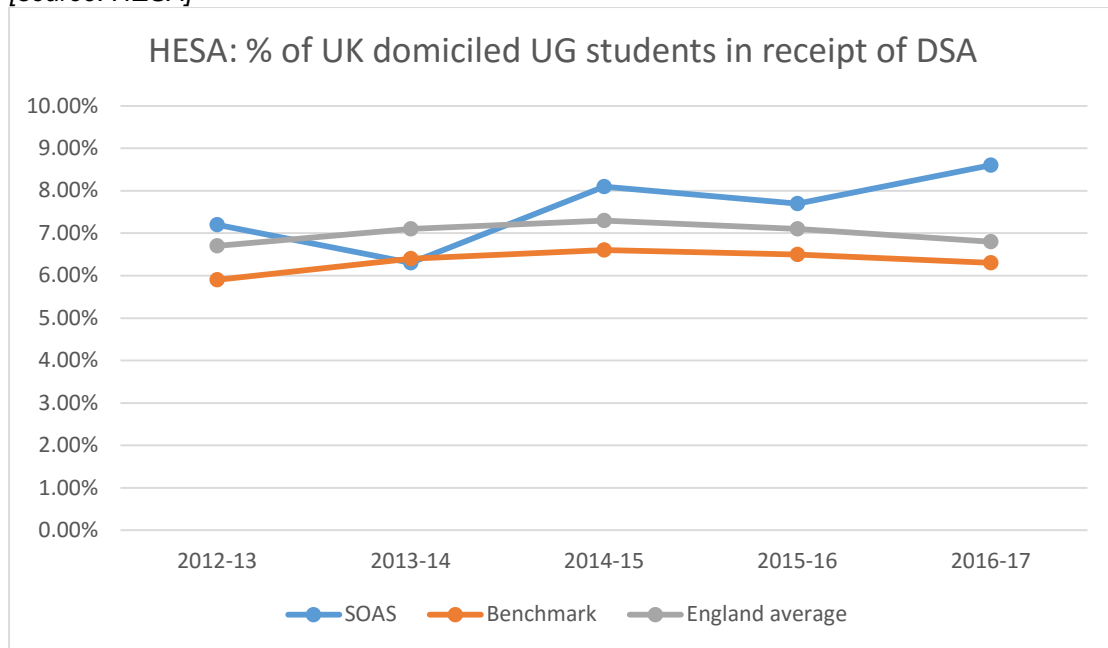
Chart 2: Percentage of SOAS UK domiciled full-time UG entrants who are mature [source: HESA]





**ACCESS: “Disabled students”**

Chart 3: Percentage of SOAS UK domiciled full-time UG students who are in receipt of DSA [source: HESA]

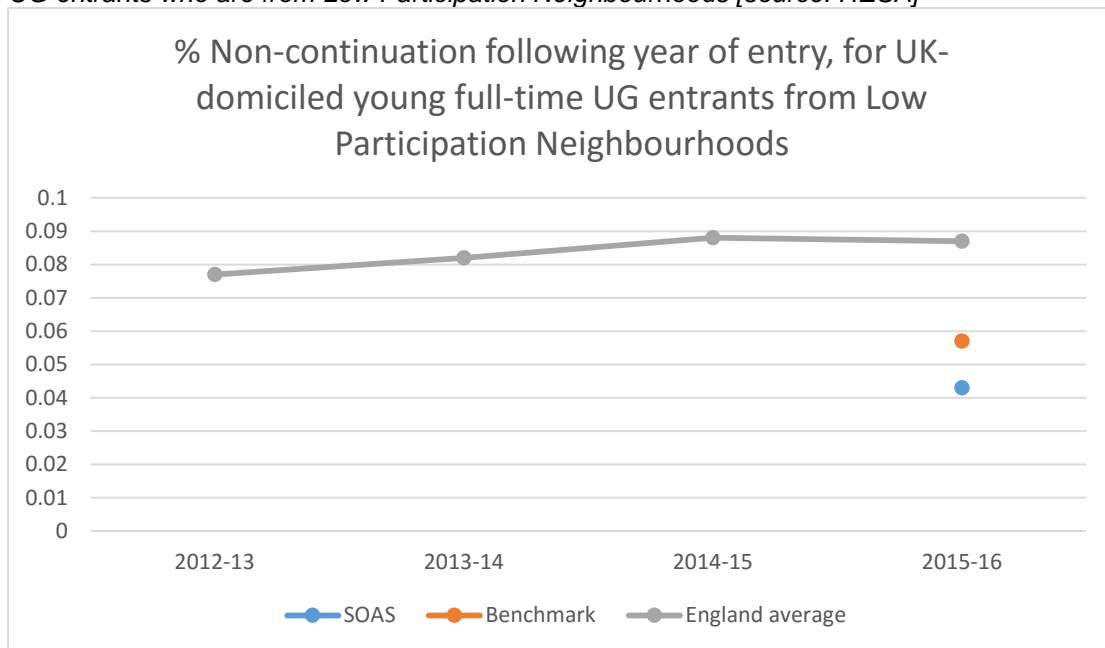


**ACCESS: “Care leavers”**

Information on having previously been in care is not in Planning’s standard data set so there is no straightforward way of finding proportions of the School’s intake who are care leavers. However, there is a question on experience of care in a student’s UCAS application so it should be possible to gain a rough indication by looking at all students who reached the “unconditional firm” stage who indicated they had experience of care – but this isn’t currently included in Admissions reporting data. The Admissions team are currently liaising with IT about this.

**SUCCESS: “Those living in areas of lower education participation, household income, or socioeconomic status”**

Chart 4: Percentage of non-continuation following year of entry for UK domiciled full-time young UG entrants who are from Low Participation Neighbourhoods [source: HESA]



Although chart 4 suggests we perform well in this measure, numbers are so low (including being too low for 2012-13 to 2014-15 to report on) that we should be guarded about drawing conclusions from it.

**SUCCESS: “Students of particular ethnicities”**

Table 2: UK domiciled undergraduate non-continuation rates for combined years 2011-12 to 2013-14 by ethnicity, taken from Continuum report, ‘SOAS Student Characteristics analysis’

Ethnicity	Non-continuation rate
<i>African</i>	13.3%
<i>Bangladeshi</i>	9.7%
<i>Caribbean</i>	33.3%
<i>Chinese</i>	17.0%

<i>Indian</i>	5.6%
<i>Other</i>	18.6%
<i>Other Asian</i>	12.9%
<i>Other Black</i>	25.0%
<i>Other mixed</i>	16.7%
<i>Pakistani</i>	12.7%
<i>Refused</i>	14.9%
<i>Unknown</i>	0.0%
<i>White</i>	17.4%
<i>White and African</i>	22.2%
<i>White and Asian</i>	15.8%
<i>White and Caribbean</i>	16.7%

*Findings of the Continuum report, 'SOAS Student Characteristics analysis', looking at UK domiciled full time UG students with degrees awarded between 2011/12 and 2014/15, taking into account the impact of ethnicity, gender, prior academic attainment and parental higher education participation:*

- Black students are 18% less likely to achieve firsts than White students
- Black students are 16% less likely to achieve a 2:1 than White students
- Asian students are 13% less likely to achieve firsts than White students
- Asian students are 12% less likely to achieve a 2:1 than White students
- Other students are 8% less likely to achieve firsts than White students
- Other students are 9% less likely to achieve a 2:1 than White students
- Mixed students are 3% less likely to achieve firsts than White students
- Mixed students are 9% less likely to achieve a 2:1 than White students

*Table 3: Black attainment gap for first class honours degrees in 2015-16, not controlled for prior attainment, or other characteristics (source: <http://wonkhe.com/blogs/analysis-universities-shame-black-attainment-gap/>). This data is publically available and we are fourth in the list of HEIs with the largest gaps.*

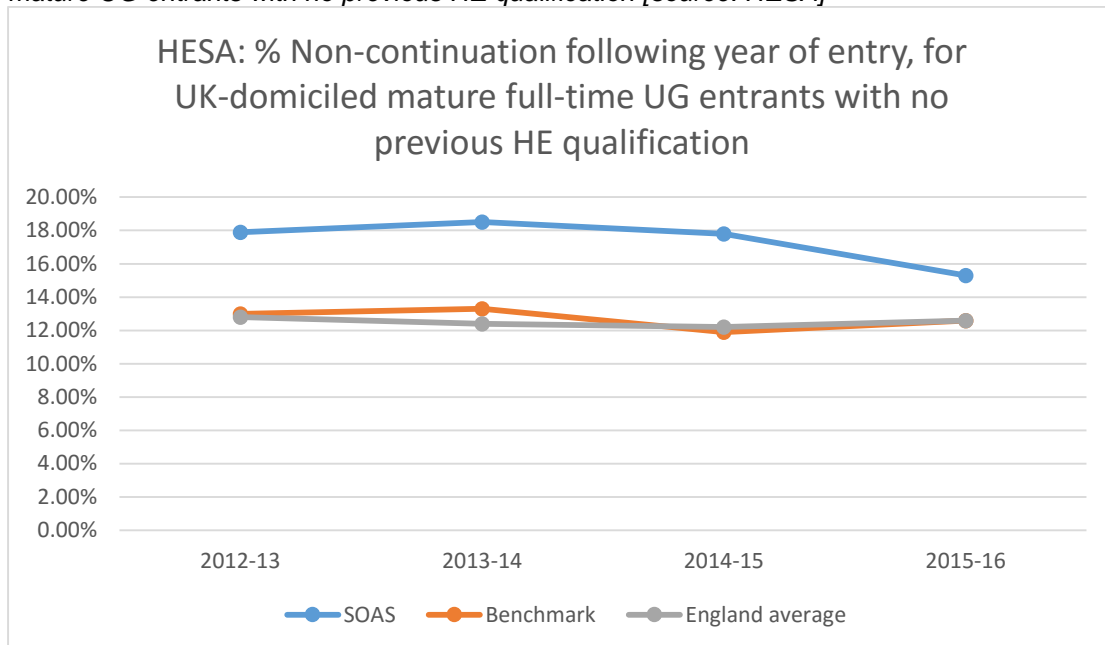
	White 1 <sup>st</sup> class honours	Black 1 <sup>st</sup> class honours	Difference
SOAS	35%	5%	-30%

Table 4: Asian attainment gap for first class honours degrees in 2015-16, not controlled for prior attainment, or other characteristics (source: <http://wonkhe.com/blogs/analysis-universities-shame-black-attainment-gap/>). This data is publically available and we are third in the list of HEIs with the largest gaps.

	White 1 <sup>st</sup> class honours	Asian 1 <sup>st</sup> class honours	Difference
SOAS	35%	13%	-22%

### **SUCCESS: “Mature students”**

Chart 5: Percentage of non-continuation following year of entry for UK domiciled full-time mature UG entrants with no previous HE qualification [source: HESA]



### **SUCCESS: “Disabled students”**

Table 5: UK domiciled undergraduate non-continuation rates for combined years 2011-12 to 2013-14 by self-assessed disability status, taken from Continuum report, 'SOAS Student Characteristics analysis'

<b>Disability Code</b>	<b>Mean non-continuation rate</b>
<i>00 No known disability</i>	14.5%
<i>08 Two or more impairments and/or disabling medical conditions</i>	20.0%
<i>51 A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D</i>	15.6%
<i>53 A social/communication impairment such as Asperger's syndrome/other autistic disorder</i>	0.0%
<i>54 A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy</i>	30.3%
<i>55 Mental health condition, such as depression, schizophrenia or anxiety disorder</i>	33.3%
<i>56 A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches</i>	25.0%
<i>57 Deaf or a serious hearing impairment</i>	50.0%
<i>58 Blind or a serious visual impairment uncorrected by glasses</i>	40.0%
<i>96 A disability, impairment or medical condition that is not listed above</i>	16.7%

### **SUCCESS: "Care leavers"**

Information on having previously been in care is not in Planning's standard data set so there is no straightforward way of finding rates of non-continuation and degree attainment for care leavers. In theory, the previously mentioned data field from UCAS could be linked to student records so this should be possible but time-consuming for the Planning team.

### **PROGRESSION: "Those living in areas of lower education participation, household income, or socioeconomic status"**

Table 6: UK domiciled undergraduate DELHE outcomes for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: POLAR Q1 or Q2</b>	<b>SOAS: POLAR Q3, Q4 or Q5</b>	<b>Benchmark: POLAR Q1 or Q2</b>	<b>Benchmark: POLAR Q3, Q4 or Q5</b>
<i>Employment or further study</i>	93.4%	90.5%	92.3%	92.3%
<i>Highly skilled employment or further study</i>	68.4%	70.6%	70.2%	71.6%

Table 7: UK domiciled undergraduate DELHE outcomes for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: IMD Q1 or Q2</b>	<b>SOAS: IMD Q3, Q4 or Q5</b>	<b>Benchmark: IMD Q1 or Q2</b>	<b>Benchmark: IMD Q3, Q4 or Q5</b>
<i>Employment or further study</i>	91.6%	90.3%	90.6%	92.8%
<i>Highly skilled employment or further study</i>	70.5%	71.2%	68.5%	72.8%

Table 8: UK domiciled undergraduate LEO (longitudinal education outcomes) data for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: POLAR Q1 or Q2</b>	<b>SOAS: POLAR Q3, Q4 or Q5</b>	<b>Benchmark: POLAR Q1 or Q2</b>	<b>Benchmark: POLAR Q3, Q4 or Q5</b>
<i>Sustained employment or further study</i>	73.5%	75.3%	77.8%	80.2%
<i>Above median earnings threshold or further study</i>	65.2%	66.7%	68.9%	70.1%

### **PROGRESSION: “Students of particular ethnicities”**

Table 9: UK domiciled undergraduate DELHE outcomes for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: White</b>	<b>SOAS: BME</b>	<b>Benchmark: White</b>	<b>Benchmark: BME</b>
<i>Employment or further study</i>	91.7%	90.2%	93.6%	90.7%
<i>Highly skilled employment or further study</i>	70.9%	70.4%	71.0%	71.2%

Table 10: UK domiciled undergraduate LEO (longitudinal education outcomes) data for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: White</b>	<b>SOAS: BME</b>	<b>Benchmark: White</b>	<b>Benchmark: BME</b>
<i>Sustained employment or further study</i>	71.2%	73.5%	80.4%	76.4%
<i>Above median earnings threshold or further study</i>	66.4%	65.2%	68.8%	69.7%

### **PROGRESSION: “Mature students”**

Table 11: UK domiciled undergraduate DELHE outcomes for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: Young</b>	<b>SOAS: Mature</b>	<b>Benchmark: Young</b>	<b>Benchmark: Mature</b>
<i>Employment or further study</i>	90.8%	90.7%	92.2%	90.9%
<i>Highly skilled employment or further study</i>	70.4%	72.0%	71.0%	71.3%

Table 12: UK domiciled undergraduate LEO (longitudinal education outcomes) data for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: Young</b>	<b>SOAS: Mature</b>	<b>Benchmark: Young</b>	<b>Benchmark: Mature</b>
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<i>Sustained employment or further study</i>	74.4%	66.1%	80.0%	72.4%
<i>Above median earnings threshold or further study</i>	66.7%	65.8%	70.1%	66.4%

### **PROGRESSION: “Disabled students”**

Table 13: UK domiciled undergraduate DELHE outcomes for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: Disabled Yes</b>	<b>SOAS: Disabled No</b>	<b>Benchmark: Disabled Yes</b>	<b>Benchmark: Disabled No</b>
<i>Employment or further study</i>	87.7%	91.4%	88.9%	92.3%
<i>Highly skilled employment or further study</i>	69.0%	71.0%	68.8%	71.5%

Table 14: UK domiciled undergraduate LEO (longitudinal education outcomes) data for three combined years, taken from TEF Year 3 metrics

	<b>SOAS: Disabled Yes</b>	<b>SOAS: Disabled No</b>	<b>Benchmark: Disabled Yes</b>	<b>Benchmark: Disabled No</b>
<i>Sustained employment or further study</i>	61.1%	73.7%	76.1%	78.4%
<i>Above median earnings threshold or further study</i>	66.7%	66.4%	66.1%	69.8%

### **PROGRESSION: “Care leavers”**

Information on having previously been in care is not in DLHE’s standard data set so there is no straightforward way of finding rates of employment for care leavers. In theory, the previously mentioned data field from UCAS could be linked to student records used in DELHE so this should be possible but time-consuming for the Planning team.



## Senate Minutes

3pm Thursday 1<sup>st</sup> March, 2018 (DLT)

### **SNT 17/18 2 A - Minutes of Senate Meeting of 11<sup>th</sup> October 2017**

The minutes were approved.

This would be done by Chair's Action as the meeting was not quorate due to the number of staff unable to make it to work due to the adverse weather.

The Chair **noted** that although the meeting was not quorate it would continue and hold a discussion on the key papers. Any proposals would be put to an e-vote.

### **SNT 17/18 2 B – Actions**

Senate **noted** that the actions from the last meeting had all been completed.

The three e-votes had each received around 140 votes. The results had all been in favour of the motions, 91% for co-location of academic administration, 61% for events on campus and 94% for SOAS journals.

### **SNT 17/18 2 C – Matters arising**

Senate **received** the following update from the Chair on the matters discussed at the last meeting.

A working group had been established to look at the specific area of departmental administration as part of the consultation on the restructure of student and academic experience. This had feedback in to the consultation and proposals had been agreed around departmental teams and the balance between departmental and central activities. Further discussions would take place on the shape of this function.

The Chair had written to the Board of Trustees following the motion on campus events. A response had been received and was circulated in the late papers for the meeting and read out. An academic-led working group had been established to look at events on campus and issues of Freedom of Speech and practice at other institutions. This would report back to EB later in the term.

A group had met with the Pro-Director, Research & Enterprise to discuss SOAS journals. A statement had been agreed on issues of censorship and included on the website. This would be included in any future publishing contracts. A further item on open access was included later on the agenda.

**SNT 17/18 2 D – Online Strategy**

Senate **noted** the revised version of the Online Strategy, which has been discussed at a range of committees across the School and changed based on feedback. This was now in operation.

**SNT 17/18 2 E – USS Pensions Scheme**

Senate **noted** that further talks had been agreed to take place at ACAS between UCU and UUK. UCU had released its own proposals and it was noted these were estimated to cost an additional £900k pa to the School's salary bill.

Senate **approved** an amendment to clause c of the proposal, which asked the School to support the call to respond positively to the UCU proposals.

Senate **agreed** that the motion would be put to an electronic vote of the members. This would be amended as per the discussion by Chair's Action. The vote would last until 4 March.

**SNT 17/18 2 F – Workload Modelling**

Senate **received** an oral report from the Workload Modelling Working Group. The School was in a soft launch phase of the new system and this allowed Heads of Department to allocate work in a fair and transparent manner. There was a School template for certain activities, based on existing models, but with the flexibility for local variation. The system would be reviewed based on experience of operation and to check that there were no major differences in local departmental practices.

There was no expectation to make financial savings through the process but it was hoped to free up time for other activities. Full implementation would also facilitate the School's TRAC return and so free up time, as well as improving FEC recovery for research.

Senate **noted** that the pilot involved five departments and would not be used for any contractually binding agreements on workload. Following the review the intention was for full implementation for planning of the arrangements for 2019/20.

**SNT 17/18 2 G – Student bursaries**

Senate **discussed** student bursaries and the need for further input in to the current discussions on the School's Access Agreement for 2019/20. These would also look at how fundraising could be better incorporated in to work to support student bursaries.

Senate **noted** the concerns raised by a number of students about the allocation of bursaries in 2016/17. This had taken place under the Access Agreement for that year and changes had been made to these for the current year. Discussions were taking place with the affected students to see what could be done to mitigate the impact on them.

Senate discussed a number of related issues including the need for a clear offer to students around bursaries and if these could be linked to a wider offer such as accommodation, the impact of bursaries on progression and retention and the naming of bursaries.

#### **SNT 17/18 2 H – Open Access Journal**

Senate **noted** that the School had four managed journals and was looking at establishing an open access focused journal but needed academic input as to what this would cover. This was likely to be online only but could support the School's REF submission if included in environment statements for a unit of assessment.

Senate **agreed** any proposal needed a strong academic rationale as this was a competitive environment. No decision had yet been taken on if this might be done in-house or via a publisher. Establishing a SOAS University Press was currently a low priority as this would have significant upfront costs and would be hard to run as a fully open access basis that was also financially sustainable.

#### **SNT 17/18 2 I – Future of SOAS**

Senate **noted** that as the meeting was not quorate this would be discussed at a future meeting

*[The meeting was closed due to a fire alarm]*

**Actions**

<b>Item</b>	<b>Action</b>	<b>Date</b>	<b>By</b>
SNT 17/18 2 E – USS Pensions Scheme	Amended motion to e-vote	ASAP	MS
SNT 18/18 2 I – Future of SOAS	Delay to next meeting	DONM	SP

DRAFT

**Revised Academic Committee Structures and proposal for committee inductions**

Academic Board is asked to **consider** the amendments to committee membership recommended by Academic Development Committee.

Academic Board is asked to **consider and approve** the revised terms of reference for the new Academic Committee structure.

Academic Board is asked to **consider and approve** the proposal for committee inductions.

**Executive Summary**

The academic committee structures below Academic Board are changing to better support the governance and decision making of the School.

This paper includes the revised draft terms of reference for the new committee structure and draft supporting guidance documents to provide further guidance on the committees' roles and responsibilities and how decisions would be made.

In addition, this paper proposes to hold 30 minute induction meetings for the new committees in the summer term to discuss the terms of reference and responsibilities of the committee. The training will enable committees to start the next academic year with a clearer understanding of their remit.

**Recommendations & Next Steps**

- Recommendations from ADC are included in the terms of references.
- To hold 30 minute induction meetings for the new academic committees on 4<sup>th</sup> June 2018.

**Financial Impact**

- Staff time

**Risks**

- Delay in finalising terms of references would result in the committees being less prepared for the next academic year.
- Induction sessions are poorly attended.
- Not holding the induction meetings could result in the first meetings of the next academic year being inefficient and focusing too much on the committee role rather than business items.

**Equality implications**

None.

**Consultations**

Academic committee working group

- Summer 2017

Academic Board

- 15<sup>th</sup> June 2018

Academic Development Committee

- 10<sup>th</sup> January 2018- some concerns were raised over representation on committees and size of committees.
- 21<sup>st</sup> February 2018- Recommended however, some concerns were raised about the staff commitment required and the limited reference to student experience in the Academic Board terms of reference.

## **Background**

The terms of reference for the new academic committee structure have been developed through a working group, consideration at Academic Development Committee and Academic Board and amendments by the Quality Assurance and Governance teams. The terms of reference aim to better support academic governance and decision making.

Academic Development Committee have recommended a number of additional committee members sit on particular committees, these have been highlighted in blue in the terms of references.

In addition to the draft terms of references, draft guidance documents have been created to support committee members, students and staff to understand the roles and responsibilities of each committee; how the committees work together and how academic decisions are made. Appendix 1b breaks down the terms of references into the four roles a committee may have: advising; implementing and monitoring; approving and reporting. Each committees' terms of references have been divided into these four categories to demonstrate the responsibilities they have and how they report to other committees within the School's governance structure. Appendix 1c is an example of a decision chart demonstrating how key academic decisions would be made through the new committee structure- the decisions in the chart are not extensive, merely a snapshot to demonstrate how the structures would work in practice.

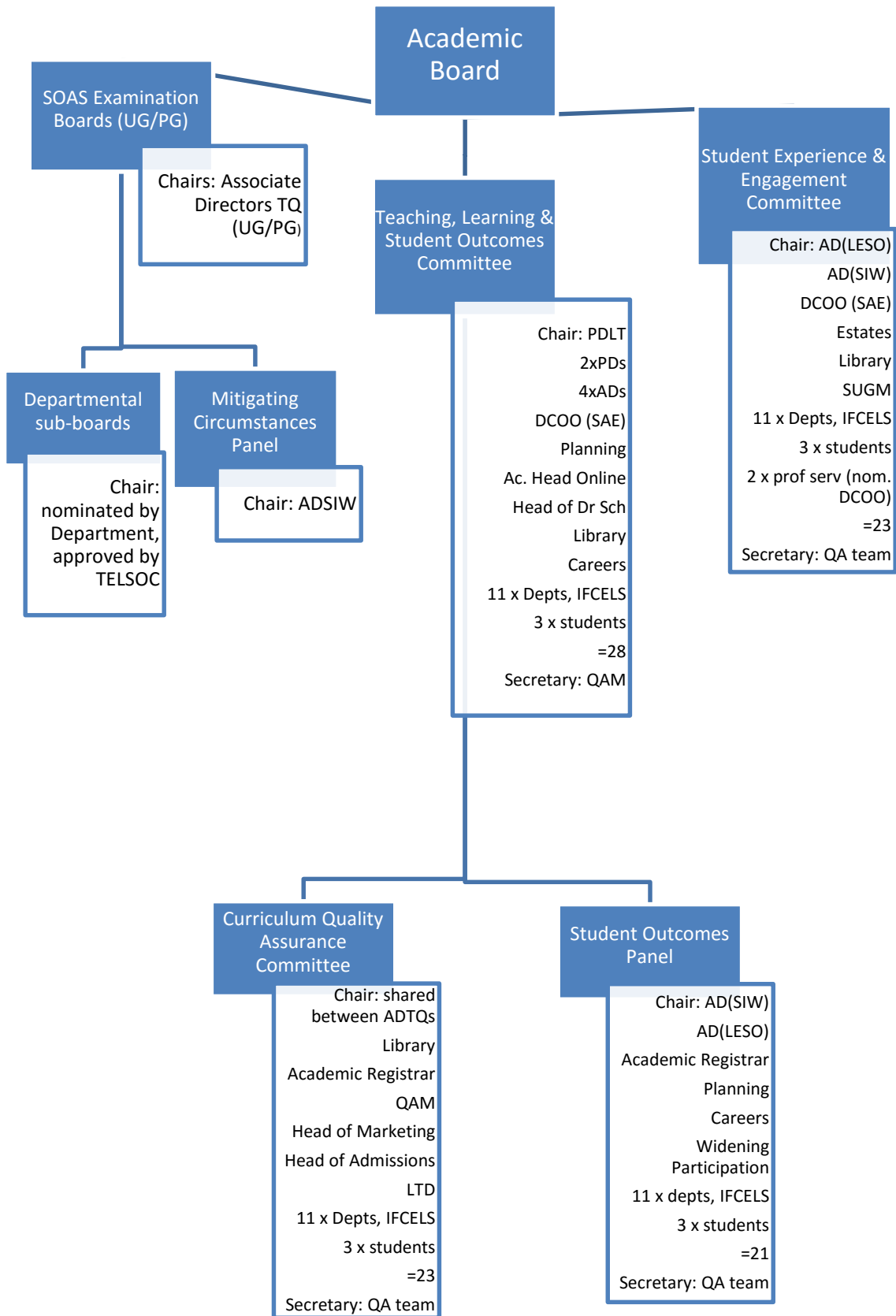
Summer term inductions for the new committees are proposed to support the implementation of the new committee structure. 30 minute induction meetings would be held on Monday 4<sup>th</sup> June 2018 and would focus on each committee's role and responsibilities; provide committee members with the opportunity to ask questions and establish effective ways of working. Holding these inductions in the summer term would support the committees to start the next academic year with a clear understanding of their remit and improve the effectiveness of the committees from their first meeting.





DRAFT Terms of Reference for Sub-committees of Academic Board

PROPOSAL: Learning and Teaching Committees 2018-19





## **Academic Board**

### **Committees reporting to Academic Board:**

**Teaching, Learning & Student Outcomes Committee**

### **Committees reporting to TLSOC:**

**Curriculum Quality Assurance Panel**

**Student Outcomes Panel**

**Student Experience & Engagement Committee**

**[SOAS Exam Boards - not yet included]**

## **II Academic Board**

Academic Board reports to the Board of Trustees.

- (i) The membership of Academic Board will comprise

### **Chair:**

Director

### **Ex-officio Members:**

Pro-Directors

Head of Doctoral School

Registrar & Secretary (COO)

Director of Library Services

All academic Heads of Department

### **Other Members:**

One Associate Director (Learning & Teaching) nominated by the Pro-Director (Learning & Teaching)

One Associate Director (Research) nominated by the Pro-Director (Research & Enterprise)

A number of academic staff elected from the Senate, including the Senate Chair (equal to the number of academic Heads of Department and Associate Directors serving on Academic Board)

Four student members nominated by the Students' Union Executive, each of whom must either be a Sabbatical Officer of the SOAS Students' Union or a registered student of the School. One will be a taught postgraduate student and one a doctoral researcher.

### **In attendance:**

Director Governance & Legal Services

Deputy COO Student and Academic Experience

Director of Research, Enterprise, Innovation and Partnerships

Head of IFCELS

[Head of the Languages Centre](#)

Students' Union General Manager

Academic Head of Online Learning

Others by invitation of the Chair

- (ii) The Registrar & Secretary (COO) will nominate a Secretary. The Board will normally hold five ordinary meetings per session. An informal meeting will take place with Board of Trustees on an annual basis;

- (iii) Academic Board will appoint the following Standing Committees. The Terms of Reference for these committees will be approved by Academic Board and included

in the annexes to the Standing Orders. Academic Board will receive regular reports from these committees and approve proposals from them;

Teaching, Learning & Student Outcomes Committee  
Curriculum Quality Assurance Committee (reports through TLSOC)  
Student Outcomes Panel (reports through TLSOC)

Academic Senate  
Equality & Diversity Committee  
Research & Enterprise Committee  
Student Experience & Engagement Committee  
Board of Examiners for Undergraduate programmes  
Board of Examiners for Postgraduate programmes

Academic Board may delegate activities and authorities to its Standing Committees as appropriate, but retains overall responsibility for these.

- (iv) The remit of Academic Board is to advise the Board of Trustees on any proposal relating to the academic scope, academic structure and academic standards of the School and to bring to the attention of the Board of Trustees any matter which in the opinion of Academic Board affects the teaching and/or research of the School.
- (v) Academic Board will have the following terms of reference:
  - (a) To make arrangements for the delegation of responsibility as necessary to the Chair and other School Officers;
  - (b) To advise the Board of Trustees on the strategic development and future direction of the School's academic activities, as incorporated in the strategic plan and sub-strategies, and to keep these under review;
  - (c) To be accountable to the Board of Trustees for the quality arrangements for learning and teaching.
  - (d) To approve strategies/sub-strategies where this responsibility has been delegated from the Board of Trustees
  - (e) To receive reports and approve recommendations from its Committees, the Pro-Director (Learning & Teaching) and other School Officers in respect of educational developments;
  - (f) To receive reports and approve recommendations on other issues which fall within its remit from its Committees, the Pro-Directors and other School Officers;
  - (g) To receive reports and approve recommendations from the Regional Institutes and Centres as well as School Centres, through the appropriate Pro-Director;
  - (h) To determine academic policy where this responsibility has not been devolved;
  - (i) To receive reports and approve recommendations on quality assurance and quality assessment measures employed by the School and to review outcomes;

- (j) To consider matters and approve recommendations affecting the academic scope, academic structure and academic standards of the School or any other matter reasonably falling within the remit of Academic Board and advise the Board of Trustees, Resources & Planning Committee, or Executive Board as appropriate;
- (k) To establish regulations and procedures for compliance with the Statutes and Ordinances of the University of London, and to award degrees;
- (l) To establish regulations and procedures for School awards and to award School qualifications;
- (m) To receive reports from Resources & Planning Committee

## Annex I Teaching, Learning & Student Outcomes Committee

Teaching, Learning & Student Outcomes Committee is a sub-committee of Academic Board. It is required to report to Academic Board on a termly basis. It also has a responsibility to liaise with other committees and to keep them informed as necessary.

- (i) The membership of Teaching, Learning & Student Outcomes Committee will comprise

**Chair:**

An academic member of Executive Board nominated by Executive Board (normally the Pro-Director (Learning & Teaching))

**Ex-officio Members:**

Pro-Directors  
Four Associate Directors (Learning & Teaching)  
Deputy COO Student and Academic Experience  
Director of Planning  
Academic Head of Online Learning  
Head of Doctoral School  
Director of Library and Learning Resources  
Head of Careers

**Other Members:**

1 academic representative from each Department nominated by that Department (where possible, at least one of these should be one of the members of Academic Board elected by the Academic Senate.)  
1 academic representative from IFCELS nominated by IFCELS  
3 full members of the Students' Union appointed by the Students' Union Executive Committee: one undergraduate student, one postgraduate taught student, and one research student

- (ii) The Registrar & Secretary (COO) will nominate a Secretary (usually the Quality Assurance Manager). The Committee will normally hold five ordinary meetings per annum.
- (iii) Teaching, Learning & Student Outcomes Committee will have the following subcommittees:

Curriculum Quality Assurance Panel  
Student Outcomes Panel

It may delegate activities and authorities to these committees, as appropriate, but retains overall responsibility for these.

- (iv) Teaching, Learning & Student Outcomes Committee will have the following terms of reference.
- (a) To consider strategic planning and policy development matters relating to the School's profile of academic programmes (whether leading to degrees or not), their mode of delivery, partnerships and collaborations, the marketing of these programmes, policy with regard to student prizes, scholarships and bursaries; student recruitment and widening participation. It also has responsibility for overseeing the maintenance and monitoring of

academic standards and quality. The committee will make reports and recommendations to Academic Board and other committees where appropriate;

- (b) To oversee the development of any strategy or sub-strategy in the area of Teaching and Learning which is approved by the Board of Trustees in the context of the School's Vision and Strategy and the School's other sub-strategies;
- (c) To monitor the overall delivery of such strategy and to review it on an annual basis, recommending changes as appropriate;
- (d) To ensure that any such strategy contains Performance Indicators and targets and to periodically monitor their delivery;
- (e) To make regular reports to Academic Board regarding the delivery or otherwise of any such strategy and of the PIs and targets associated with it; To receive reports and recommendations from its sub-committees, and to make reports and recommendations to Academic Board as appropriate;
- (f) To receive reports in respect of the development and delivery of those areas of learning and teaching which relate to research degrees, and the quality of the School's provision for research students;
- (g) To recommend to Academic Board changes to academic regulations, including those related to admissions, assessment and progression; and to approve changes to related policies, procedures, guidelines and codes of practice recommended by its sub-committees;
- (h) To advise Executive Board on the School's procedures for Comprehensive Review and monitor how this process meets requirements for the periodic review of programmes; to receive reports arising from Comprehensive Review which relate to learning and teaching, consider and approve their recommendations and monitor their implementation;
- (i) To consider reports from and to external learning and teaching and quality assurance agencies and professional, statutory and regulatory bodies on the standards and quality of the School's provision;
- (j) To monitor the delivery of the School's Access Agreement and to advise the Pro-Director (Learning & Teaching) on proposals being made to Academic Board for its future development;
- (k) To approve nominations for chairs and deputy chairs of exam boards and sub-boards; to approve changes to the allocation of programmes and modules to sub-boards; to recommend to Academic Board changes to the Terms of Reference or procedures of exam boards relating to their role in the maintenance and monitoring of academic standards;

- (l) To recommend to Academic Board changes to policy relating to the maintenance and enhancement of high quality professional teaching standards and practice and to monitor the implementation of such policy;
- (m) To approve term dates;
- (n) To note the approval of programmes and amendments to programmes by the Curriculum Quality Assurance Panel, and report these to Academic Board;
- (o) To receive reports on requests for the suspension of regulations; to consider any issues arising from such requests and make recommendations for the development of policy and regulations if necessary;
- (p) To approve and keep under review the School's procedures for the consideration of quality and standards in relation to provision delivered in partnership with others, and to approve the partners with whom such provision is developed.



## Annex VI Curriculum Quality Assurance Committee

Curriculum Quality Assurance Committee is a sub-committee of Teaching, Learning & Student Outcomes Committee. It is required to report to Teaching, Learning & Student Outcomes Committee on a regular basis. It also has a responsibility to liaise with other committees and to keep them informed as necessary.

- (i) The membership of the Curriculum Quality Assurance Committee will comprise

**Chair:**

To be shared between Associate Directors (Teaching Quality UG) and (Teaching Quality PGT)

**Ex-officio Members:**

Director of Library Services  
Academic Registrar  
Quality Assurance Manager  
[Head of Marketing & Student Recruitment](#)  
[Head of Admissions](#)  
[Head of Learning & Teaching Development,](#)

**Other Members:**

1 academic representative from each Department nominated by that Department (where possible, preference might be given to those with, or working towards, HEA certification)  
1 academic representative from IFCELS nominated by IFCELS  
1 academic representative from the Language Centre, nominated by the Language Centre  
3 full members of the Students' Union nominated by the Students' Union Executive Committee

- (ii) The Registrar & Secretary (COO) will nominate a Secretary (usually a member of the Quality Assurance team). The Committee will normally hold five ordinary meetings per annum.
- (iv) Curriculum Quality Assurance Committee will have the following terms of reference.
- (a) To advise Teaching, Learning & Student Outcomes Committee on the development of those aspects of learning and teaching strategy that relate to the maintenance and monitoring of the academic standards and quality of learning, teaching and management of all taught programmes of study for which the School is responsible;
  - (b) To make recommendations to Teaching, Learning & Student Outcomes Committee on objectives and policies that maintain and enhance the quality and standards of learning and teaching, in accordance with published internal and external frameworks, requirements and benchmarks, including those laid down by the designated body for quality assurance and by professional, statutory and regulatory bodies;
  - (c) To advise Research & Enterprise Committee of changes to internal and external frameworks and requirements where these have implications for

its work in maintaining the standards of research degrees and the quality of provision for postgraduate research students;

- (d) To identify and disseminate examples of good practice in learning and teaching, and to advise Teaching, Learning & Student Outcomes Committee on the development of a strategic approach to quality enhancement across the School;
- (f) To approve and keep under review the School's procedures for programme design and approval; to consider and approve proposals for new programmes of study leading to awards of the University of London or of the School; to report to Teaching, Learning & Student Outcomes Committee the titles of programmes so approved;
- (g) To consider and approve proposals for the termination of specific programmes of study;
- (h) To consider and approve major changes to existing programmes of study and to recommend to Teaching, Learning & Student Outcomes Committee any generic policy implications;
- (a) To approve and keep under review the School's procedures for the design and approval of changes to the curriculum at module level, including new modules, amendments and withdrawals; to monitor the approval of such changes by departments;
- (i) To approve and keep under review the School's procedures for annual programme review; to consider an annual report and recommendations on the issues raised; to monitor the implementation of those recommendations;
- (l) To approve and keep under review the School's procedures for the appointment of visiting examiners; to approve nominations for these; to approve procedures for considering and responding to visiting examiners' reports; to consider an annual report on the issues raised; to monitor action taken in response to reports;
- (m) To advise Teaching, Learning & Student Outcomes Committee on the development and implementation of the School's procedures for the consideration of quality and standards in relation to provision delivered in partnership with others;
- (r) To make an annual report to Teaching, Learning & Student Outcomes Committee regarding the delivery of the School's academic standards and quality of learning and teaching;
- (s) To make reports as required to the University of London and to ensure implementation of recommended action.

**The Student Outcomes Panel** is a sub-committee of Teaching, Learning & Student Outcomes Committee. It is required to report to Teaching, Learning & Student Outcomes Committee on a regular basis. It also has a responsibility to liaise with other committees and to keep them informed as necessary.

- (i) The membership of the Student Outcomes Panel will comprise

**Chair:**

Associate Director (Student Inclusion and Welfare)

**Ex-officio Members:**

Associate Director (Learning Environment and Student Outcomes)

Head of Careers

Head of Widening Participation

Academic Registrar

Director of Planning

**Other Members:**

1 academic representative from each Department nominated by that Department (where possible, preference might be given to those with, or working towards, HEA certification)

1 academic representative from IFCELS nominated by IFCELS

1 academic representative from the Languages Centre nominated by the Languages Centre

3 full members of the Students' Union nominated by the Students' Union Executive Committee (UG/PGT/PGR)

- (ii) The Registrar & Secretary (COO) will nominate a Secretary (usually a member of the Quality Assurance team). The Committee will normally hold five ordinary meetings per annum.

- (iv) Student Outcomes Panel will have the following terms of reference.

(a) To advise Teaching, Learning & Student Outcomes Committee on the development of those aspects of learning and teaching strategy that relate to the participation, retention, progression and destinations of students on all taught programmes of study for which the School is responsible;

(a) to monitor outcomes of students on all programmes of study for which the School is responsible, with particular reference to differences between groups of students with particular characteristics;

(e) To identify, analyse and disseminate examples of good practice in learning, teaching and student support which contribute to improved outcomes for students or ameliorates differences in outcomes;

(f) to recommend to Teaching, Learning & Student Outcomes Committee changes to academic regulations, related policies, codes of practice and any other procedures of the School which would enhance outcomes or ameliorate differences in outcomes;

(g) to monitor the implementation of strategy and policies relating to Careers and employability, including curricular and extra-curricular provision aimed at developing transferable skills and experience of employment, and to

make recommendations to Teaching, Learning & Student Outcomes Committee on changes in this area.

### **Annex VII Student Experience & Engagement Committee**

Student Experience & Engagement Committee is a sub-committee of Academic Board. It is required to report to Academic Board on a regular basis. It also has a responsibility to liaise with Resources & Planning Committee and other committees and to keep them informed as necessary.

(i) The membership of the Student Experience & Engagement Committee will comprise

**Chair:**

Associate Director (Learning Environment and Student Outcomes)

**Ex-officio Members:**

Associate Director (Student Welfare)  
Deputy COO Student and Academic Experience  
Director of Estates & Facilities  
Director of Library Services  
Students' Union General Manager

**Other Members:**

1 academic representative from each Department nominated by that Department  
1 member of IFCELS, nominated by IFCELS  
1 member of the Languages Centre, nominated by the Languages Centre  
2 members of professional services/support staff nominated by the Registrar & Secretary (COO)  
3 full members of the Students' Union nominated by the Students' Union Executive Committee, one undergraduate student, one taught postgraduate student, and one research student

- (ii) The Registrar & Secretary (COO) will nominate a Secretary (usually a member of the QA team). The Committee will normally hold three ordinary meetings per annum.
- (iii) Student Experience & Engagement Committee will have the following terms of reference.
- (a) To consider strategic planning and policy development matters relating to student welfare, the learning environment and the student experience as a whole, and to make recommendations to Academic Board and other committees as appropriate;
  - (b) To consider strategy and policy in relation to the extra-curricular experience of students; their welfare and other non-academic outcomes, and make recommendations to Academic Board and other committees as appropriate;
  - (c) to monitor and make recommendations in relation to the effective representation of students in the School's deliberative structures, and opportunities for all students to participate and be represented;
  - (d) To identify and disseminate examples of good practice in student engagement, and to advise Teaching, Learning & Student Outcomes Committee on the

enhancement of student engagement in activity related to learning, teaching and quality assurance;

- (e) To monitor and consider, in general terms, issues arising from students grievance and disciplinary matters which are of concern to the student experience overall.



<b>Academic Board</b>			
<b>Advise</b>	<b>Approve</b>	<b>Implement and monitor</b>	<b>Report</b>
<ul style="list-style-type: none"> <li>• <u>Board of Trustees</u> <ul style="list-style-type: none"> <li>- Strategic development and future direction of academic activities- including sub-committee activities and strategies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Delegation of responsibilities to Chairs and School Officers for other committees</li> <li>• Sub-committee strategies and sub-strategies</li> <li>• Recommendations from its sub-committees, the Pro-directors and school officers on educational development</li> <li>• Issues that fall with remit of sub-committees, the Pro-directors and school officers</li> <li>• Academic policies that have not been devolved</li> <li>• Recommendations on quality assurance and assessment measures that review school outcomes</li> <li>• Recommendations affecting academic scope, structure and standards or anything that falls reasonably within the remit</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic development and future direction of academic activities</li> <li>• Regulations and procedures for compliance with the statues and ordinances of UoL, and to award degrees</li> <li>• Regulations and procedures for School awards and qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Board of Trustees <ul style="list-style-type: none"> <li>- Quality arrangements for learning and teaching</li> <li>- When appropriate, changes to academic scope, structure and standards or anything that falls reasonably within Academic Board remit</li> </ul> </li> <li>• Resources and Planning <ul style="list-style-type: none"> <li>- When appropriate, changes to academic scope, structure and standards or anything that falls reasonably within Academic Board remit</li> </ul> </li> <li>• Executive Board <ul style="list-style-type: none"> <li>- When appropriate, changes to academic scope, structure and standards or anything that falls reasonably within Academic Board remit</li> </ul> </li> </ul>

<b>Teaching, Learning and Student Outcomes</b>			
<b>Advise</b>	<b>Approve</b>	<b>Implement and monitor</b>	<b>Report</b>
<ul style="list-style-type: none"> <li>• <u>Academic Board</u> <ul style="list-style-type: none"> <li>- Changes to academic regulations including those related to admissions, assessment and progression</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Changes to policies, procedures, guidelines and code of practice recommended by its sub-committees</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Standards and quality</li> <li>• Strategic planning and policy development relating to profile of academic programmes, including</li> <li>• Academic programmes delivery, partnerships, collaborations, marketing</li> <li>• Policy for student prizes, scholarships and bursaries; student recruitment and widening participation.</li> <li>• Strategy or sub-strategies for learning and teaching (approved by BoT) including Performance Indicators and targets</li> <li>• Reports on delivery of areas of learning and teaching relating to research degrees and provision for research students</li> </ul>	<p>Academic Board</p> <ul style="list-style-type: none"> <li>- When appropriate, Strategic planning and policy development relating to profile of academic programmes</li> <li>- When appropriate, Academic programmes delivery, partnerships, collaborations, marketing</li> <li>- When appropriate, Policy for student prizes, scholarships and bursaries; student recruitment and widening participation.</li> <li>- Delivery of strategy and progress against Performance Indicators and targets</li> </ul>



<b>Curriculum Quality Assurance Committee</b>			
<b>Advise</b>	<b>Approve</b>	<b>Implement and monitor</b>	<b>Report</b>
<ul style="list-style-type: none"> <li>• <u>Teaching, Learning and Student Outcome Committee</u> <ul style="list-style-type: none"> <li>- Policies and objectives that maintain and enhance the quality and standards</li> <li>- Strategies for sharing and enhancing good practice</li> <li>- Development of procedures for quality and standards, delivered in partnerships</li> <li>- Development of teaching and learning strategy linked to standards</li> <li>- General policy implications, in response to programme changes</li> <li>- New programme titles</li> </ul> </li> <li>• <u>Research and Enterprise Committee</u> <ul style="list-style-type: none"> <li>- Internal and external framework changes and implications for research degrees and postgraduate research students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Procedures for appointment of visiting examiners and responding to reports</li> <li>• Annual programme review</li> <li>• Procedures for design and approval of changes to curriculum at module level</li> <li>• Changes to existing programmes of study</li> <li>• Termination of specific programmes of study</li> <li>• Procedures for programme design and approval</li> <li>• New programmes of study, awarded by UoL or SOAS</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and teaching strategy aspects that relate to maintenance and monitoring of academic standards and quality of provision</li> <li>• Good practice in learning and teaching</li> <li>• Development of procedures for quality and standards, delivered in partnerships</li> <li>• Recommendations from visiting examiners reports</li> <li>• Recommendations from annual programme review</li> <li>• Approval of module changes at department level</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of strategy to Teaching and learning, Student Outcome</li> <li>• Implementation of recommendations to University of London</li> </ul>

<b>The Student Outcomes Panel</b>			
<b>Advise</b>	<b>Approve</b>	<b>Implement and monitor</b>	<b>Report</b>
<ul style="list-style-type: none"> <li>• <u>Teaching, Learning and Student Outcome Committee</u> <ul style="list-style-type: none"> <li>- Development of learning and teaching strategy in relation to participation, retention, progression and destinations of students.</li> <li>- Changes to academic regulations, related policies, codes of practice and procedures to contribute to improved outcomes.</li> <li>- Changes to Careers and employability strategy and policies.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Outcomes of all students, with reference to differences between groups and characteristics of students.</li> <li>• Identify, analyse and disseminate examples of good practice which contribute to improved outcomes.</li> <li>• Careers and employability strategy and policies.</li> </ul>	

<b>Student Experience and Engagement Committee</b>			
<b>Advise</b>	<b>Approve</b>	<b>Implement and monitor</b>	<b>Report</b>
<ul style="list-style-type: none"> <li>• Academic Board               <ul style="list-style-type: none"> <li>- Changes relating to strategy and policy relating to student welfare, the learning environment and student experience.</li> <li>- Changes relating to strategy and policy relating to extra-curricular experience of students; their welfare and other non-academic outcomes.</li> </ul> </li> <li>• Teaching, Learning and Student Outcomes               <ul style="list-style-type: none"> <li>- Enhancement of student engagement in activity relating to learning, teaching and quality assurance.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Strategy and policy relating to student welfare, the learning environment and student experience.</li> <li>• Strategy and policy relating to extra- curricular experience of students; their welfare and other non-academic outcomes.</li> <li>• Effective representation of students in the School’s deliberative structures.</li> <li>• Identify and disseminate examples of good practice in student engagement.</li> <li>• Issues arising from student grievance and disciplinary matters which concern student experience.</li> </ul>	



**ACADEMIC BOARD 23 MARCH 2018**  
**2017/18 AB 4**  
**Appendix 1c**

	<b>Student Outcomes</b>	<b>Curriculum Quality Assurance Panel</b>	<b>Student Experience and Engagement Committee</b>	<b>Teaching, Learning and Student Outcomes</b>	<b>Academic Board</b>
Module changes- with implications on resource or other courses	Recommend	Recommend		Approve	
Attainment gaps		Recommend		Approve	Note
Programme changes (within existing regulations)		Approve		Note	
New programmes or changes (outside existing regulations)		Recommend		Recommend	Approve
Termination of specific programmes		Approve		Note	
Inclusive teaching and inclusive assessment		Recommend		Approve	
Suspension of regulations (unless changes then report to TLSOC)		Approve		Note	
Career strategy and policy	Recommend		Recommend	Approve	
Student Representation			Approve		
Mentoring			Approve		
Student Prizes				Approve	
Marking and assessment				Approve	
Online studies: policy and strategy				Approve	
Student Enterprise			Approve		Note
Visiting examiners		Approve		Note	
Examination policy		Note			
Extra-curricular experience			Recommend		Approve
Widening participation	Recommend		Recommend	Approve	Note
Retention and progression of students	Recommend		Recommend	Approve	Note
Student engagement			Recommend	Approve	