Terms of Reference

Education Board (EdB)

Academic year 2025/26

1. **Established by:**
    1.1. The Education Board (EdB) is a Sub-committee of Senate and reports to the Education and Student Experience Executive Committee (EdSEEC).

2. **Remit:**
2.1 To contribute to the institutional-wide assurance of academic quality and standards as set out by the regulator for Higher Education in England, the **Office for Students, in relation to the B Conditions of Registration** (" B: Quality, reliable standards and positive outcomes for all students"):
    2.1.1. B1 (Academic experience)
    2.1.2. B2 (Resources, support and student engagement)
    2.1.3. B3 (Student outcomes)
    2.1.4. B4 (Assessment and awards)
    2.1.5. B5 (Sector-recognised standards)
    2.1.6. B6 (Teaching Excellence Framework (TEF))
    2.1.7. B7 (Quality - initial condition of registration)
    2.1.8. B8 (Standards - initial condition of registration)
2.2 To have appropriate oversight of the maintenance of academic quality, standards, and the student experience as the University diversifies its educational portfolio through Transnational Education and other innovative delivery models**.**

2.3 To contribute to the priorities of the **Education Strategy (2019-25)** including (but not limited to):

    2.3.1   Enhance our Undergraduate Offer in the Quality of Learning, Teaching, Student Support and Student Outcomes and in International Attractiveness.

    2.3.2   Create an Internationally Recognised, Market-Led Postgraduate Taught Portfolio.

2.4   To contribute to the priorities of the **2030 Strategy**, including (but not limited to):
    2.4.1   Ensure students from all backgrounds will be able to access our education at any time; our students will learn and share experiences with others across the world and we will give our students the very best support throughout their time with us, and beyond.

2.5   To contribute to **the University's Education Strategic Performance Targets/Key Performance Indicators (KPIs):**

2.5.1 Excellent Academic Experience (National Student Survey (NSS)) - Top 5 in the Russel Group (RG).

2.5.2 Graduate Outcomes (TEF progression metric) - Top 10 in the RG (2025/26), top 5 in the RG (2030/31).

2.6 To consider the OfS' **other Conditions of Registration**, overseen by other Boards/ Committees, that contribute to the EdB's oversight of the B Conditions (See 2.1):

2.6.1 Condition A: "Access and participation for students from all backgrounds", overseen by the Success for All Strategy Group.

2.6.2 Condition C: "Protecting the interests of all students", overseen by the Compliance Committee.

2.7 To contribute to the University's **other measures of success related to experience, engagement and student outcomes,** such as the % of all Access and Participation Plan (APP) targets met, in accordance with the "Equality of Opportunity" KPI.

2.7.1 Equality of Opportunity (APP) 80% of all targets met (2025/26), achievement of all APP targets (2030/31).

2.8 To contribute to the mitigation of risks on the **Corporate Risk Register**, namely:

2.8.1 **Quality, reliable standards and positive outcomes for all students:**
- Failure to deliver high quality academic experience, resources and/or support as defined by the Office for Students and/or other regulatory bodies.
- Failure to ensure students are assessed effectively, that assessments are valid and reliable and/or that regulations are designed to uphold the credibility of awards appropriately reflecting sector recognised standards.
- Failure to deliver positive graduate outcomes for all students as defined by the Office for Students and/or other regulatory bodies.
- Failure in data quality and provision to provide assurance of quality of teaching and/or assessment.
- Failure to provide students with credible awards that reflect sector-recognised standards.
- Failure to participate in the Teaching Excellence Framework and demonstrate outstanding student experience and outstanding student outcomes.
- Failure to mitigate the impact of Staff/HR disputes on high quality academic experience and assessment.
- Failure to respond to government policy changes in relation to education delivery and/or the student experience.

2.8.2 **Protecting the interests of all students:**
- Failure to meet the C Conditions of Registration to the Office for Students (including controls and actions to comply with consumer protection law and to comply with any Student Protection Direction).

2.8.3 **Good Governance:**
- Failure to uphold and/or deliver the public interest governance principles that are applicable to education and the student experience (academic freedom,

freedom of speech, student engagement, academic governance) and additional areas of priority identified by the Office for Students (mental health, suicide prevention, and sexual harassment and misconduct).
- Failure to operate in accordance with governing documents.
- Failure to provide and fully deliver the higher education courses advertised.

2.8.4 **Information for students:**
- Failure to contribute appropriately to meeting the F Conditions of Registration to the Office for Students (F1, F2, F3 and/or F4).

2.9 To regulate, in accordance with **Ordinance 26.1** and subject to review by Senate (and Council where appropriate), teaching, learning and assessment in the areas of academic responsibility assigned to the Education Board (EdB) including the recommendation of amendments to the TQA Manual, Regulations Governing Academic Programmes (taught) and the education-related elements of the Ordinances.

2.10 To maintain oversight of the **Quality and Standards of Education policy**.

2.11 To report to **Senate and/or the EdSEEC** as appropriate, regarding the University's:
2.11.1 Professional, Statutory and Regulatory Body Accreditations.
2.11.2 External Assurance of Academic Standards (including External Examiner nominations).
2.11.3 Academic Partnerships.
2.11.4 Degree Apprenticeships
2.11.5 New taught programmes and amendments to existing programmes.
2.11.6 Quality Review and Enhancement of taught Programmes
2.11.7 Academic and professional outcomes for students

3 Membership:
3.1 There will be two Co-Chairs - the Dean for Taught Students and the Director of Teaching Excellence and Enhancement.
3.2 The quorum for the attendance of members at a meeting should be half the appointed members, rounded up.
3.3 Three Departmental representatives are nominated each academic year by the Associate Pro Vice-Chancellor of each Faculty, usually during the preceding summer term.
3.4 The membership includes three members of the Senate in order to provide a cross-institution perspective and to provide assurance to Senate of appropriate governance and conduct in relation to academic governance, quality and rigour, and that matters delegated by the Senate are dealt with accordingly. These are nominated annually, at the start of each academic year, via Senate.
3.5 Other members co-opted as appropriate to provide knowledge and expertise from their respective directorates.
3.6 **The Membership list** is available in the EdB SharePoint and is public facing on the EdB Webpages.

4. Reporting routes/accountability:

4.1 To approve persons for appointment as Examiners, on behalf of Senate. (Ordinance 26.2).

4.2 To recommend to Senate amendments to the Ordinances and regulations, disciplinary and other procedures for students. (Ordinance 26.3).

4.3 To approve amendments to Regulations governing taught academic programmes dealing with courses of study for Degrees and other distinctions and on any questions relating to the work of the Board. (Ordinance 26.3).

4.4 To recommend to Senate the award of academic taught programmes (other than Honorary Degrees). (Ordinance 26.4)

4.5 To recommend amendments to the TQA Manual to the Vice President and DVC for Education and Student Experience for approval on behalf of Senate.

4.6 All recommendations for approvals for Senate/Council will usually take place via the appropriate scheduled meetings. Chair's Action approval made be required as appropriate, i.e., with approval via email from the Chair of the relevant Board, and inclusion in the papers of the next appropriate Board for information. For TQA amendments via EdSEEC, the Education Leadership Team (ELT) meetings may also be used to facilitate Chair's Action in place of email, where discussion may be required.

4.7 The EdB will also work closely with the Postgraduate Research Board on joint matters, such as education policy related to Professional Doctorates.

4.8 Other working parties/groups/ may be established by the EdB, on a temporary basis, where required to carry forward the Board's business, as outlined above.

5. Meeting schedule

5.1 The EdB will usually take place in October, November, February, April and June each academic year, for two hours.

6 Management of the Board:

6.1 The Senior Quality and Standards Advisor(s) will manage the schedule of business and provide secretarial support to the EdB. This includes providing the agenda and minutes for each meeting and collating papers and presentations. They are also responsible for developing and presenting policies and procedures in response to recommendations of EdB, and as such, are also listed as members.

7 Ways of working:

7.1 Coversheets and papers:

7.1.1 Templates can be found in the Education Board SharePoint Site: Coversheet and Paper Templates

7.1.2 The secretary for EdSEEC will prepare the template for coversheets and papers at the start of each academic year and share this with the EdB secretaries/managers.

7.1.3 Coversheets are not required unless a paper is being submitted for a decision or approval or requires onward submission to UEB/Senate/Council.

7.1.4 Coversheets for items requiring a decision or approval will mirror those of UEB/Senate/Council, so that one Coversheet can be used for multiple submissions of a paper (with updates added where required).

7.1.5 Papers should be prepared in line with the advice and guidance for preparing UEB papers (one-page cover note and five-page report, plus appendices where required).

7.1.6   As far as possible papers must be submitted in their final format – that is, consultation, discussion and development of proposals/recommendations/ changes are facilitated outside of Board meetings.

7.1.7   Paper circulation will usually take place one week prior to the meeting.

7.1.8   The following wording must be utilised in the "Recommendations" section of each paper: The Education Board is invited to:

RECIEVE for information	• Part four reports. • Items not requiring decisions.
RECOMMEND to the VP and DVC Education and Student Experience	• Amendments to the TQA Manual
RECOMMEND to the VP DVC Education and Student Experience AND Senate	• Amendments to the Regulations, Disciplinary and other Procedures for Students
RECOMMEND to the VP DVC Education and Student Experience AND Council	• Amendments to the Ordinances
APPROVE	• External Examiner Nomination • Amendments to the Regulations Governing Academic Programmes (taught)
RECEIVE FOR INFORMATION	• Chair's Action / already approved items • Updates

For example:

a) The Education Board is invited to **RECEIVE** for information the annual report included above.

b) The Education Board is invited to **RECOMMEND to the Vice President and DVC for Education and Student Experience** the approval of amendments to Chapter 1 of the Credit and Qualifications Framework.

c) The Education Board is invited to **RECOMMEND** to the **Vice President and DVC for Education and Student Experience and Senate** the approval of amendments to Regulation E of the Disciplinary and Other Procedures for Students: Fitness to Practice.

d) The Education Board is invited to **RECOMMEND** to the **Vice President and DVC for Education and Student Experience and Council** the approval of amendments to the Ordinances, Chapter 7: Titles of Degrees.

e) The Education Board is invited to **APPROVE** amendments to the Regulations Governing Academic Programmes: 1.2 Regulations Covering Honours Degrees.

f) The Education Board is invited to **APPROVE** the nomination of the External Examiners as outlined above.

7.2 Meeting structure:

7.2.1   The meeting agenda will mirror EdSEEC with four parts:

7.2.1.1 Part 1 – minutes and matters arising

7.2.1.2 Part 2 – items for approval

7.2.1.3 Part 3 – items for discussion

7.2.1.4 Part 4 – items for information

       7.2.2   Meetings should be structured to give priority to things that require approval or a decision.

       7.2.3   Papers should be taken as read and presentations from sponsors/leads (if required) should be limited to 5 minutes with a maximum of 5 slides, exceptions may include significant policy changes or items related to external regulatory compliance or assurance.

       7.2.4   A 'first responder' may be nominated by the Co-Chairs in advance of the meeting to provide initial feedback in response to papers.

7.3 Collaboration:

       7.3.1   The Board should make effective use of Microsoft Teams and SharePoint sites to seek approval and make amendments in an agile way and have one shared space for minutes and action and decision logs.

7.4 Format of meetings:

       7.4.1   Meetings will usually take place via MS Teams. At least once per academic year, the meeting will take a hybrid format, whereby MS Teams and the Council Chamber (or other appropriate room) will be utilised. Members are encouraged to attend in person where possible on this occasion (with exemptions for colleagues located in Cornwall, for example). This will usually take place at the final meeting of each academic year (usually in June).

Last reviewed: October 2025