FALMOUTH UNIVERSITY

DRAFT MINUTES

AB/26/022

ACADEMIC BOARD

Wednesday, 21 January 2026, 12.30 – 15.30, Online

1.1 Present

Professor Emma Hunt (EH)	Vice-Chancellor & Chief Executive [Chair]
Professor David Prior (DP)	Pro Vice-Chancellor, Research & Knowledge Exchange [Deputy Chair]
Professor Russell Crawford (RC)	Deputy Vice-Chancellor
Dr Douglas Brown (DB)	Dean of the Faculty of Screen, Technology & Performance, and Associate Professor
David Dickinson (DD)	Director of Student & Academic Support, FX Plus
Andrew Harbert (AH)	Technical Staff Member [Elected Member]; Technical & Facilities Manager, Falmouth Campus
Robert Ingram (RI)	Senior Head of Academy of Continuing Education
Jadelle Luckman (JL)	SU President: Falmouth 2024-26
Dr Adrian Markle (AM)	Academic Staff Member [Elected Member]; Senior Lecturer, BA Creative Writing
Professor Lee Miller (LM)	Head of Postgraduate Research
John Sumpter (JS)	Head of Online & Digital Learning
Robyn Wyatt (RW)	Head of Governance Services, and Secretary to the Board of Governors [Co-opted Member]
Dr Jennifer Young (JY)	Dean of the Faculty of Design & Culture
Dr Tom Baugh (TB)	Dean of the Faculty of Creative Arts & Communication
Holly Hayman (HH)	Head of Digital & Content [Professional Services Staff Member [Elected Member]
Alex Mesterton-Gibbons (AMG)	Head of Employability [Co-opted Member]

1.2 Servicing Officers

Katie Chandler	Head of Academic Services [Secretary]
Mary Flewitt (MF)	Governance & Executive Support Officer [Clerk]

1.3 In attendance

Dr Tadhg Leane (TL)	Independent Member of the Board of Governors [Link Member]
Paul Beaver (PB)	Independent Member of the Board of Governors [Observing]
Diane Grannell (DG)	Independent Member of the Board of Governors [Observing]

1.4 Apologies

Aisha Lord (AL)	SU Vice-President: Falmouth 2025-26

2 Chair's welcome (EH) [Verbal] ☐

2.1 **Noted:** the Chair provided a warm welcome to Katie Chandler following her appointment as the Head of Academic Services and the new secretary to Academic Board; and Independent Members of the Board of Governors, Diane Grannell and Paul Beaver, who were observing the meeting.

2.2 **Noted:** Members were reminded of the Academic Board Guiding Principles and Behaviours along with the Terms of Reference and asked to consider these when approving Board items.

2a) **Declaration of interests related to the agenda**

2.2 **Noted:** the Chair requested Members to declare any potential conflicts of interest relevant to items on the agenda. No conflicts were declared.

INTRODUCTORY PRESENTATION

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3 **Research Degree Awarding Powers (RDAP)** (LM) [Presentation]

3.1 **Noted**: to note, a presentation that provided an overview of the Critical Self-Assessment (CSA) and RDAP timeline ahead of the upcoming scrutiny process. The Office for Students (OfS) resumed accepting applications for RDAP in August 2025, and Falmouth had been progressing towards submission of its application, with a submission date for the CSA of 29 January 2026. The presentation's aim was to inform the Board of what had been achieved so far, the process ahead, and the Board's key roles at each stage in readiness.

3.2 **Noted:** LM highlighted the importance of institutional maturity, rigor, and coherence, and encouraged all Members to read the CSA critically in preparation for external scrutiny by the OfS. The evidence provided in the CSA demonstrates Falmouth's readiness and institutional maturity to the OfS.

3.3 **Noted:** The Board were informed that it was to play a central role in approving new regulations and policies, preparation of evidence, consultation with students, and supporting communication and visibility of the RDAP work across faculties and schools.

3.4 **Noted:** Members were informed that the Board was to receive updated policy mapping and a draft set of regulations at the March 2026 meeting for review and feedback.

INTRODUCTORY REPORTS

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4 **Vice-Chancellor & Chief Executive report** (EH) [AB/26/001] ☐

4.1 **Received:** to note, the standing item report from the Vice-Chancellor & Chief Executive which covered: sector news, updates on local/regional policy, transformation, research and knowledge exchange, University news, student and staff successes and a summary of the Vice-Chancellor's external advocacy activity. The paper was taken as read.

4.2 **Noted:** the Chair updated the Board on a meeting with the Government Minister of Security, Dan Jarvis, following the recent storm to highlight lessons learned from national alerts and actions taken by the University following the red weather warning. The importance of Falmouth's business continuity and regulatory plans for student assessments and teaching were highlighted to the Minister, with the need for additional government resourcing emphasised if the situation had worsened. A follow-up with government ministers was planned in due course, to further discuss the challenges faced by staff and students because of internet outages.

5 **Students' Union President's report** (JL) [AB/26/002] ☐

5.1 **Received:** to note, the standing item report from the elected Students' Union (SU) President which included: changes to the bus services; Leadership Elections; the publication of the ‘How Tuition Fees are Spent’ document; the SU Strategy Launch; and updates on SU plans for the National Student Survey (NSS).

5.2 **Noted:** the President provided an update on buses, highlighting ongoing cross-institutional efforts to ensure effective transport for students and staff was to continue following the departure of First Bus services in February 2026. Confirmation of the agreement that GoBus would take over some of the routes was also given. SU Sabbatical Officers were due to meet with MPs, Jayne Kirkham and Perran Moon, to ascertain the full level of support available for the University.

5.3 **Noted:** focus was drawn to the upcoming SU elections, with Members encouraged to recommend students for nomination, highlighting the value of staff support in student participation.

5.4 **Noted:** finalising of the 2024/25 publication of the collaborative document between the SU and Rob Holmes, Director of Finance, Audit & Risk; ‘How Your Fees are Spent’ was underway, with the release planned for February 2026 in line with the National Student Survey (NSS). The publication followed the success of the 2023/24 version, which had received positive uptake from students.

5.5 **Noted**: the President reported on the successful launch of the SU’s 2030 Strategy in November 2025. This had been developed collaboratively with staff and students, with emphasis given to its focus on long-term meaningful change.

5.6 **Noted:** SU NSS-related activities were outlined, which included targeted work with low-performing courses, pop-up events, and the embedding of NSS improvement into the SU strategy.

5.7 **Noted:** Members were asked to provide feedback on a proposal to change Student Departmental Representative (Rep) selection from elections to a staff and SU-led recruitment based process. This followed student feedback that an intimidating election process affected Rep engagement. The Board agreed with the proposal, and further discussion was to be taken offline.

5.8 **Action:** AM and JL to liaise with academic teams regarding further discussion on changing the Departmental Rep recruitment process.

6 Minutes of previous meeting (EH) [AB/25/003] ☒

6.1 **Approved:** the minutes of the meeting held on 22 October 2025 were approved as presented for publication on the website (with redaction as highlighted in the document), in alignment with the publication schedule.

7 Matters arising (KC) [AB/25/004] ☐

7.1 **Received:** to note, a report on matters arising from the previous meetings, supplemented by verbal updates from members. This also included the addition of actions from the Effectiveness Review.

7.2 **Noted:** Academic Board confirmed completion of 12 actions; closure of two actions; and was satisfied with the progress updates provided for the remaining seven open actions.

8 Deputy Vice-Chancellor (DVC) report (RC) [AB/26/005]

8.1 **Received:** to note, the standing item report from the DVC, which had been mapped to the Terms of Reference of Academic Board. This included updates on the Postgraduate Retention Deep Dive; order of precedence of post-nominals; Dean updates; and AI use for summative assessing clarification.

8.2 **Noted:** the DVC clarified the University's stance against using AI for summative assessment marking, referencing sector issues and recent controversy. Members were encouraged to contact the DVC with any further queries around this topic.

8.3 **Noted:** this iteration of the DVC report saw the introduction of Deans' updates embedded within. This method was to assist in streamlining Board presentations and provide regular insight into progress in priorities across the faculties. Common themes were noted across faculties, especially around NSS preparations which were commended.

8.4 **Noted:** guidance on the correct use of post-nominals and course titles was given, with emphasis placed on the importance of this accuracy for marketing, reputation, and sector norms. LM advised that clarity on the use of terminology when reporting on Postgraduate students, 'PGR' (Postgraduate Research) and 'PGT' (Postgraduate Taught), should be adhered to in order to avoid ambiguity.

8.5 **Noted**: following a request at the October 2025 Academic Board, the DVC provided a detailed analysis of Postgraduate Taught (PGT) Student retention. A slight downward trend was observed with major differences in retention occurring between online and on-campus. On-campus retention linked to difficulties within accommodation were discussed with a suggestion that empty campus summer accommodation be offered to PGT students. The Chair requested the raising of accommodation issues at the University Management Committee (UMC). Proposed actions outlined on page 4 of the paper were suggested as being formalised through their appropriate committees, which was agreed by the DVC. A recent Learning, Teaching and Quality (LTQC) discussion on retention was outlined, with the DVC confident that no issues listed were unresolvable.

8.6 **Action:** faculties and course teams should now interrogate their local academic performance data (ie, module pass rates, pass at first attempt etc) to look for areas of high academic failure and engage with Learning and Teaching colleagues with a view to assessment review and support infrastructure. This intervention would be highly impactful for on-campus postgraduate provision in mitigating worsening retention trends. (DB/TB/JY)

8.7 **Action:** the online teams with support from the faculties should commission a course-by-course analysis and engagement with students to better understand the drivers for c. 43% attrition for "personal" reasons. Acknowledging that it is a known phenomenon that online students who intermit from study one year frequently return, meaning that figure may be artificially high each year, further course-level analysis is required to investigate what is driving such a high rate and what we might meaningfully do to mitigate this. (JS)

8.8 **Action:** accommodation issues for Postgraduate students to be raised at the next UMC meeting on 17 February 2026, inclusive of suggestions around offering empty summer accommodation. (RC)

9 **Pro Vice-Chancellor: Research & KE's report** (DP) [AB/26/006] ☐

9.1 **Received:** to note, the standing item report from the Pro Vice-Chancellor (PVC) Research & Knowledge Exchange (RKE), which had been mapped to the Terms of Reference for Academic Board and included updates on the Research Review system; Research Centres; and strategic funding topics such as Live Portfolio, Creative Clusters, and the Local Innovation Partnership Fund (LIPF).

9.2 **Noted:** emphasis was given to the developmental and collaborative nature of the research review process, RKE plans, RDAP metrics, and Research Excellence Framework (REF) preparation. The PVC noted a backlog due to technical issues, with only a small proportion (57%) of outputs in the Falmouth University Research Repository (FURR) having been reviewed so far and called for increased engagement from colleagues to meet targets. The importance of this process for both institutional development and compliance with external requirements was highlighted.

9.3 **Noted**: the PVC celebrated the OfS capital investment project that had secured the University £1.8 million in funding to support design and allied courses such as Sustainable Product Design, Architecture, Spatial Design, Robotics, Prosthetics, and Fashion. Members were informed of Falmouth's involvement in the Arts and Humanities Research Council (AHRC)'s second round of large cluster calls with a consortium made up of Falmouth University, Plymouth University, Plymouth Arts University, Bournemouth University; and organisations Creative UK, and Digital Catapult, working on a bid for up to £6 million.

9.4 **Noted:** updates were given on leadership changes within the Centre for Arts and Health (CfAH), with the retirement of Anna Mankee-Williams, Associate Professor of Arts & Health. New professorial appointments to the Centre for Blended Realities (CfBR), Nick Peres and Dylan Yamada-Rice, were to replace her leadership within the CfAH. Along with Professor Hetty Blades, another recent appointment within the CfBR, the new appointments were reported as having had a transformative effect on the CfBR.

9.5 **Noted:** the Centre for Pedagogy Futures was highlighted for its outward-facing events and the success of the Sound Image Cinema Lab, including Distinguished Professor of Film Practice, Mark Jenkin's, latest film 'Rose of Nevada' having been selected by the British Film Institute for cinema release. The Chair praised the report for highlighting the integration of teaching with RKE and suggested inviting new professors to present at future Academic Board meetings.

9.6 **Action:** newly appointed professors to be invited to present at a future Academic Board meeting. DP to liaise with Board planning group around this. (DP/KC/RC/MF)

9a) **RDAP Critical Self-Assessment** (DP) [AB/26/006A] ☐

9.7 **Received:** to note, the final version of the CSA for submission to the OfS for RDAP scrutiny. This followed the initial draft presented at the March 2025 Academic Board.

9.8 **Noted:** the PVC talked through the chapters of the CSA, outlining the specifics of each – inclusive of academic governance, standards, staff scholarships, and student support. The CSA was focused on critical reflection through evidencing how the University addressed and resolved challenges, utilising real case studies and reporting. This in turn demonstrated that the University already had a self-critical cohesive academic community committed to upholding standards through effective quality systems.

9.9 **Noted:** the DVC explained the OfS' triangulation methodology for assessing degree awarding powers: consideration of the CSA document; observations during visits; and staff meetings, as part of their evaluation. It was noted that Falmouth's CSA already contained substantial evidence to support this process and that the University was well prepared to engage with the OfS' approach.

DECISIONS

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10 Change of Faculty Name (JY) [AB/26/007] ☒

10.1 **Received:** for approval, a paper that outlined the proposed name change of the Faculty of Business & Design to the Faculty of Design & Culture. The paper outlined the rationale for this change, inclusive of the formalising of the faculty and changes to its structure with the addition of Writing & Journalism. It was confirmed that the name change would not affect cross-faculty working or have any impact on the student experience.

10.2 **Approved:** Academic Board approved the name change of Faculty of Business & Design to the Faculty of Design & Culture. This name change was to take effect immediately.

11 Reasonable Adjustments and our Anticipatory Duty (DD) [AB/26/008] ☒

11.1 **Received:** for approval, a paper that sought Academic Board's approval for an action plan to simplify requests for Individual Learning Plans (ILP) and disability legislation compliance, following the High Court Ruling on the Natasha Abrahart case. Two major actions were brought for board review: embedding standard adjustments in all teaching practice and a significant review of adjusted deadlines. Both actions had prior support from LTQC and UMC and were recognised as positive RDAP initiatives.

11.2 **Noted:** formalisation of adjustments made for 45% of on-campus undergraduate students was proposed, which was to include guidance and support for implementation. This was cited as a reduction to compliance risk by increasing inclusivity of teaching, and would reduce the need for repeated ILP requests, thereby reducing the load on staff and improving student experience.

11.3 **Noted**: focus was drawn to the matter of adjusted deadlines as the most requested adjustment, specifically for the University's neurodiverse students. It was explained that the current system was unsustainable due to increased volume and complexity. DD proposed forming a review group to evaluate effectiveness of deadline adjustments which was to aim for the implementation of recommendations by the start of the 2026-27 academic year.

11.4 **Noted:** the proposals were supported by Members, with JL advising further consultation with SU Vice-President, AL, who had a specific focus on neurodiversity and adjusted deadlines. AM raised concerns about the language used, suggesting that contextual language be added to specific areas to manage expectations. This was agreed on as a useful point and was to be considered by DD. RH advised that staff training around accessibility tools would also be of benefit, and stressed the importance of working academics within the review group.

11.5 **Action:** language within the proposed standard reasonable adjustments to be altered to manage student expectations around teaching sessions without slides or peer-based teaching sessions. (DD)

11.6 Approved: Academic Board approved the proposal for standard reasonable adjustments, subject to the tailoring of implementation for specific courses, appropriate staff training, and the addition of more contextual language.

11.7 Approved: Academic Board approved the formation of the review group for adjusted deadlines, with appropriate broad representation and sector awareness.

11.8 Action: proposals and recommendations from the review group to return to Academic Board for approval before the start of the 2026-27 academic year. (DD)

12 Business Cases

12a) WaterBear – Certificate of Higher Education (RC) [AB/26/009A] ☒

12.1 **Received:** for approval, a paper outlining a proposed Certificate of Higher Education course for franchise partner, WaterBear.

12.2 Approved: Academic Board approved the business case for the WaterBear Certificate of Higher Education course.

12b) BA (Hons) Architectural Design & Technology (RC/JY) [AB/26/009B] ☒

12.3 **Received:** for approval, a paper that outlined a newly proposed course for launch in September 2027 for the Faculty of Design & Culture [see item 10, paper AB/26/007]. This included plans to seek accreditation from the Chartered Institute of Architectural Technologists, which was to influence curriculum design. The business case had undergone strategic alignment and market analysis review.

12.4 **Noted:** DP enquired as to whether the business case included sufficient budget for specialist staffing, given the technical requirements of the discipline. RC agreed to verify and ensure appropriate staffing resources.

12.5 Approved: Academic Board approved the BA (Hons) Architectural Design & Technology business case, subject to confirmation of staffing resources.

13 Academic Board Policy review schedule (MF) [AB/26/010]

13.1 **Received:** to note, a new standing item paper that provided a summary of Academic Board's schedule of policies to give oversight and visibility to Members of the Board's policy framework.

13.2 Intellectual Property (IP) Policy (DP) [AB/26/010a] ☒

13.3 **Received:** for approval, proposed amendments to the IP policy. This was to see the introduction of a rights retention policy statement following changing sector expectations from REF and UK Research and Innovation (UKRI) around rights retention and open access. The amendments were to require staff and postgraduate research students, whose work was submitted to FURR, grant the University a Creative Commons licence to ensure perpetual access to their published work.

13.4 **Noted:** embargoes on publishers were queried, with DP confirming that the policy was to be communicated to publishers and ensure the Creative Commons license applied to author accepted manuscripts. The policy was to cover written outputs for REF and funders, with further guidance being developed to clarify distinctions. It was agreed that due to the fast-changing sector landscape, an ongoing yearly review of the IP policy was required, with updates where necessary.

13.5 Approved: Academic Board approved the amendments to the IP Policy.

14 Management & Governance Meeting Sequence 2026/27 (MF) [AB/26/011] ☒

14.1 **Received**: for approval, the proposed Management & Governance Meeting Sequence for 2026/27. This was aligned to the 2026/27 Academic Calendar and used the 2025/26 Meeting Sequence as a basis. The only substantive change was an adjustment to the Student Staff Liaison Group (SSLG) meeting window, with a later start proposed in order to allow for effective recruitment and training of Student Reps.

14.2 Approved: Academic Board approved the Management & Governance Meeting Sequence for 2026/27.

DISCUSSION

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15 **B3 Completion – assurance paper** (RC) [AB/26/012] ☐

15.1 **Received:** to note, a paper requested as an action from Academic Board and the Board of Governors that explored and defined the OfS' B3 Completion metric; a method of measurement for the percentage of students completing their qualifications, used as a quality and effectiveness indictor for universities. The report provided assurance that Falmouth's current B3 completion and related metrics were understood, closely monitored, and projected to improve, with Falmouth tracking as remaining above the threshold in most measures.

15.2 **Noted:** Members were informed that the OfS metrics risked oversimplifying the student experience and completion rates through lack of contextual nuance and time lag on the dataset.

15.3 **Noted:** TL advised that the Chair of the OfS, Edward Peck, had indicated a future intention to link university funding to outcomes such as TEF and B3 metrics, which was an increased risk for universities. The Chair emphasised the importance of monitoring these metrics, participating in sector consultations, and ensuring student support to maximize completion rates, especially given the potential financial implications.

16 **Research Excellence Framework (REF) update** (DP) [AB/26/013] ☐

16.1 **Received:** to note, a paper that provided an update on REF2029, focusing on changes announced after a sector-wide pause and offering guidance alongside the development of the new framework. The three main REF elements remained: contribution to knowledge; engagement and impact; and environment (rebranded as strategy, people, and research environment). The weighting of the elements had shifted, with more emphasis on strategy and environment than in previous iterations of REF.

16.2 **Noted:** DP reported that a key change was to see the decoupling of outputs from individuals, with institutions now submitting outputs as a collective, with a recommended maximum of five outputs per researcher. This was aimed to assess institutional research culture rather than individual performance, and more accurately measure this metric. Institutional submissions were to draw on averaged Higher Education Statistics Agency (HESA) staff return data from 2026 to 2028 to generate a value measure, reinforcing the need for accurate and consistent workforce reporting from the University.

16.3 **Noted:** REF updates were presented as allowing more flexibility, with the ability to reflect unique strengths and research specialisms - a benefit to all sizes and structures of university. These changes were in alignment with the government's Post-16 Education and Skills white paper, released in October 2025, which encouraged universities to specialise and demonstrate clearer strategic focus.

16.4 **Noted:** the Chair requested ongoing updates as the process progressed.

16.5 **Action:** ongoing REF updates to be brought to the March 2026 Academic Board. (DP)

17 **Student and Academic Support Priorities for Falmouth** (DD) [AB/26/014] ☐

17.1 **Received:** to note, a paper that presented clear articulation of Falmouth specific impacts of the FX Plus Student & Academic Support Priorities for 2025/26 which had been presented at the October 2025 Academic Board. Priorities were developed in consultation with relevant colleagues and focused on academic and pastoral support and improving access to student support.

17.2 **Noted:** priorities explored innovative ways for the SAS team to offer support to students including: the enhancement of wellbeing through the provision of student-facing induction talks to all year groups; the alignment of SAS priorities with sector initiatives such as the Academy for Continuing Education (ACE) and Lifelong Learning Entitlement (LLE); regular consultation with faculties to ensure alignment with priorities and to support with the introduction of a new personal tutoring system; and continued improvement to the speed of access to wellbeing support via a new process for follow up phone calls where same day appointments were not available.

17.3 **Noted:** Members praised the new initiatives and inclusion of ACE and LLE within them.

17a) **Timetabling report** (DD) [AB/26/014a] ☐

17.4 **Received:** to note, a timetabling report that expanded on the SAS Priorities paper, showing improvement in the reduction of timetable change requests (TCR's) which was highlighted as a metric to assist in NSS scoring and the broader student experience.

17.5 **Noted:** a positive start to the academic year for timetabling was reported, noting fewer queries and a significant reduction in TCR's. The improvement was attributed to increased efforts by the timetabling team and better collaboration with academic teams during the timetable build process.

17.6 **Noted:** the SAS were developing a timetabling guide for students to better visualise student timetables, with an aim to further reduce TCR's. Continued quarterly review meetings with course teams and a survey of room layout preferences among academic staff were also part of ongoing improvements.

17.7 **Noted:** the Chair acknowledged improvements and stressed the need to keep timetabling under review, as feedback on its effectiveness was known to vary. Another update at the next meeting was requested, along with an update on progress with the replacement of the Compass student support system with the Student Support & Wellbeing system.

17.8 **Action:** further reports on timetabling and progress against the replacement of the Compass student support system to be brought to the March Academic Board meeting. (DD)

18 **National Student Survey (NSS) check in** (RC) [Presentation] ☐

18.1 **Received:** to note, a presentation that reported on the actions and activity that had gone into preparation for the 2026 NSS, ahead of its launch on 26 January. This included methods to reframe the NSS narrative and encourage increased participation from students. It noted that NSS performance had shown incremental improvement over the past two years. A key aim was to reach the 50% response rate swiftly, to reduce follow-up contact to students from Ipsos MORI.

18.2 **Noted:** enhanced NSS preparations were underway with improved communications, targeted activities, benchmarking against high-performing universities, and webinars with franchise partners to share best practices. Collaboration with FX Plus and the SU was ongoing to address NSS questions related to student facilities and support. RC reported having personally reviewed course action plans for courses under enhanced monitoring, noting good ideas and adoption of best practices.

18.3 **Noted:** a distinct set of challenges for online students was highlighted, with many NSS questions perceived as not designed for this mode of study. JS and Jo Lewis, Internal Communications Officer, were ensuring tailored communication and assistance was provided, with help to interpret the survey appropriately. Assurance was given that this process was being carried out without exerting undue influence.

19 **Academic Risk review** (RW) [AB/26/015] ☐

19.1 **Received:** to note, a paper that provided a useful reference point in audit of evolving conversations around managing Board risks, following the tri-annual risk review cycle. The definitions of tolerating or reframing risk to slim down the volume without losing the sensitivity to key changes were outlined, which followed discussion at the November 2025 Audit & Risk Committee meeting.

19.2 **Noted:** three new operational risks were presented regarding government expectations on admissions monitoring; attendance monitoring; and delivery of student and academic support services. These were prompted by a letter from the Secretary of State to all Higher Education providers regarding the Post-16 Education and Skills White Paper.

19.3 **Noted:** Members were asked to consider whether the risk register accurately reflected key risks. The Chair suggested the addition of a risk related to changes in international student status, following the government's International Education Strategy, released on 20 January 2026. Members were in agreement over the proposed approach and risk additions.

19.4 **Action:** risk related to changes in international student status and compliance to be added to the risk register. (RW)

TO NOTE – SILENT RECEIVED WITHOUT COMMENT

20	**Personal Tutoring Policy**	[AB/26/016]
21	**Environmental Sustainability Annual Report**	[AB/26/017]
22	**Research & Knowledge Exchange Committee report**	[AB/26/018]
23	**Research Integrity & Ethics Committee report**	[AB/26/019]
24	**Learning Teaching & Quality Committee report**	[AB/26/020]
25	**Cycle of Business**	[AB/26/021]

ANY OTHER BUSINESS

26 **Closing remarks** (RW) [Verbal]

26.1 **Noted:** the Chair invited the observing governors to comment, and thanked them for their participation. Members were informed of an increase in applications from prospective students and stressed the importance of converting these into enrolments. She also encouraged the engagement of Members with RDAP and reiterated the need to familiarise themselves with the CSA ahead of scrutiny.

27 **Date, time and location of the next meeting:**

18 March 2026, 09:00 – 12:00, Online