

# BOARD OF GOVERNORS

## Minutes

### Of the Board of Governors away day held on Monday, 7 February to Tuesday, 8 February 2022 at The Lensbury.

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| Present: | Ms Jennifer Bernard (Independent Governor, Chair of the Board of Governors)  Ms Kim Ansell (Independent Governor)  Ms Gloria Beyi (SU VP Activities)  Ms Sandra Botterell (Independent Governor)  Ms Shirley Cameron (Independent Governor)  Mr Mark Cammies (Independent Governor)  Mr James Edmunds (Academic Board Representative)  Mr Steve Fowler (Independent Governor)  Dr Suresh Gamlath (Staff Representative)  Mr Derek Hicks (Independent Governor)  Professor Peter John (Vice-Chancellor)  Mr Jonathan Lawrence (Independent Governor)  Dr Christopher McLaverty (Independent Governor)  Professor Heather Loveday (Professoriate Representative)  Ms Kerry O’Callaghan (Independent Governor)  Ms Helena Peacock (Independent Governor)  Dr Paul Sahota (Independent Governor)  Mr Kiran Virdee (Independent Governor)  Mr Stuart Wright (Independent Governor) |
| **In attendance:** | Ms Charmagne Barnes (Interim PVC and executive Dean of the College of Nursing, Midwifery and Healthcare)  Mr Adrian Ellison (Associate Pro Vice-Chancellor and Chief Information Officer)  Mr Patrick Fuller (Chief Financial Officer)  Mr Neil Henderson (Director of Human Resources and Organisational Development)  Ms Smita Jamdar (Shakespeare Martineau) (for agenda item 6 on Tuesday, 8 February)  Ms Marion Lowe (University Secretary)  Ms Coral Mason (Assistant Clerk to the Board)  Ms Sara Raybould (Pro Vice-Chancellor, Student Experience)  Dr Kostas Tzortzis (Director of Strategic Planning)  Ms Claire Willitts (Director of Property Services)  Professor Anthony Woodman (Deputy Vice-Chancellor) |
| **Apologies:** | Ms Stella Webb (SU President) |

**1. Apologies for absence, announcements and declarations of interest**

* 1. There were no declarations of interest.

1.2 Apologies were recorded above.

1.3 The Chair of the Board of Governors opened the away day providing a brief overview of the sessions. The sessions were designed to encourage discussion and debate and Governors were encouraged to participate.

* 1. Members welcomed Ms Gloria Beyi, SU VP Activities, who is the newly appointed additional student representative on the Board.

**2. Membership of the Board of Governors (BG 2122 21)**

2.1 The University Secretary informed members that a vacancy existed for the role of Deputy Chair of the Board of Governors. Members had been asked to express their interest and Mr Mark Cammies had confirmed his interest in the role. Unfortunately, Mr Cammies had informed the Chair of the Board and the Vice-Chancellor that he would be standing down as an Independent Governor as he had accepted a position at Coventry University. Therefore, there would be a vacancy once he resigned as a Governor. The University Secretary would email Governors for expressions of interest in the role of Deputy Chair of the Board of Governors and Chair of the Finance Committee.

**Action: University Secretary**

2.2 A vacancy for the Chair of the Student Liaison Committee existed and Mr Derek Hicks agreed to take on the role. Mr Hicks would also become a member of the Governance and Nominations Committee. Mr Hicks agreed to stand down as a member of the Finance Committee.

2.3 As a result of the recent governance effectiveness review, Ms Gloria Beyi would join the Board of Governors as the second student representative on the Board.

2.4 The Board of Governors **APPROVED:**

* The appointment of Mr Mark Cammies as Deputy Chair of the Board of Governors;
* The appointment of Mr Derek Hicks as Chair of the Student Liaison Committee and as a member of the Governance and Nominations Committee. Mr Hicks would step down as a member of the Finance Committee from 1 January 2022.
* The appointment of Gloria Beyi, VP Activities, as the additional student member on the Board of Governors from 1 January 2022.

1. **Strategic Plan Update (Presentation)**
   1. The Vice-Chancellor opened the presentation commenting on sector wide concerns, particularly relating to the consultation on the OfS B3 Condition of Registration. This would set baselines for student outcomes which would have long term implications for universities that supported widening participation. The effects of Brexit were beginning to take hold with the collapse of EU student intake, post-pandemic uncertainty and the impact of the levelling up agenda on London.
   2. The new Strategic Plan would be called *Impact 2028* but, as the University moved towards a new vision, the Vice-Chancellor reflected on how far the University had progressed to meet the KPIs set out in *Ambition 2023*. The Vice-Chancellor provided details of possible sector constraints and the constantly changing environment that could impede meeting all of the KPIs set out in *Ambition 2023.*
   3. The Vice-Chancellor reminded Governors of the University, mission, vision and values:

* To inspire students to become innovative and creative professionals,
* Career focused, professionally engaged university of quality, and
* Accessible, affordable, accountable, inclusive, transparent.

He noted that many of the University’s strategic objectives had been achieved or were on target to be achieved. Some government initiatives had impacted on the University’s ability to achieve these strategic aims, but the University would adapt to work within the changing environment.

3.4 Members reviewed the priorities and progress for 2021-22:

* The UWL Group expected to achieve an income of £155m with 10% surplus and £80m cash reserves, all exceeding budget expectations.
* While the majority of UWL courses met or exceeded the threshold for continuation and completion rates, the course portfolio would be reviewed to ensure all courses exceeded requirements as set out in the OfS B3 conditions.
* Recruitment continued to remain buoyant and international student numbers were exceeding expectations.
* The acquisition of Ruskin College was unexpected but opened up new opportunities for a presence in Oxford. It was anticipated the College would breakeven from a £3.8m deficit position in 2020-21.
* Enterprise activity would generate an income in excess of £45m and could possibly exceed this as new overseas partnerships were being progressed.
* Apprenticeship numbers exceeded 900 and continued to increase.
* The Institute of Police Studies had 370 students registered as part of the Babcock contract with an additional two cohorts joining soon.
* The outcome of the REF submission would have implications on the University’s league table positions and whilst UWL had made many gains it was often difficult to maintain consistency in league table positions.
* The Public Sector Decarbonisation Scheme (PSDS) had been completed on time and on budget.
* UWLFlex had provided students with the means to study effectively online and UWLFlex was now being utilised as an additional learning tool for students alongside face-to-face teaching.
* The Centre for Inequality and Levelling Up (CEILUP) had been launched and members were referred to the document produced by Professor Graeme Atherton which had been referenced in the recent government White Paper on levelling up.
* The Geller Institute for Ageing and Memory (GIAM) had received a research grant for over £1m.
* Due to the changes in funding the University would be setting up a Foundation Academy for level three students who would then feed into undergraduate courses.
* The West London Equalities Council (WLEC) and the National Education Opportunities Network (NEON) were now based at UWL.
* The University had been looking at the possible acquisition of the London Police College (LPC) which had an international profile.

3.5 Members thanked the Vice-Chancellor for the overview and agreed that the KPIs for 2021-22 would be difficult to achieve but the University had made many gains over the year that were in addition to the KPIs.

**Potential property purchase**

3.6 The Vice-Chancellor informed members that at the last meeting of the Finance Committee members had approved further progress on the option to enter into a five-year rental agreement for Villiers House on a peppercorn rent in exchange for refurbishment work of approximately £5m. Staff and students would be required to vacate the premises for approximately 6-9 months while the refurbishment was taking place. The Director of Property Services had reviewed local properties of a similar nature but had not found suitable premises that would meet the needs of the University. Members of the Finance Committee had agreed the Director of Property Services continue the negotiations with the landlord of Villers House on the understanding that there were no other suitable properties in the locality.

3.7 **Some references in this section have been redacted**

**B3 Consultation**

3.14 The APVC and Director of Strategic Planning opened the conversation on the next challenge facing the University: The Office for Students (OfS) *Condition B3: Baselines for student outcomes indicators* requires that ‘The provider must deliver successful outcomes for all of its students, which are recognised and valued by employers, and/or enable further study’. The consultation identified a range of student outcomes for assessing Condition B3:

* Student continuation and completion.
* Degree outcomes.
* Graduate employment with progression to professional jobs and postgraduate study.

3.15 The outcomes were not contextualised and would not take into account student demographics and those HEIs that focused on widening participation would be penalised. A large number of courses that did not meet the B3 minimum thresholds could be forced to close. This was of particular concern relating to level three courses. Members agreed that the proposals failed to take into consideration social value and that success was judged on more than just high salaries, particularly in the arts and humanities.

3.16 The University could open a Foundation Academy that would allow teaching at level three to remain within the UWL Group but would also provide successful level three students the opportunity to enrol onto an undergraduate degree course at UWL. The opening of a Foundation Academy would allow the University to strengthen its teaching whilst ensuring students remained within a university environment.

3.17 The Board of Governors **NOTED** the presentation

1. ***Impact 2028* – First Thoughts (Presentation)**
   1. The Vice-Chancellor opened the presentation reviewing the work and success of *Ambition 2023* and the work to be undertaken to move through to the next strategic plan *Impact 2028.* The University would remain committed to providing ‘an exemplary education through research informed teaching, mentoring, focussed research and scholarship, co-curricular and employment led engagement opportunities.’ The foundations of success had been laid by previous strategic plans and building on those foundations the University would offer an enriched portfolio of courses that would strengthen students’ ability to navigate the changing world of work.
   2. The University would remain committed to welcoming staff and students from all backgrounds and would progress both social and environmental sustainability.

4.3 *Impact 2028* mission and vision was:

* Mission: To nurture talent in all forms, regardless of social background and ethnicity, and empower our graduates to be confident, healthy, leading career professionals.
* Vision: To be a model institution in the preparation of graduates who are economically, socially, and ecologically impactful. A university that challenges, inspires, transforms, and achieves.

4.4 The future included rebalancing the portfolio and curriculum with the possibility of establishing a School of Medicine and focusing on STEM subjects. The outcome of the REF should enhance the University’s global reach and generate further research income. The enlarged estate would allow growth in student numbers, support diversification of the course portfolio and underpin the sustainability and enhance the precinct university vision and would be an anchor for learning in West London. The University would remain committed to the widening participation agenda.

4.5 The new strategic plan would highlight and strengthen where the University was most impactful in the local communities, student lives, international development and climate change.

4.6 The Vice-Chancellor set out the goals of *Impact 2028*. There were a number of super targets: to be consistently placed in the top 50 universities in the UK, to be ranked in the top 100 UK universities for research, to achieve a gold in the TEF, to open a School of Medicine and to achieve platinum status for sustainability and climate action.

4.7 The Vice-Chancellor provided the timeline for the preparation and sign off for *Impact 2028.*

4.8 Members welcomed the initial thoughts on the new strategic plan but queried what areas of activity would be reduced or stopped if the University changed the direction of its current course portfolio. The Vice-Chancellor confirmed that a number of factors including space utilisation, costs, recruitment and NSS outcomes would be considered before any courses were closed. The University had grown and strengthened its brand and if it was to continue to maintain its position in the sector some uncomfortable decisions might be needed.

4.9 The Deputy Vice-Chancellor confirmed the new strategic plan would be bold and that the University was confident and willing to invest in new areas. Members agreed that, although the University did not have a reputation in the field of medicine the University would focus on attracting students who may not otherwise have considered working in medicine.

4.10 The Vice-Chancellor would update members on progress on the plan at the away day in October 2022.

**Action: Vice-Chancellor**

4.11 The Board of Governors **NOTED** the presentation.

**Tuesday, 8 February 2022**

1. **Opening thoughts from the Chair of the Board of Governors**

1.1 The Chair of the Board welcomed everyone back and provided an outline plan of the day’s sessions.

1. **Impacting students through partnership work (Presentation)**

2.1 The Senior Pro Vice-Chancellor (Student Experience), the SU VP Activities and the SU Head of Operations confirmed the SU and the University worked closely together to enhance the student experience. This was supported by a video showcasing students who provided evidence of the impact the partnership had had on their studies and future career prospects.

2.2 Members were remined of the diverse student population was with around 65% from a black, Asian, mixed or other minority ethnic background. The sector average was approximately 40%. 61% of UWL students were mature compared to the sector average of 30% and 57% were from the most deprived areas.

2.3 Engagement with students started at pre-induction, before they have accepted a place at UWL, with the first physical contact at induction and enrolment. The SU and University engaged with students in a variety of ways, requesting feedback on their experience at UWL throughout the year and encouraging them to engage in the decision-making process by becoming a course representative or actively participating in SU volunteering schemes.

2.4 A variety of data was gathered on students to assess their progress and if they appeared to be struggling or not attending classes, then Student Engagement would intervene and to offer support. Students were aware that the data was being gathered. The data was reviewed by a number of groups to assess the most appropriate way to intervene.

2.5 Students were encouraged to complete questionnaires throughout their period of study. The SU Head of Operations referred members to ‘The Big Conversation’ conducted at enrolment questionnaire which had been running since 2013. In addition to the questionnaire SU staff attempted to talk to all new students. The focus of the questionnaire was to find out about the student population but also to find out what they wanted, their concerns and how the University could support them. This reinforced face-to-face discussions with students and allowed the SU and the University to focus support where students needed it. Key themes that emerged from the questionnaires were tracked throughout the year.

2.6 During the pandemic the University remained open for those students who did not have an appropriate study space or who wished to use the library and feedback indicated that students were comfortable to be on campus with the cleaning measures in place. The majority of students indicated they were confident with the online provision provided by the University and continued to welcome online provision supporting for face-to-face teaching.

2.7 The University and SU worked together to reduce the degree awarding gap and data suggested the additional support for disadvantaged people, BAME and disabled people was working.

2.8 The ‘People Like us Project’ in conjunction with OfS and West London NHS Trust was highlighted to show how external partnerships and funds provided support to the BAME community. The SU VP Activities highlighted, as an example, the black male community workshop run as part of this project, which provided a safe space for young men to come together to discuss their experiences.

2.9 Members agreed that the work being conducted personalised the student experience. The focus on mental health was key following the pandemic and members agreed students were not always aware, they were experiencing difficulties until they started to open up.

* 1. The Board of Governors **NOTED** the presentation.

1. **UWL student data landscape: from records management to AI (Presentation)**

3.1 The APVC and Director of Strategic Planning provided members with information on how and why the University gathered data on students.

* 1. Learning analytics is ‘the collection of and analysis of data about learners and their environments for the purpose of understanding and improving learning outcomes.’ The more data gathered, the more focused the support could be.
  2. The APVC and Director of Strategic Planning provided a history of university data gathering and how it had progressed to offer real support for students and was gathered at the time of application through to graduation and their first job.
  3. The use of learning analytics allowed the University to look at individual students and assess their learning journey. Using historical data students were assessed on whether they were a high withdrawal risk. The Retention Group met on a weekly basis and considered individual students and if required referrals were made to Student Services for follow up actions.
  4. The ways in which students were engaged varied depending on the risk level and it was considered that continuous engagement and an understanding of their concerns encouraged students to overcome their issues and re-engage.
  5. The University also monitored swipe data to gather information on attendance including examination sessions.
  6. The University, through offering more access to ebooks, was also able to assess how learning resources were being used.
  7. Members agreed that data tended to be backward looking and data analysis was labour intensive so the University would need to be nimble in how it used its data. It was hoped the new student record system would be more integrated and the data would be live which would allow academic staff to monitor and intervene quickly. The University would also develop apps for students which could provide live data. It was suggested that not all UWL students were digitally engaged and these students will also need to be monitored.
  8. The Board of Governors **NOTED** the presentation.

**4. Curriculum Development: A strategic planning and schools/college view (Presentation)**

4.1 The APVC and Director of Strategic Planning opened the presentation by providing an overview of how the Strategic Planning function helped identify new areas of the curriculum on which to focus portfolio development.

4.2 The Interim PVC and Executive Dean of the College of Nursing, Midwifery and Healthcare opened the first presentation by informing members that the curriculum in the College was informed by data and drivers/stakeholders which included government bodies, professional and regulatory bodies and placement providers. There was very little room for manoeuvre with regulatory bodies and placement providers so the curriculum for most of the courses were informed externally.

4.3 During the pandemic the College had been extremely busy and at times it had been difficult to provide a learning environment and maintain regulatory requirements which had constantly changed.

4.4 The main courses BNursing and BMidwifery were subject to new regulations which the College have adopted in advance of requirements.

4.5 As a result of the pandemic the College introduced the MSc Nursing Pre-Registration which provided blended online learning. The College had also introduced the first MSc in Paramedic Science in 2019 and was as a direct response to a need voiced by paramedic practitioners.

4.6 The College had over 500 apprenticeship students and 1100 post-reg students.

4.7 The College was the first University in the country to receive the UNICEF Baby Friendly Initiative Gold Award.

4.8 Looking forward the College would offer an MMidwifery for adult nurses and post registration courses in children’s nursing and mental health nursing. The College was exploring offering a course in community nursing specialist practice and advanced clinical practitioner.

4.9 The College continued to expand its simulation learning technologies and were looking at plans to build an immersive room.

4.10 The Interim PVC and Dean of the London Geller College of Hospitality and Tourism informed members that the College had reviewed its course portfolio two years ago and had reduced the number of undergraduate courses offered with all undergraduate courses following the SMART curriculum principles:

* Service minded
* Management
* Analytical
* Responsible
* Technology.

4.11 The College continued to work with a number of airline companies to provide flexible learning packages and this was currently being progressed with Wizz Airlines to offer flexible online learning. There were currently 35 students studying online at master’s level. The Interim PVC and Dean was also in discussions Emirates and staff employed by Cathy Pacific would be joining the course in February 2022.

4.12 The Interim PVC and Dean was negotiating with Intercontinental Hotels to also offer online learning.

4.13 Looking to future curriculum developments the College was planning to offer a BSc (Hons) in Air Transport Management – Unmanned Pilot Training (Drones) which would train pilots for commercial aviation and for hostile situations. The crew would control the cockpit from the ground and, although some HEIs offered modules, this would be the first course offered at MSc level.

4.14 The College planned to offer a BSc in Hospitality Analytics which offered hospitality staff the opportunity to understand and specialise in analytics. The College also hoped to offer a BSc in Sports Management which would blend with the University goal to expand sports facilities. The College aimed to offer a BSc Food and Nutrition linked to the West London Food Innovation Centre.

4.15 The College offered apprenticeships at levels two and three and continued to source new learning streams.

4.16 The Interim PVC and Dean of the Claude Littner Business School informed members that the School planned to offer an MSc in social media marketing which would capitalise on the continued growth in social media platforms.

4.17 The new courses within the School were driven by the University’s commitment to also advocated by students and employers.

4.18 The School planned to offer a course in the maritime industry as it was likely autonomous or semi-autonomous ships would be operation in 2030. Many of the jobs created in this growing industry would be London based and the School aimed to create a course that would provide operational land crew.

4.19 Members thanked the Acting PVCs but questioned what courses would be dropped to bring on the new courses proposed. The new courses had been dictated by drivers in the markets and the closure of courses would be undertaken where cohorts were falling to a point where they were not financially viable. Course curriculums were reviewed on a regular basis and changes were made to take into account the needs of the students and employers. The Interim PVCs agreed that they had focused on transforming to adapt to external changes and demand was student led.

4.20 The Board of Governors thanked the Interim PVCs and **NOTED** the presentations.

**5. Improving Sustainability: Working towards UN sustainability development goals (BG 2122 22 and Presentation)**

5.1 The University Secretary and Director of Property Services updated members on work being undertaken by the University on sustainability as part of its commitment to the public good, the interest of staff and students. It was also to ensure it complied with the CUC Code of Practice and reflected the UN Sustainability Development Goals (SGD).

5.2 It was noted that the Public Sector Decarbonisation Scheme (PSDS), had been successful and the University would continue to make inroads into being a carbon neutral campus. The University had an Environmental Board that met throughout the year and sustainability was embedded into the Estates Strategy.

5.3 The University was proposing using the UN Sustainability Goals to inform its sustainability work and four as core goals integral to the University’s work were proposed:

* Quality education
* Decent work and economic growth
* Reduced inequalities
* Climate action.

Three stretch goals where the UN objectives could drive further work were identified as:

* Zero hunger
* Good health and well-being
* Responsible consumption and production.

The core goals were the areas where the University was already making progress and the stretch goals were aspirational.

5.4 The University Secretary confirmed the goals would form part of *Impact 2028* and an annual report on sustainability would be produced to ensure visibility.

5.5 Members reflected on the stretch goals and the Interim PVC and Dean of the London Geller College of Hospitality and Tourism informed members that the College had been looking at supply chains and ways to reduce the amount of energy used to produce food. The College aimed to work with external organisations to highlight and encourage responsible consumption of food along with advocating good health and well-being.

5.6 Members discussed the targets in small groups and wondered whether with the number of goals was overly ambitious. It was questioned whether some of the stretch goals were within the remit of the University to control. Members wanted targets that could be controlled within the organisation which would allow targets to be embedded into *Impact 2028*. The University should pick goals and measure progress against the impact they have on staff and students and ensure that the goals were aligned to the University mission and vision.

5.7 The Board of Governors **NOTED** the presentation.

**6. External Challenges (Presentation)**

6.1 Members welcomed Ms Smitha Jamdar, Partner and Head of Education, Shakespeare Martineau whose presentation would provide an outline of current sector challenges, how the University could take advantage of the opportunities offered and the risks involved.

6.2 The impact of the pandemic forced the sector to look at alternative learning methods, but students missed out on social and value-added aspects of being physically on campus.

6.3 The government was attempting to channel students away from higher education and so the University should look at ways to work within the new parameters.

6.4 The University should focus on the needs of the students particularly mental health and welfare. The pandemic had heightened the problems students were experiencing and HEIs would need to ensure they have the resources to support students and offer a sense of belonging. Additionally, students wanted a campus free of harassment, in all forms and HEIs would need to develop and enhance current policies.

6.5 The international student market also faced uncertainty post-pandemic issues. Many HEIs were dependent on overseas students and with the fall in international student numbers this has become a concern. In addition, EU student numbers had collapsed as a result of Brexit. The Turing Scheme had replaced the Erasmus Scheme and it remained unclear how Turing would operate. HEIs would need to review where and how it recruited overseas.

6.6 The results of the REF would have implications for all HEIs. The roadmap survey identified a need for a long-term funding strategy, a clear strategic approach to research, an improved research culture, more collaboration and investment in future skills needs.

6.7 The government had established the Advanced Research and Invention Agency (ARIA) which would fund high risk, high reward research and would allow ARIA monitor research areas.

6.8 The governments levelling up agenda would present challenges for London HEIs. Inequalities existed and were getting worse but areas that were not considered ‘left behind’ had large pockets of deprivation and people in these areas would continue to feel disadvantaged. The government failed to acknowledge that deprivation existed in the south.

6.9 The government wanted HEIs to be involved in the levelling up agenda. It was suggested this could be through involvement with the local community through supporting schools, the procurement process through employing local people and local supply chain involvement, supporting public services. They could also support educational outcomes by encouraging local students to attend local HEIs and civic pride with HEIs being a part of the local community with residents having a sense of ownership of the HEI.

6.10 The government wanted a high wage, high skills economy and expected HEIs to be at the centre of empowering people. The Skills and Post-16 Bill focused on further education providers also supporting local communities but through providing practical skills. There was not much detail in the bill and the aspirations set out in the Bill appeared to be in opposition to the government’s aspirations for HEIs. The government had yet to respond to the Augar Report and had failed to mention equality, diversity and inclusion.

6.11 There had been a change in senior management at the Office for Students (OfS) and the proposed new conditions of registration would be challenging for widening participation HEIs.

6.12 There were four themes that highlighted a HEIs distinctiveness: A HEIs value to the external world, the values a HEI held, a place-based strategy which identified what made a HEI distinct and leadership ensuring that decisions made were also civic based.

6.13 Universities would need to decide whether to collaborate or continue to view other HEIs as competition, to increase partnership activity or go it alone, and to be agile and flexible. HEIs would face increased regulatory pressures and would need to earn the trust of the public. Finally, although HEIs were autonomous if they failed to be compliant then their autonomy could be compromised.

6.14 Members discussed the themes arising from the presentation and agreed that levelling up would probably lead to London being excluded from any additional funding and if London HEIs were excluded then how could they participate? Members agreed that UWL had embarked on a levelling up agenda for years and were involved with disadvantaged communities across London, but this was not recognised.

6.15 Members noted that it was difficult for HEIs to be a part of a London community and to build bridges so the community backed a local HEI. UWL reached out to the local community but the response was not always positive.

6.16 The Board of Governors **NOTED** the presentation.

**7.** **Closing thoughts from the Chair of the Board**

7.1 The Chair of the Board thanked members for their input and their attendance and closed the meeting.

**8. Date of Next Meeting**

8.1 The next meeting of the Board of Governors will be held on Tuesday, 15 March in the Directorate Boardroom

**Signed by Ms Jennifer Bernard** Date

**Chair of the Board of Governors**

**Author:** Ms Marion Lowe

**Title:** University Secretary and Chief Compliance Officer

**Date:** February 2022