

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 14 March 2012, 2.15pm

The Boardroom, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	Welcome, apologies and conflicts of interest		
2	Minutes* of the Meeting of 2 November 2011 (VC) <ul style="list-style-type: none"> • Matters Arising • Media School Charter (to note and consider) 	SEN-1112-31 SEN-1112-32	2.15
3	Report of Electronic Senate Meeting of 12 to 19 October 2011	SEN-1112-33	
	PART A – Vice-Chancellor’s Communications		2.30
4	Chair’s Update 4.1 BU Strategic Plan 2012-2018 (VC) Verbal report from the Chair. 4.2 National Student Survey (VC/ DVC-TMB) Verbal report. 4.3 Assessment Board Terms of Reference (VC/DVC-TMB) (Delegated authority sought to approve the Terms of Reference by Chair’s Action following consideration by ASC)	Verbal Report Verbal Report Verbal Report	
	PART B – Debate		2.40
5	Fair Access and Widening Participation In the light of the new BU2012-18 plan and recent changes in the HE sector, Senate members are invited to explore the current BU Fair Access agreement and to raise issues to be considered in the implementation of the agreement and in it's review.	SEN-1112-34	
	PART C – Other Reports		4.00
6	6.1 Updated Terms of Reference for the Senate Research & Enterprise Committee (PVC) (for approval). 6.2 Terms of Reference for Student Voice Committee (DVC-TMB) (for approval) 6.3 Revisions to External Examining Policy (DVC-TMB) (for approval) 6.4 Graduate School Academic Board Structure (Head of the Graduate School) (for approval)	SEN-1112-35 SEN-1112-36 SEN-1112-37 SEN-1112-38	
	PART D – Matters raised by members		
7	None		
	PART E – Routine Committee Business		4.15
8	Minutes of Standing Committees: 8.1 Research & Enterprise Committee (unconfirmed draft), 29 February 2012 8.2 Honorary Awards Task Group (joint Board/Senate)	SEN-1112-39 SEN-1112-40	

**Minutes note: confirmed non-confidential minutes that are routinely published are available on the [Governance – University Board and Senate](#) page of the portal*

	(unconfirmed), 1 March 2012. (Senate are asked to approve the recommendations for Honorary Awards 2012.)		
	8.3 Academic Standards Committee (unconfirmed), 15 February 2012	SEN-1112-41	
	School Academic Boards:		
	8.4 Business School (unconfirmed), 15 February 2012	SEN-1112-42	
	8.5 School of Design, Engineering and Computing (unconfirmed), 22 February 2012	SEN-1112-43	
	8.6 School of Health & Social Care (unconfirmed), 15 February 2012	SEN-1112-44	
	8.7 The Media School (unconfirmed), 28 February 2012	SEN-1112-45	
	8.8 The School of Tourism (Unconfirmed), 15 February 2012	SEN-1112-46	
10	Any other business Please Note: items of any other business should be notified a week in advance to the Secretary of Senate.		
11	Dates of next meeting: Electronic Senate – 9.00am 30 May 2012 to 5.00pm 6 June 2012 Senate Meeting – 2.15pm, 20 June 2012		4.25

Jenny Jenkin
Director of Student & Academic Services
Secretary
March 2012

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

SENATE

MINUTES OF A MEETING OF SENATE held on 2 NOVEMBER 2011

- Present: Prof J Vinney (**Chair**)
Mr C Allen; Ms A Allerston; Prof M Bennett; Dr C Bond; Mr J Holroyd; Mr T Horner; Mr A James; Ms J Jenkin (**Secretary**); Mrs J Mack; Prof T McIntyre-Bhatty; Mr D Newell (for items 1 to 5); Ms J Quest; Prof J Roach; Mr J Tarrant; Prof G Thomas; Dr K Vall; Dr K Wilkes.
- Observers: Prof D Osselton;
- In attendance: Ms P Hodgson (SUBU, VP Lansdowne); Mr A Ireland (for Mr Jukes); Mr G Rayment (Committee Clerk); Ms J Williams (Policy & Committees Manager).
- Apologies received: Mr J Andrews; Ms M Barron; Prof D Buhalis; Prof P Comminos; Prof T Darvill; Prof S Deutsch; Mr D Evans; Prof B Gabrys; Dr S Jeary; Ms K Jones; Mr S Jukes; Prof P Lewis; Prof R Palmer; Mr D Reeve; Prof B Richards; Prof H Schutkowski; Prof T Sheppard; Prof R Vaughan; Prof A Webster; Mr D Willey.

1. WELCOMES, APOLOGIES AND DECLARATIONS OF INTEREST

There were no declarations of interest.

2. MINUTES OF THE MEETING OF SENATE HELD ON 22 JUNE 2011

The Minutes were approved as an accurate record.

2.1 Matters Arising

- 2.1.1 Minute 8.2. The Chair thanked members for their comments on the paper on the review of the Graduate School which had been made available following the discussion at the June meeting. The formal re-launch of the Graduate School with its widened remit was scheduled to take place in January under the leadership of Prof Zhang (appointment commencing 17 January). The importance of ensuring that the changes were effectively communicated to students was recognised and would be taken into account as part of the plans for the re-launch.

3. REPORT OF ELECTRONIC SENATE MEETING OF 12 TO 19 OCTOBER 2011

- 3.1 The report was noted and the Chair drew members' attention to the responses given to matters raised by elected members. Two of the matters raised had been referred to the live meeting for further discussion (see Item 8 below).
- 3.2 Ms Quest raised concerns regarding on-going IT issues affecting both staff and students. These included failures of the H:/drive, the unavailability of out-of-hours IT support and slow PC response times (for example, it sometimes took up to 20 minutes to log-off of one account and onto another when using the equipment in lecture theatres). She welcomed the efforts being made to improve the service and the fact that the EIS Platform Development Manager had personally visited lectures in order to apologise to students. Nevertheless, the issues were having a negative effect on the

overall student experience and should be addressed as a matter of priority. The Chair informed Senate that the University Leadership Team (ULT) had debated the issues and received assurances from the Director of Estates and Information Services (EIS) that every possible effort was being made to resolve them. Members discussed the need for effective contingency plans and suggested that, if staff were made fully aware of potential problems in a timely manner, they would be able to ensure that they had alternative arrangements in place. For example, they could ensure that their presentations were available on a memory stick to avoid the need to log-on to the network in lectures.

- 3.3 The Chair drew members' attention to the revised Terms of Reference for the Academic Standards Committee (ASC) and Education and Student Experience Committee (ESEC). He explained that, following feedback from members, the requirement that the Deputy Chair of these committees be drawn from the Senate membership had been replaced with a requirement that the relevant Chairs appoint the Deputy Chairs from amongst the committee membership.
- 3.4 Some members expressed dissatisfaction with the electronic senate process, citing the extra time required to navigate and use the on-line papers compared with the traditional distribution of printed papers. The Chair acknowledged this and recommended that members set time aside in their diaries, as they would for an 'in-person' meeting, in order to read and comment on the on-line papers. It was agreed to look again at the electronic senate process and whether any further improvements could be made to ease accessibility and make the process less time-consuming.

ACTION: Review the electronic Senate process as above.

ACTION BY: Secretary (Ms Jenkin)

4. OFFA UPDATE

- 4.1 Ms Jenkin provided a brief verbal update on progress in implementing the fair access agreement. £150,000 was available towards scholarships (equating to approximately 330 bursaries). Outreach activity was continuing, with some Aim Higher staff being retained to support this work. Roll-out was expected from September 2012. £3million had been committed by 2017 (increasing as fees income increases).

5. CHAIR'S UPDATE

5.1 Vision and Values: Update on Strategic Planning

- 5.1.1 The Chair explained that, following the internal launch of the new Vision and Values, the external launch was expected to take place in late November (date to be confirmed). Work was now progressing on identifying the key strategic headlines to be implemented by 2018, including planning for cross-cutting areas such as Finance. Consultation with staff and students (including Senate) on the strategies would take place in December/January following consideration by the University Board. Members agreed that the Vision and Values and its underlying strategies would need to be effectively embedded across all of the University's activities and that this would require effective communication. The development of the microsite was welcomed, but it was suggested that this should not be relied upon as the sole means of communicating the key messages, particularly to students. The Chair acknowledged these points and explained that Marketing & Communications staff were considering these issues and developing a communications plan.

5.2 Common Academic Structure (CAS)

- 5.2.1 Prof McIntyre-Bhatty thanked members for their input into the debate on the CAS at the previous meeting. Proposals had subsequently been submitted to the ULT for approval

and a Steering Group established to take forward their implementation. This would look at three specific areas, broadly defined as the calendar, the structure and communication. Deans and champions from each School would be closely involved in taking this work forward. The SUBU President emphasised that the introduction of the CAS must not be allowed to have a negative effect on the student experience and the rationale behind the changes should be clear and evidence-based. Prof Thomas suggested that a succinct statement be prepared which would clearly communicate the benefits of moving towards a CAS to help communicate these points to staff and students. Prof McIntyre-Bhatty confirmed that there was a strong case for introducing the CAS and that a pragmatic approach to implementation would be taken, with Schools themselves deciding what work needed to be undertaken and the timing of any changes. He also confirmed that the proposals included scope to continue with a 'long thin' structure for some units if there was a pedagogical reason for doing so. Further updates would be given to Senate as work progressed.

5.3 **Student Numbers 2011/12, Recruitment and 2012/13 Planning**

5.3.1 Prof McIntyre-Bhatty explained that student recruitment had been good for 2010/11 and provided a solid base for future changes within the sector. Students achieving AAB+ grades would be deregulated (removed from the student number controls) from 2012/13. Early indications suggested that the University was competitive in this market. In addition, controlled student numbers would be reduced by 8% in 2012/13 (with the expectation that further reductions would follow in subsequent years). The reduction in controlled student numbers would be used to create a pool of 20,000 which all institutions could bid for. If this pool was under-subscribed, any remaining student numbers would be returned to Universities on a pro-rata basis. It was also possible that, in future years, the AAB+ deregulated threshold may be reduced (for example, to BBB+). There was no current evidence that the deregulation of student numbers posed a threat to the University, unless our recruitment profile were to change dramatically. Schools were broadly expected to recruit to 2011/12 levels for the coming year.

5.4 **National Student Survey (NSS)**

5.4.1 Prof McIntyre-Bhatty updated Senate on the response to the recent NSS results. The University Executive Team (UET) had met with senior managers of all Schools and Professional Services to discuss in detail their plans for making gains in terms of service standards. Key measures had also been included in the corporate 100 day plan and progress in implementing this was being closely monitored. The Student Voice Committee (formerly Student Voice Steering Group) were considering how the Student Experience Survey would be taken forward and SUBU were working with students to gather information on their perceptions of 'Organisation and Management' (where the University had received low NSS scores). Members noted how operational problems, such as those recently experienced with IT systems, should not be underestimated in terms of the negative impact they had on student experience.

6. **THE BU PROMISE**

6.1 Ms Jenkin presented proposals for the development of the 'BU Promise' (working title). The proposals had arisen in response to government initiatives to ensure that clear information was provided to students and prospective students. A government working group had made recommendations to the sector for the development of student charters. The University had subsequently considered how this recommendation could be implemented in a way which delivered real benefits to both students and the organisation whilst avoiding the risk that it become a simple 'box checking' exercise. The BU Promise was designed to provide a statement of commitment by BU and SUBU to students and engage students in playing their part. Some of the promises reflected current policy and practice, whereas others were new. The BU Promise would be disseminated through an interactive website, and would be a joint endeavour with SUBU. She invited members to comment on the proposals.

6.2 Mr Horner and Ms Hodgson presented the views of SUBU. There had been wide

support for the concept which was seen as a good way of setting expectations. They felt that an element of personalisation was required to make the 'Promise' relevant to all students and to show that they were seen as individuals by the University. They informed members of their own 'Pride in BU' campaign and how this linked to the 'Promise' in terms of building a shared sense of community. They considered ways in which the 'Promise' could be maintained as a living and relevant concept. This might be achieved through the inclusion of the 'Promise' in the induction process, communication through the interactive website, plus SUBU's role in helping students to understand the expectations. In terms of possible reservations, it was noted that there was a risk that it could be perceived as patronising; it must be applicable equally to all types of students (including, for example, mature and part-time students); and it must be deliverable. Feedback also suggested that the use of the term 'Promise' should be reconsidered. 'Promise' could be perceived as being a 'one-way' agreement and also something which could be too easily broken.

- 6.3 Ms Quest shared the reservations about the term 'Promise' and also emphasised that private sector examples of customer charters were not directly applicable to the higher education environment which was not based around one-way transactions. She also stressed the need to build trust and commitment in order to build ongoing relationships. It was important too that the University did not over-promise and then fail to deliver. Dr Bond similarly expressed concerns about the potential commoditisation of higher education. Some elements of the proposed 'Promise' could work well for some elements of service delivery (for example, Library services) but a different approach was needed for academic relationships.
- 6.4 Members discussed alternatives to the title of 'BU Promise'. Suggestions include 'BU experience', 'B Us', 'BU Ethos', 'BU Deal', and 'BU Journey'. Members broadly agreed the need to emphasise that the Promise was a two-way commitment. It was important to develop a sense of the University as a community. Members discussed whether students tended to identify themselves with their particular School rather than with the University as a whole. It was suggested that the 'Promise' needed to apply at all levels within the organisation, from individual programmes through to Schools and the wider University.
- 6.5 Prof Bennett suggested that, whilst accepting the need for the 'Promise', the proposed document was too long and repetitious. He suggested that it should, instead, emphasise the partnership aspects of the University/student relationship by presenting the elements of the Promise as a series of couplets – each presenting the respective commitments/expectations of the organisation and the student. Members broadly supported this suggestion and agreed that it was important to keep the document concise, simple and achievable. Others suggested that, if the document was over-simplified there was a risk that it could become too broad and insufficiently specific to be meaningful. It was also felt that further consideration needed to be given as to how the 'Promise' was positioned – whether it was for a largely internal audiences and, if so, how the messages would be communicated to external audiences. It was also noted that some work was already taking place within Schools on student engagement which needed to be included in the consideration of the 'Promise'.
- 6.6 In Summary, the Chair said that, whatever shape the 'Promise' ultimately took, it had to be rooted firmly in the Vision and Values. Work would progress on developing the 'Promise' with a view to implementing it before Christmas. Members were invited to submit any further comments or ideas directly to Ms Jenkin.

7. OTHER REPORTS

- 7.1 There were no other reports to present to Senate.

8. ISSUES RAISED BY ELECTED MEMBERS

On-line assignment handling.

- 8.1 The Chair explained that the Health & Safety concerns raised through the electronic Senate would be referred to the Health & Safety Steering Group for further consideration. There had been some confusion among staff as to whether on-line assignment handling was to become mandatory. Ms Jenkin explained that it was not mandatory or appropriate for all courses. However, a pilot had been undertaken to explore what options might exist for the on-line submission of assignments, marking and providing feedback. Support was now being offered to support those who wished to implement all or some of these elements. It was suggested that some staff believed that on-line assignment handling was being imposed on all staff in the School of Design, Engineering and Computing but Prof Roach firmly denied that this was the case. Others noted that student feedback showed that they preferred to receive typed feedback and that moves towards this should be embraced. Members discussed the use of mobile technology and whether this was consistently available to all staff. The Chair confirmed that mobile technology was taken into account in the ongoing implementation of the IT Strategy.

Student Entry Criteria

- 8.2 A question had been raised regarding student entry criteria in response to anecdotal evidence in respect of a student being accepted into one School with grades CCD, who had subsequently requested to transfer to a different School with higher entry requirements. Prof McIntyre-Bhatty explained that the average entry points in clearing were almost equivalent to those pre-clearing and that, overall, there were higher tariff entry points than ever before. Members did point out, however, that it was frustrating to have to reject some students only to subsequently accept others with lower grades through clearing. The Chair agreed and said that this was a symptom of student number controls of which ULT were very mindful.

9. MINUTES OF STANDING COMMITTEES

9.1 Research & Enterprise Committee, 19th October 2011 (unconfirmed)

The minutes were noted.

9.2 Academic Standards Committee, 21 September 2011

The minutes were noted.

9.3 Academic Standards Committee, 19 October 2011 (extract) (unconfirmed)

Senate noted the extract of the minutes and approved:

The amended Undergraduate and Postgraduate Admissions Regulations and the Admissions (Taught Programmes) Policy and Procedures;

Proposed changes to the maximum credit limits for postgraduate awards, namely that APCL applications be increased to two thirds of the credits for the award for which the student is registered and APEL applications be increased to one third of the credit for the award for which a student is registered;

The addition of MEng to the list of awards offered by the University.

9.4 School of Tourism, School Academic Board, 5 October 2011

The minutes were noted.

10. ANY OTHER BUSINESS

- 10.1 The Chair thanked the outgoing Professoriate Observers and welcomed Prof Kretschmer and Prof Rosser to the membership. He also welcomed the new Policy & Committees Manager, Jo Williams.

DATE OF NEXT MEETING:

Electronic Senate – 9.00am, 22 February 2012 to 5.00pm, 29 February 2012
Live meeting – 2.15pm, 14 March 2012 (Boardroom)

Committee Clerk
November 2011

SEN-1112-Minutes 2 November 2011

Committee Name	Senate
Meeting Date	14 th March 2012
Paper Title	Media School Charter
Paper Number	SEN-1112-32
Paper Author/Contact	Dr Richard Scullion
Purpose & Summary	Following on from the Senate's previous discussion of the 'BU Promise', the attached Media School Charter (approved by the Media School Academic Board) is presented as an example of good practice for consideration and possible adoption in other Schools.
Decision Required	To note and consider .
Strategic Links	Student Experience and Pedagogic excellence
Implications, impacts or risks	Clearly there are inherent resource implications in a document that outlines what students can expect from us. The Media School in adopting this Charter recognise that we can use it to inform resource planning. It speaks to equality & diversity by overtly recognising the responsibilities of all staff and students to be respectful of each other and the contributions made by others. Finally there are implications for Media School marketing activity given our intension to develop a communication strategy to help imbed this Charter.
Confidentiality	No restrictions

Working together with my tutors and the school....

I make the following commitments to:

Make the most of the opportunities provided by the school and tutors as a responsible, independent learner;

Bring a sense of curiosity, creativity and enthusiasm to the learning environment;

Respect those with whom I work, my fellow students, tutors and student support, being fair, honest and courteous;

Prepare for and attend seminars and lectures and to be an active participant within the learning community;

Pay attention to the contributions of other students and seek to learn from these;

Engage with a range of different approaches to learning and assessment.

My expectations are that:

Staff want me to succeed and will work to help me to achieve the most out of my degree;

I can get advice from tutors in a tutorial or within email communication and staff will be approachable and constructive in their responses to my questions;

My fellow students, tutors and student support will interact with me with courtesy and respect;

My work will be assessed fairly and attentively and the feedback I receive will help me to understand what I did well and how to improve my work in the future;

I will be provided with the resources and environment required for my learning and future employability;

Tutors will be well organised in helping to create an engaging, stimulating learning environment in which I will play my full part.

BOURNEMOUTH UNIVERSITY

ELECTRONIC SENATE

**REPORT OF A MEETING OF ELECTRONIC SENATE held on
24 February (9AM) TO 1 March 2012 (5PM)**

STATEMENT ON QUORUM

The meeting was not quite quorate. 15 members confirmed their attendance – 4 of these off-line - and the quorum required is 17 members. The Electronic Senate Guidance states that, if a meeting is not quorate “... *the Vice-Chancellor will consider the comments submitted and make a decision on how to progress items*”.

Chair’s Decision

No further action required on this occasion, but all members are reminded of the need to ensure that they engage with the electronic senate process and indicate that they have read the papers by adding the comment ‘confirmed’.

ITEMS FOR NOTING

1. TERMS OF REFERENCE FOR SCHOOL ACADEMIC BOARDS AND SCHOOL ACADEMIC STANDARDS COMMITTEE – CHAIR’S ACTION (SEN-1112-22)

Purpose of the paper: To advise Senate of the new terms of reference for the School Academic Boards and School Academic Standards Committee.

Decision required: Senate was asked to **note** the Chair's action.

It was commented that “*At a recent SAB the student representative reports were presented as ‘for noting’. SUBU does not feel that this is an appropriate way for these reports to be considered and is not in accord with Item 10 in the terms of reference, ‘to consider and act upon student representative reports and Students’ Union synoptic reports’*”.

Chair’s Decision

Agreed, Deans will be asked to ensure that in future student representative reports are considered appropriately in accordance with the SAB terms of reference.

2. TERMS OF REFERENCE FOR THE PROPOSED BU RESEARCH ETHICS REVIEW (SEN-1112-23)

Purpose of the paper: To seek advise Senate of the Terms of Reference for the proposed review of the University’s Research Ethics governance and processes.

Decision required: Senate was asked to **note** the paper and **approve** the Terms of Reference.

Item noted and Terms of Reference approved, no further action.

MATTERS RAISED BY MEMBERS

3. ONLINE ASSESSMENT HANDLING (SEN-1112-24)

Raised by: the School Academic Staff Representative, The Media School

Description of the matter: *"With the aim of assisting with the development of online assessment handling to make it seamless and easy for both staff and students to use, we would like to raise the following issue. It involves using a "centering" or "normalising" of grades approach where the overall marks are marked out of 90 rather than 100. What is the logic for this and why has this been adopted as acceptable practice? Unfortunately we have found it to be misleading and it artificially inflates the grade. This has been made worse as some assignments had a mark out of 100 as well given on the same piece of work.*

What wasn't helpful was that in one instance the grades were released to students early and we're unsure as to the reason why. They had sight of two grades - one out of 90, one out of 100. This caused all sorts of issues and had a detrimental effect on both the staff and student experience. What action can be taken to ensure that on line marks can be kept secure?

Finally we would add that we really appreciate the efforts that SAS staff go to when problems arise but it would be great if we can anticipate and solve such problems in advance"

A response from the Director of Student and Academic Services, including a contribution from the Learning and Library Support Service, was given with the paper. The Media School Academic Staff Representative subsequently added an update following additional discussion at the Media School Academic Board.

Chair's Decision

To note the comments and the response given.

MINUTES OF STANDING COMMITTEES

Decision required: Senate was asked to **note** the minutes. There were **no** 'Recommendations for Approval'.

4. UNIVERSITY RESEARCH ETHICS COMMITTEE – 8 FEBRUARY 2012 (SEN-1112-25)

Chair's Decision

Item noted, no further action.

5. ACADEMIC STANDARDS COMMITTEE – 7 DECEMBER 2011 –(SEN-1112-26)

Chair's Decision

Item noted, no further action.

6. EDUCATION AND STUDENT EXPERIENCE COMMITTEE – 16 NOVEMBER 2011 (SEN-1112-27)

Comment: *The SUBU President was disappointed to find that his report was 'for noting' only and made representations to the Chair accordingly.*

Chair's Decision

Comment noted and the Chair of the Committee provided a response at the meeting. No further action required by Senate.

7. EDUCATION AND STUDENT EXPERIENCE COMMITTEE – 18 JANUARY 2012 (SEN-1112-28)

Chair's Decision

Item noted, no further action.

8. **SCHOOL ACADEMIC BOARD: MEDIA SCHOOL – 19 OCTOBER 2011 (SEN-1112-29)**

Comment: It is good to note that the VP Education is involved in as many SABs as possible. However SABs so early in the academic year inevitably miss out on any rich detail to be provided from student representatives ,who at this stage in the year were barely in place and (as the minutes observe) not trained yet.

When one considers that student presence in any Summer term SAB is often hit and miss due to the examination season and lack of much formal teaching in that term then if we are not careful there is only one SAB at which the student voice can be effectively heard.

SUBU would recommend that SABs are not held until at the earliest the second week in November, this would further enhance the feedback necessary to evaluate the induction period which is considered critical for student retention. Otherwise, these initial student impressions will be lost and/or overwhelmed if the first time they are heard is February.

Chair's Decision

Deans are asked to take this into account when scheduling future SAB meetings.

DATE OF NEXT MEETING

Next in-person meeting: 14 March 2012 at 2.15pm

**BOURNEMOUTH UNIVERSITY
SENATE****FAIR ACCESS & WIDENING PARTICIPATION****1. BU ACCESS AGREEMENT**

The University's commitment to widening participation (WP) is already embedded within the BU2018 vision as a cross-cutting theme. At the heart of the new vision is the unique BU student experience – rooted in the establishment of communities within and without the campus, an extended student journey and the embedding of the student voice before, during and after the period of study at BU. This strategy underpins and informs our approach to Fair Access.

Our emerging new vision for the period beyond 2012 will seek to build on progress made to date in strengthening access for non-traditional students who have the potential to succeed in Higher Education and in significantly enhancing their career opportunities. It also allows us to extend our ambitions into exciting new areas of engagement and to embed activities to support these ambitions even more robustly within the fabric of the University.

The key new ambitions are as follows:

- To deliver an outreach programme which maintains the most effective elements of the Aimhigher programme, but is fully integrated within the University's Schools and Colleges Liaison function.
- To extend the outreach programme into new territories including: collaborations beyond the Aimhigher geographical region; an enhanced focus on specific target groups (e.g. Care Leavers); the provision of impartial HE guidance to those students in target schools who would benefit from this; and extensive use of our own BU students as ambassadors and mentors.
- To deliver an integrative and innovative BU coaching programme to support retention and success, which is embedded within the BU student experience strategy and based on the findings of existing work on student motivation and retention.
- To offer a highly targeted, simple, transparent and clearly communicated programme of financial support, based solely on need.

2. PROGRESS TO DATE**2.1 Outreach**

98 activities have already been run out of a planned 200, covering c. 3,000 young people, running well to reach the target of 7,000 beneficiaries. Around 10,000 pupils have expressed an interest to engage in BU's activities.

From 2012/13 the University will be offering 2 very prestigious bursaries from the Helena Kennedy Foundation, which support students from very poor backgrounds into HE (<http://www.hkf.org.uk>)

Work is progressing to link and follow through the outreach activity with the work of the Schools Liaison Team.

2.2 Admissions

Schools will be offering contextual offers to WP students, i.e. those from a low participation neighbourhood. A lower offer (up to 20 points lower) can be issued to applicants who show the potential to achieve but whose predicted grades may be lower.

2.3 Student Financial Support

Information on the student financial support for 2012 entry is on the website and financial workshops have been arranged for Open Days. Feedback from M&C on Open Days and from queries asked to the askBU Future team show that students' questions focused more on entry requirements and offers than on fees and financial support.

Applicants will be able to apply as soon as they accept our conditional or unconditional offer, i.e. when they become CF or UF. We provide a tool on our website for applicants to check whether they live in a lower participation neighbourhood, which is part of the eligibility criteria.

Details about the BU Bursaries being offered for 2012 entry, as per our Access Agreement are in Appendix A.

2.4 Retention

The University is developing an integrative programme which draws together current retention activity at BU and which extends the range of activities in light of the evidence gleaned from Here! and the BU student experience work regarding student motivation and retention. This evidence does not single out 'fair access' students but our default assumption is that the findings will apply to all students to varying degrees. This will be evaluated at the end of the pilot running during this academic year, 2011/12.

The scheme has been renamed Grow@BU, is running in 3 Schools, AppSci, BS and HSC and involves 300 level C students, the largest group from the Accounting & Finance Framework.

The programme is about changing the way the normal activity is delivered, introducing coaching behaviours and integrating them in day to day activity. In addition, students in the pilot have been introduced to Mahara, and e-portfolio tool that will facilitate the recording of the activities they are involved in, with a view that they will continue to use it throughout their course, being specially important when as a tool to use in placement, but also to log extra-curricular activities, potentially culminating in obtaining the BU Development Award.

The success of the programme depends on the engagement of staff and students, so communication and support is key throughout.

APPENDIX A

EXPENDITURE ON STUDENT FINANCIAL SUPPORT

1. Number of Scholarships available to BU students

Type	No. for 12/13 entrants	No. for 13/14 entrants	No. for 14/15 entrants	No. for 15/16 entrants
NSP	183	366	549	549
BU Bursaries	150	150	150	150
TOTAL	333	516	699	699

The University is committed to matching the Government's National Scholarship Funding (NSP); and as the allocation of NSPs increases, so will the University's match funding. In order to best support students in receipt of a national scholarship, the match funding element will be delivered throughout their time at the University, by means of a cohort model.

For a student, this means the NSP funding will follow them through their studies. They will receive £3,000 Government NSP allocation in their first year (Level C), £1,500 BU match funding in Level I and £1,500 BU match funding in Level H (no payments in the placement year).

For the University, this means students are supported financially throughout their studies, better supporting retention and success.

The University will ring fence the funding for each cohort. 2012/13 entrants' match funding will be paid in 2013/14 and 2014/15 (or 2015/16 if the student has gone on placement). 2013/14 entrants', match funding will be paid in 2014/15 and 2015/16 (or 2016/17 if the student has gone on placement), and so on. **Full match funding will be reached in 2017/18** (see table 2.5).

2. How Students will be supported

As highlighted, our financial support package will be targeted at students from LPN and care leavers in the first instance.

2.1 Foundation Degrees

	Level C
Cash	£1000
Accommodation	£2000

2.2 First Degree

	Level C	Level I	Level H
Cash	£400	£300	£300
Accommodation/Fee Waiver ²	£2000	£1000	£1000
Vouchers ³	£600	£200	£200
TOTAL	£3000	£1500	£1500

2.3 Care Leaver Bursary (for Foundation Degrees & First Degrees) ¹

	Level C	Level I	Level H
Cash	£900	£300	£300
Accommodation/Fee Waiver ²	£4,500	£4,500	£4,500
Vouchers ³	£600	£200	£200
TOTAL	£6,000	£5,000	£5,000

¹ Care Leavers

In addition to the above measures, the University will guarantee year-round accommodation for care leavers for the duration of their programme. For the first year, the University will provide accommodation in University halls of residence free of charge and then guarantee accommodation in University-managed housing for subsequent years. For students at Partner Colleges, where accommodation is not managed by the University, the University will contribute to the cost of accommodation with a bursary for that purpose.

² Flexibility

Eligible students are able to select which type of bursary best meets their circumstances in their first year, accommodation discount or fee waiver.

Full details on the eligibility criteria for the student support packages will be found on the University's website with information on how to apply.

³ Vouchers

As with the accommodation discount or fee waiver, students will also have a menu of options to choose from for vouchers, depending on their circumstances. This will include, but is not limited to, book vouchers, travel/rail card vouchers for trips home, and child care vouchers.

Key

Level C	Certificate Level (first year of programme)
Level I	Intermediate Level (second year of programme)
Level P	Placement Level (if applicable to the programme – not included here as bursary/NSP payments are not made during the placement year)
Level H	Honours Level (third year of programme)

APPENDIX B

REFERENCES FOR MORE INFORMATION

1. **BU Access Agreement**
[BU Access Agreement 2012-13](#)
2. **Office of Fair Access (OFFA):** independent public body that helps safeguard and promote fair access to higher education
www.offa.org.uk
3. **Action of Access:** national provider of coordination and support for widening participation and access to higher education in the UK.
www.actiononaccess.org



Bournemouth University

**Fair Access Agreement
2012 – 2013**

June 2011

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Bournemouth University

Fair Access Agreement 2012 – 2013

Bournemouth University (BU) has a strong track record of success in attracting applicants and students from under-represented groups. Our long standing relationships with regional schools and FE colleges have been a vital element of our widening participation strategy to date.

The introduction of graduate contributions and the associated Fair Access developments are timely. We have a new Vice-Chancellor and we are in the process of refreshing our strategic vision, informed by extensive dialogue with key stakeholders including students and staff.

At the heart of the new vision is the unique BU student experience – rooted in the establishment of communities within and without the campus, an extended student journey and the embedding of the student voice before, during and after the period of study at BU. This strategy underpins and informs our approach to Fair Access.

The University's commitment to widening participation (WP) is already embedded within the existing vision, values, targets and milestones outlined in our Corporate Plan (2006-2012), our Strategic Plan (2007-2012) and our WP Strategy and WP Strategic Assessment (2009-2012).

Our emerging new vision for the period beyond 2012 will seek to build on progress made to date in strengthening access for non-traditional students who have the potential to succeed in Higher Education and in significantly enhancing their career opportunities. It also allows us to extend our ambitions into exciting new areas of engagement and to embed activities to support these ambitions even more robustly within the fabric of the University.

The key new ambitions are as follows:

- To deliver an outreach programme which maintains the most effective elements of the Aimhigher programme, but is fully integrated within the University's Schools and Colleges Liaison function.
- To extend the outreach programme into new territories including: collaborations beyond the Aimhigher geographical region; an enhanced focus on specific target groups (e.g. Care Leavers); the provision of impartial HE guidance to those students in target schools who would benefit from this; and extensive use of our own BU students as ambassadors and mentors.
- To deliver an integrative and innovative BU coaching programme to support retention and success, which is embedded within the BU student experience strategy and based on the findings of existing work on student motivation and retention.
- To offer a highly targeted, simple, transparent and clearly communicated programme of financial support, based solely on need.

The process by which BU has arrived at the priorities set out in this Fair Access Agreement included active engagement with the Students' Union, the University Leadership Team, the University Executive Team and the University Board.

1. Scope of this Agreement

This Access Agreement is for UK and non-UK EU students, commencing 2012 in full time undergraduate courses which are subject to regulated undergraduate fees. NHS funded courses are, therefore, not part of this agreement.

Part-time students are not currently covered by this agreement. The University is awaiting new government regulations on part time students before providing details.

2. Fees

The University charges three fee levels for full time undergraduate students, as indicated in the table below. This also applies to Bournemouth University programmes delivered through the University's partner colleges (listed in Appendix 1).

Degree Programme	Tuition fees for new entrants 2012-13	Estimated number of entrants 2012-13	Placement Year Fee	Annual inflationary increases
Honours Degree Premium Fee	£9,000	350	£675	Y
Honours Degree Standard Fee	£8,200	2,520	£675	Y
Foundation Degree Premium Fee	£8,200	30	n/a	Y
Foundation Degree Standard Fee	£6,000	630	n/a	Y

- Honours Degree Premium Fee: This is the annual fee to be charged for those undergraduate Honours programmes where their premium standing is for reasons of reputation, cost of delivery, and competitive quality as represented by entry tariff points.
- Honours Degree Standard Fee: This is the annual fee to be charged for the majority of BU's undergraduate programmes.
- Foundation Degree Premium Fee: This is the annual fee to be charged for those foundation degree programmes where their premium standing is for reasons of reputation, cost of delivery, and competitive quality as represented by entry tariff points.
- Foundation Degree Standard Fee: This is the annual fee to be charged for BU foundation degrees which are predominantly delivered through regional Further Education colleges who are partners of BU.

Fees for post-2012 entrants will be reviewed and decided on an annual basis and set within the relevant government policies in place at the time.

3. Assessing Our Access and Retention Record

3.1 Access

The University's commitment to WP is set out in the Strategic Plan 2007-2012, which identifies a number of objectives to be achieved during the period of the plan. Of these original objectives, the majority have been successfully achieved, some remain current and these set out the University's areas of strategic focus for the period 2012-13.

Data on the University's performance to date can be found in Appendix 2. On the national stage, Bournemouth University is performing well in recruiting students from State Schools (with 5.1% more students from State Schools than the national average, HESA, 2009-10) and students with a disability (3.7% higher than the national average, HESA, 2009-10). Students from under represented socio-economic groups (NS-SEC 4-7) are recruited at just below the national average (1.5% less, HESA, 2009-10) and students from low participation neighbourhoods (LPNs) at 2.4% lower than the national average (and 1.4% from regionally adjusted benchmark, HESA, 2009-10).

The University is committed to increasing numbers of students from these disadvantaged groups, but will particularly focus efforts on students from low participation neighbourhoods (LPNs).

3.2 Retention

When looking at national statistics, again the University is performing well in terms of retention. HESA statistics show our retention rate is almost 1% better than the national average (6.5% compared to 5.9%, HESA, 2008-09).

Bournemouth University's own statistics do not include students who leave the University and enrol at another HEI (as HESA data does). However, they do provide an insight into trends. Since 2007/08, the average rate of students leaving BU without completing their studies is 8.8%.

Over the same period, the rate of students leaving BU from our target groups is higher than for the University as a whole and it has remained at similar levels over the three years considered. For LPN the average is 11.5%; and for students from NS-SEC 4-7 the average is 10.1%

However, students with a disability, who benefit from an increased level of support whilst on campus, have a higher retention rate than the rest of the study body; the average proportion of disabled students leaving the University over three years is 7.3%.

The retention targets will require a step change, but will take into account the success of interventions undertaken with students with disabilities.

4. Access Measures

Bournemouth University's Widening Participation Strategy already acknowledges the importance of having a multiple approach and a range of access measures targeted to the different key aspects of the student journey:

- i. **raising aspirations** and achievement,
- ii. **financial support** and
- iii. pro-active support to meet student needs increasing **successful student completions** and students' personal development

From 2012 the University will commit new funding to raising aspirations and achievement, allowing the successful activities from Aimhigher to continue, costed at £618,000 in 2012/13.

The University will continue to deliver direct financial support for students from under-represented groups in line with the University's widening participation strategy. This includes the University's match funding for the National Scholarship Programme plus our own bursaries and scholarships, to a value of over three quarters of a million pounds in 2012/13, rising to over £2.5m in 2015/16, and over £3m in 2017/18.

The new BU Coaching scheme, to aid student retention and success, will have a £300,000 investment in year 1 (2012-13), rising to £700,000 in year 4 (2015-16).

Full details on expenditure can be found in Appendix 4.

4.1 Outreach

The University shares the view that early interventions to raise aspirations are key to widening participation. Research studies show evidence that where interventions are solely at immediate pre-University level, this will have minimal impact in widening participation as the disengagement of those students will have already happened.

The University has selected three main groups for significant outreach interventions:

- a. Students from under-represented groups will see an increase in activity. We will target students from **Low Participation Neighbourhoods (LPN)**. One factor in this decision is that proxy data to facilitate targeting are readily available. However, we predict that targeting students from LPNs will have a flow on effect of increasing participation from students from low socio economic backgrounds (NS-SEC 4-7). The University will investigate the possibility of using the Pupil Premium data once this has been rolled out to schools, as a further way of targeting schools from socio-economic backgrounds.
- b. **Care Leavers** will be a focus for 2012-13 as we build on preparatory work already undertaken and developed further in the 2011-12 period. A specific objective will be to secure the Buttle Trust Quality Mark for Care Leavers during 2014/15.
- c. Students with a **disability** will remain in focus.

The University will not make this list exclusive, and will continue to work with other under-represented groups. For example, The Media School has partnered with the Brit School for Performing Arts & Technology in Croydon, to develop a foundation degree. The location of the Brit School allows the University to work with students from ethnic minorities who would not normally apply to university.

The University will continue to work towards the Strategic Objectives set out in our Widening Participation Strategic Assessment:

- a. Achieve two of our three national benchmark targets for widening participation.
- b. Continue to offer a range of progression opportunities into and through Higher Education including the award of Foundation Degrees.
- c. Maintain effective relationships within the region, collaborating with others in the post Aimhigher era. During 2011/12 the University will build an appropriate collaborative model with a view for implementation in 2012/13.

- d. Implement new management structures within the University's Academic Schools to ensure effective widening participation strategies are integrated into their work.
- e. Strengthen the central coordination of our widening participation activities.

4.1.1 Outreach Activities

The University will continue to run a number of the most successful Aimhigher interventions and will retain relevant core staff during the interim year 2011-12 and beyond. We also recognise the critical role that both placement students and student ambassadors have had (as part of the Aimhigher programme) in raising the aspirations of under-represented students and helping to demystify HE. We are keen to continue to use our own BU students to this end.

We will continue to target schools and colleges identified during the Aimhigher period and will explore how to expand this outreach to schools outside the Aimhigher geographical area, including at national level. In addition, our close links with local Academies in LPN areas – notably St Aldhelm's and Oakmead – will be developed further. We are currently leading a small research project designed to learn about future students aspirations for their higher education and have conducted recorded interviews with children from a range of schools to elicit the 'applicant voice'. This has informed our plans for fair access and our wider student experience activities and will be developed into a local 'children's commission' for the ongoing engagement of BU with schools in our locale. The recorded material will be used in an internal awareness raising and staff development programme.

The activities which are proposed to be funded are Summer Schools, Mentoring, Campus visits, Taster Days, Master Classes, Information and Guidance sessions, Staff Development, supporting Looked After Children (LAC) Virtual Schools, and students with a disability.

All of the above events for pre-16 learners have been proven to raise aspirations amongst the target groups. Evidence is available from local Aimhigher Area evaluations and widely acknowledged by national research.

Post-16 support for learners will be offered through specific guidance in helping students make appropriate applications to HE. BU will fund a peripatetic impartial HE guidance role for target schools.

By 2012/13 we intend to have in place Compact Agreements with relevant target schools and colleges. We will build these agreements during 2011/12. In time, these are likely to extend to our target institutions' feeder schools at Primary level. In this context, we recognise that parents, carers and guardians are important influencers and will endeavour to reach more parents via Primary-level feeder schools over the next few years.

4.1.2 Estimated number/reach of activity

The University plans to fund the following outreach activities:

- 200 outreach interventions in 2012-13
- Target number of beneficiaries, 7,000

Full details on the outreach activities can be found in Appendix 3.

4.2 Student Retention & Success

The University's approach to increasing student retention levels, particularly those from 'fair access' target groups is informed by two major BU projects. The first is the review of the student experience which culminated in the development of the Student Experience Strategy in 2010. The review explored the specifics of life as a BU student, and considered student feedback, staff feedback and a review of research across the sector. The strategy focuses on three core themes – student voice, student journey and student communities. Our retention strategy will touch on each of these themes.

The second major project is the Here! Project, a partnership of Bournemouth University with Nottingham Trent University and the University of Bradford. Here! is funded jointly through HEFCE and the Paul Hamlyn Foundation and is one of seven projects that are part of the What Works! Student Retention and Success Programme. It is a three year project investigating the twin cores of why some first year students have doubts, but stay, and why some first year programmes retain their first year students better than their peers. The project is important because it concentrates on retention rather than withdrawal, wellness rather than illness.

4.2.1 Retention Plan: BU Coaching Scheme

The BU Coaching scheme - to be piloted in 2011/12 – will be an integrative programme which draws together current retention activity at BU and which extends the range of activities in light of the evidence gleaned from Here! and the BU student experience work regarding student motivation and retention. This evidence does not single out 'fair access' students but our default assumption is that the findings will apply to all students to varying degrees. This will be evaluated at the end of the pilot.

Further details on expenditure can be found in Appendix 4. Details on the BU coaching programme are located in Appendix 5.

4.3 Financial Support for Students

The University policy in relation to fees, scholarships and bursaries is clear and transparent. The University is committed to offering value for money throughout the range of services provided to students.

Unless otherwise specified in the offer of a place to a student, there will be no extra charges for:

- Activities that all students on any particular programme are required to undertake to achieve their award e.g. going on field trips.
- Most specialist equipment that all students on a particular programme are required to acquire e.g. laboratory coats.

The University Fees Board, with responsibility for approving the University's fees, may also approve such other incentives, as they deem appropriate.

Financial support will be given on the basis of need.

4.3.1 Investment in the National Scholarship Programme (NSP)

The University's provisional allocation from the Government for 2012/13 is for 183 National Scholarships, rising to 549 in 2014/15.

The University is committed to matching the Government's National Scholarship Program (NSP) funding; and as the allocation of NSPs increases, so will the University's match

funding. In order to best support students in receipt of a national scholarship, the match funding element will be delivered throughout their time at the University, by means of a cohort model.

For a student, this means the NSP funding will follow them through their studies. They will receive £3,000 Government NSP allocation in their first year (Level C), £1,500 BU match funding in Level I and £1,500 BU match funding in Level H (no payments in the placement year). See Appendix 4 for more detail.

For the University, this means students are supported financially throughout their studies, better supporting retention and success.

The University will ring fence the funding for each cohort. 2012/13 entrants' match funding will be paid in 2013/14 and 2014/15 (or 2015/16 if the student has gone on placement). 2013/14 entrants', match funding will be paid in 2014/15 and 2015/16 (or 2016/17 if the student has gone on placement), and so on. Full match funding will be reached in 2017/18.

The Bournemouth University Financial Support Package will be highly targeted for new students. Details on the key eligibility criteria and value of the financial packages for 2012/13 entrants can be found in Appendix 4.

5. Targets & Milestones

The University has set ambitious targets, whilst taking into account the historical applicant pool. Our progress toward the objectives will be measured through a variety of quantitative and qualitative data, as specified in Appendix 6. As there is a lag in the publication of the HESA WP performance indicators, data from the University's systems is used for in-year monitoring.

The University has elected to concentrate on target groups which already fall into the population of the region and where most impact will be felt. However, it should be noted that BU Schools which draw applicants from a national pool have individual WP targets which include increasing applications from other under-represented students, such as those from ethnic minority groups.

A good example of this is from The Media School, where the development of an FdA Digital Media Practice in partnership with the Brit School for Performing Arts & Technology in Croydon, is aimed at students who traditionally would not apply to University. On successful completion of this programme, and subject to meeting certain criteria, students can then top up their FdA to a BA based at Bournemouth University.

Our targets cover applicants, entrants, retention and outreach and comprehensively outline our commitment to access.

6. Monitoring and Evaluation Arrangements

During 2011/12 and in preparation for 2012/13, there will be an increased profile within the University to set appropriately stretching WP targets, monitor performance and evaluate outcomes. The University has recently embarked on a review of its Committee structure; an outcome of this will be to review where the responsibility for WP Strategy

should be best placed, with a view that it is embedded throughout the work of the University. Clear responsibility for the monitoring of the WP Strategy and the progress towards the University's WP-related key performance indicators (KPIs) will be reviewed and re-defined within the new Committee structure, in addition to identifying and disseminating good practice.

Progress towards the targets will be monitored formally through an annual WP report, in addition to ongoing regular monitoring.

7. Provision of Information to Prospective Students

The University endeavours to provide clear, accurate, comprehensive and timely information to prospective and current students on the Access Agreement and any other related information as may be deemed relevant. The full range of student support available is publicised through a range of media, including the prospectus, the website (including a dedicated area for Careers Advisers and Teachers), online listings on external sites, student handbook and hard copy information leaflets. In particular, the offer letter draws applicants' attention to the University's offer of a range of bursaries and scholarships. It also provides a web link where more detailed information about what is available and how to apply, can be accessed.

The 'askBU' service was introduced in September 2007 and is the University's 'one stop' information and guidance shop for incoming and current students. All askBU advisors are able to provide information on the range of financial support available to students and the Student Financial Support Team is an integral part of the askBU service. The Students' Union Advice Service also provides advice on financial support. Regular emails are sent to prospective students to keep them informed of the latest information and the askBU service is actively engaged with social media channels (Twitter and Facebook) to answer questions.

Further face-to-face information and advice is provided at BU's five annual University-wide Undergraduate Open Days (which include a Fees and Funding presentation); Subject / Interview / Selection days; UCAS fairs and School Information visits; and a BU-hosted annual Careers Advisers and Teachers Conference.

BU's outreach programme is divided into aspiration raising and general HE experience activity for the pre-16 age group in target schools and colleges and the provision of much more tailored information, advice and guidance for the post-16s. It will include the provision of both staff development to careers advisers and teachers and targeted, impartial HE guidance for learners who have been identified as finding this helpful in making appropriate choices.

The University's fees policy clearly demonstrates our commitment to informing students up front about all the costs included in the fee for the duration of their programme and the University ensures that this information is communicated to students before the start of the programme. This communication includes information on likely annual rises in line with the Retail Price Index (RPI) (or other inflator) and the level of bursary available as well as details on the appropriate appeals processes.

The University's Fees Board sets all fees, and the criteria for the award of scholarships and bursaries, annually. This is normally 18 months in advance of them coming into effect.

Changes to policy are communicated to prospective and current students in a timely and appropriate manner.

The simplicity of BU's financial offer to students aids clarity of communication.

8. Students Covered in Previous Access Agreements

The University is committed to supporting continuing students financially through the remainder of their studies. Appendix 7 provides further details, with a forecast spend, taking into account steady state of student numbers and fees.

Appendix 1 – Partner Colleges

- Bournemouth and Poole College
- Bridgwater College
- The Brit School
- Kingston Maurward College
- Weymouth College
- Wiltshire College Salisbury
- Yeovil College

Plus the Anglo-European College of Chiropractic, an Associate College of the University.

Appendix 2 – Assessing our Access Record

Young Full-time Undergraduate Entrants (HESA PI Table 1b)

HESA Performance Indicators			BU Data	
2006-07	2007-08	2008-09	2009-10	2010-11

Low Participation Neighbourhoods

Bournemouth University	8.2%	8.6%	8.3%	8.1%	7.8%
Location adjusted benchmark	9.5%	9.6%	9.6%		
Difference from Location adjusted benchmark	-1.3%	-1.0%	-1.3%		
UK	9.4%	10.2%	10.5%		

NS-SEC 4-7

Bournemouth University	29.7%	29.2%	32.6%	29.4%	29.7%
Location adjusted benchmark	31.7%	30.8%	35.0%		
Difference from Location adjusted benchmark	-2.0%	-1.6%	-2.4%		
UK	30.3%	30.1%	33.1%		

State Schools & Colleges

Bournemouth University	94.7%	93.1%	95.2%
Location adjusted benchmark	90.7%	89.8%	91.2%
Difference from Location adjusted benchmark	4.0%	3.3%	4.0%
UK	88.3%	88.5%	89.0%

Full-time Undergraduates (HESA PI Table 7)

Students in receipt of DSA

Bournemouth University	5.2%	6.9%	7.3%	5.4%	6.7%
Benchmark	4.2%	4.4%	4.6%		
Difference from Location adjusted benchmark	1.0%	2.5%	2.7%		
UK	4.3%	4.5%	4.7%		

Young Full-time Undergraduate Applications

Academic Year of Entry	BU Data			
	2008-09	2009-10	2010-11	2011-12
Low Participation Neighbourhoods				
Applications	9.0%	9.1%	9.9%	10.7%
Enrolments	8.0%	8.1%	7.8%	
Difference (Applications - Enrolments)	1.0%	0.9%	2.1%	

Appendix 3 – Outreach

Type of Activities	Number interventions per year	Average number of attendees per year
Campus visits	30	1350
Taster Days	30	600
Master Classes	10	250
Information, Advice & Guidance	60	1500
Key influencers	40	1050
STEM activities	36	2050
Summer Schools		45
Mentoring		166
Total	206	7011

Appendix 4 - Expenditure

Expenditure 2011-12

Expenditure in preparation for 2012/13	Total Funding Committed in 2011-12(£)
1 FTE Level 6 position to develop management information and monitoring requirements	£35,000
IT Development costs	£40,000
BU Coaching Pilot, Evaluation and Set Up	£100,000
Aimhigher replacement programme	£600,000
TOTAL	£755,000

Expenditure 2012-13

1. Expenditure on new access measures

New Access Measures – 2012	Total Funding Committed in 2012-13(£)
Pre-16 Information, Advice & Guidance. Connexions Personal Advisors will cease in July 2011 and BU will fill the gap, especially from students in LPNs. Aim is to guide the learner GCSEs & Level 3 choices and options, putting learners in the position to progress to HE to meet career ambitions	£22,000
Partnerships/Compact arrangements – including Access Coordinator based in 48 schools	£96,000
Outreach programme	£500,000
TOTAL	£618,000

2. Expenditure on student financial support

2.1 Number of Scholarships available to BU students

Type	No. for 12/13 entrants	No. for 13/14 entrants	No. for 14/15 entrants	No. for 15/16 entrants
NSP	183	366	549	549
BU Bursaries	150	150	150	150
TOTAL	333	516	699	699

The University is committed to matching the Government's National Scholarship Funding (NSP); and as the allocation of NSPs increases, so will the University's match funding. In order to best support students in receipt of a national scholarship, the match funding element will be delivered throughout their time at the University, by means of a cohort model.

For a student, this means the NSP funding will follow them through their studies. They will receive £3,000 Government NSP allocation in their first year (Level C), £1,500 BU match funding in Level I and £1,500 BU match funding in Level H (no payments in the placement year).

For the University, this means students are supported financially throughout their studies, better supporting retention and success.

The University will ring fence the funding for each cohort. 2012/13 entrants' match funding will be paid in 2013/14 and 2014/15 (or 2015/16 if the student has gone on placement). 2013/14 entrants' match funding will be paid in 2014/15 and 2015/16 (or 2016/17 if the student has gone on placement), and so on. **Full match funding will be reached in 2017/18** (see table 2.5).

How Students will be supported

As highlighted, our financial support package will be targeted at students from LPN and care leavers in the first instance.

2.2 Foundation Degrees

	Level C
Cash	£1000
Accommodation	£2000

2.3 First Degree

	Level C	Level I	Level H
Cash	£400	£300	£300
Accommodation/Fee Waiver ²	£2000	£1000	£1000
Vouchers ³	£600	£200	£200
TOTAL	£3000	£1500	£1500

2.4 Care Leaver Bursary (for Foundation Degrees & First Degrees) ¹

	Level C	Level I	Level H
Cash	£900	£300	£300
Accommodation/Fee Waiver ²	£4,500	£4,500	£4,500
Vouchers ³	£600	£200	£200
TOTAL	£6,000	£5,000	£5,000

¹ Care Leavers

In addition to the above measures, the University will guarantee year-round accommodation for care leavers for the duration of their programme. For the first year, the University will provide accommodation in University halls of residence free of charge and then guarantee accommodation in University-managed housing for subsequent years. For students at Partner Colleges, where accommodation is not managed by the University, the University will contribute to the cost of accommodation with a bursary for that purpose.

² Flexibility

Eligible students are able to select which type of bursary best meets their circumstances in their first year, accommodation discount or fee waiver.

Full details on the eligibility criteria for the student support packages will be found on the University's website with information on how to apply.

³ Vouchers

As with the accommodation discount or fee waiver, students will also have a menu of options to choose from for vouchers, depending on their circumstances. This will include, but is not limited to, book vouchers, travel/rail card vouchers for trips home, and child care vouchers.

Key

Level C – Certificate Level (first year of programme)

Level I – Intermediate Level (second year of programme)

Level P – Placement Level (if applicable to the programme – not included here as bursary/NSP payments are not made during the placement year)

Level H – Honours Level (third year of programme)

2.5 The University's Expenditure on National Scholarships

	2012/13					2013/14				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£73,200	£0	£73,200	£3,000	£76,200	£146,400	£54,900	£201,300	£4,000	£205,300
Choice: Accommodation discount/fee waiver	£366,000	£0	£366,000	£15,000	£381,000	£732,000	£183,000	£915,000	£41,000	£956,000
Choice: e.g. book vouchers/travel vouchers/child care vouchers	£109,800	£0	£109,800	£0	£109,800	£219,600	£36,600	£256,200	£0	£256,200
Total	£549,000	£0	£549,000	£18,000	£567,000	£1,098,000	£274,500	£1,372,500	£45,000	£1,417,500

	2014/15					2015/16				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£219,600	£131,700	£351,300	£4,500	£355,800	£219,600	£241,500	£461,100	£4,500	£465,600
Choice: Accommodation discount/fee waiver	£1,098,000	£439,000	£1,537,000	£57,500	£1,594,500	£1,098,000	£805,000	£1,903,000	£78,500	£1,981,500
Choice: e.g. book vouchers/travel vouchers/child care vouchers	£329,400	£87,800	£417,200	£0	£417,200	£329,400	£161,000	£490,400	£0	£490,400
Total	£1,647,000	£658,500	£2,305,500	£62,000	£2,367,500	£1,647,000	£1,207,500	£2,854,500	£83,000	£2,937,500

	2016/17					2017/18				
	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE	Gov NSP	BU NSP Match Funding	Total NSP	BU Non-NSP	TOTAL EXPENDITURE
Cash	£219,600	£296,700	£516,300	£4,500	£520,800	£219,600	£329,400	£549,000	£4,500	£553,500
Choice: Accommodation discount/fee waiver	£1,098,000	£989,000	£2,087,000	£85,500	£2,172,500	£1,098,000	£1,098,000	£2,196,000	£85,500	£2,281,500
Choice: e.g. book vouchers/travel vouchers/child care vouchers	£329,400	£161,000	£490,400	£0	£490,400	£329,400	£219,600	£549,000	£0	£549,000
Total	£1,647,000	£1,446,700	£3,093,700	£90,000	£3,183,700	£1,647,000	£1,647,000	£3,294,000	£90,000	£3,384,000

3. Expenditure on retention measures

Retention Commitments	Total Funding Committed in 2012-13(£)
BU Coaching scheme Year 1 £300K, Year 2 £600K, Year 3 £660K, Year 4 £700K.	£300,000
TOTAL	£300,000

Appendix 5 – BU Coaching Programme

BU Coaching is designed to engage students from pre-arrival (offer stage) until alumni stage. This focus on the whole of the student journey is central to the philosophy of students becoming lifelong members of the BU academic community. Community and a sense of belonging have emerged as key issues for students in terms of engagement, retention and motivation. Another important element of the scheme is that it focuses on students as individuals and as such does not discriminate between academic, social, pastoral and other elements of the person. The student is approached holistically.

The scheme will vary in intensity and breadth according to student need – student need will in turn vary according to the particular needs of the student and the stage of the student journey. For example, we know that the first year – indeed the first few weeks – are critical in setting expectations and habits and in enabling students to become part of a network or community. As such, particular emphasis will be made on year one changes.

Key facets of the scheme will be

- Engagement with a BU ‘coach’ before arrival to ascertain student needs, expectations, identify interests and so on. An online link will be established from this point which will enable the student to engage with BU resources, chat to BU staff and students and link into networks (eg sports, music) and to begin to develop their personal portfolio.
- An extended induction which is not necessarily focused on the first few weeks but gathers in intensity during the first term. This enables students to get immersed in their subject and in academic habits from day one and enables them to build the necessary BU toolkit through the induction at an incremental pace. Induction will be refreshed for each level transition and especially focused for e.g. top up transfer
- Induction then migrates into the BU coaching programme which comprises, to varying degrees:
 - Group coaching
 - curriculum space for professional, academic and personal coaching
 - Extended peer assisted learning (PAL) – details below.
 - Online engagement and diagnostics (BU Chat, one-line support, e-portfolio)
 - Preferences/behaviours assessments throughout programme and reflection sessions to evaluate the learning from such assessments.
 - 121 with coach (could be academic or professional according to need) on a needs basis
 - Mandatory work/volunteering/consultancy exposure for all students
 - Placement support
 - Mentoring – alumni, business contacts, staff, students
 - Engagement with extra-curricular activity and, as appropriate, the BU student development award
 - SU schemes such as the SU Leadership and Management (Duke of Edinburgh) award
 - Entrepreneurship development
 - Links to professional bodies through local student chapters
 - Access to specific support such as finance, counselling, medical
 - Ongoing review of student need and development of e-portfolio

Peer Assisted Learning

Peer Assisted Learning (PAL) is a long running and highly successful BU scheme that is intended to foster cross-year support between students on the same programme. It encourages students to support each other and learn co-operatively under the guidance of students from the year above

PAL has three main aims and it is intended to help students

- integrate quickly to university life and get to know other students
- improve their learning and study skills to meet the demands of their programme; and,
- prepare better for assessed work and examinations.

PAL sessions

- After receiving training, PAL Leaders (selected from Level I students) would facilitate regular study support sessions for groups of Level C students.
- PAL sessions are planned, structured and friendly.
- In PAL, the emphasis is on everyone in the group working co-operatively to develop their understanding. PAL is therefore about exploratory discussion led by the PAL Leaders. The more everyone joins in these discussions, the better the sessions work.
- Content for PAL sessions is based on existing course materials - handouts, notes, textbooks and set reading.
- Sessions may be aimed at encouraging cohort identity through extra curricula activity.

The number of first year students supported by PAL in **2009-10** was 3,200 (81%).

Evaluation Measures.

The scheme will be piloted in 2011/12 and reviewed and modified for full roll out in 2012/13. The evaluation package is still in formation but is likely to include:

- Retention levels (year 1)
- Employability (DLHE)
- Student outcomes (academic)
- Student feedback, NSS, SEF
- BU Student Development Award participation and awards
- Employer and alumni feedback

Appendix 6 – Targets and Milestones

NB All targets and milestones are subject to final validation

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Low Participation Neighbourhood Students	LPN measures using BU systems data for timely monitoring. Increase % of applications from students in LPNs, by increased number of outreach interventions outlined in BU's AA.	2010/ 2011	9.90%	10.50%	10.75%	11.25%	11.75%	12.00 %	9.9% of applicants to BU are from LPN, our goal is to increase the percentage of LPN students applying to the University. Step changes will be required, and the University will focus on the upward trend of applications over the period, allowing for annual anomalies and external factors influencing applications.
Low Participation Neighbourhood Students	LPN measures using BU systems data for timely monitoring. Increase enrolments of LPN students through active engagement during the application cycle and other measures.	2010/ 2011	7.80%	8.00%	8.20%	8.40%	8.60%	9.00%	7.8% of LPN applicants convert to enrolment. Our goal is to increase this percentage through a range of measures during the application cycle to impact conversion. Step changes will be required, and the University will focus on the upward trend of enrolments over the period, allowing for annual anomalies and external factors influencing student decision making University student surveys and decliner surveys will also inform strategy in this area.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Socio-economic status - NS-SEC (4-7)	NS-SEC measures using BU systems data for timely monitoring. Increase enrolments of NS-SEC students through increased outreach in LPNs and active engagement during the application cycle and other measures.	2010/ 2011	29.70 %	30.20 %	30.70 %	31.20 %	31.50 %	32.00 %	29.7% of enrolments are from NS-SEC (4-7) students. Our goal is to increase this percentage through a range of measures during the application cycle to impact conversion. Step changes will be required, and the University will focus on the upward trend of enrolments over the period, allowing for annual anomalies and external factors influencing applications. University student surveys and decliner surveys will also inform strategy in this area.
Retention	BU systems data for timely monitoring. Reduce the rate of non-continuation of LPN students to similar levels to the rest of the student body - from 11.5% to 8.8%	2009/ 2010	11.50 %	11.00 %	10.25 %	9.75%	9.00%	8.50%	The University is ambitious in aiming to reduce the number of LPN students leaving the University. The University will also use HESA data as an additional means of monitoring leavers' retention to HE; whilst we aim to get University provided data lower, it is recognised that remaining in HE is a positive thing for LPN students. BU Coaching will be instrumental in this.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Retention	BU systems data for timely monitoring. Reduce the rate of non-continuation of NS-SEC 4-7 students to similar levels to the rest of the student body	2009/ 2010	10.10 %	9.75%	9.00%	8.75%	8.50%	8.50%	The University is ambitious in aiming to reduce the number of NS-SEC (4-7) students leaving the University. The University will also use HESA data as an additional means of monitoring leavers' retention to HE; whilst we aim to get University provided data lower, it is recognised that remaining in HE is a positive thing for LPN students. BU Coaching will be instrumental in this.
Disabled	To maintain application and enrolment rates for students with disabilities.	2010/ 11	6.7% enrol- ment	steady state	steady state	steady state	steady state	steady state	Whilst monitoring this group of students, the University will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students.
Disabled	To continue current levels of support for enrolled students in order to maintain the high retention rate (7.7% compared with rest of student body at 8.8%).	2010/ 11	7.7% reten- tion	steady state	steady state	steady state	steady state	steady state	Whilst monitoring this group of students, the University will focus on the trend of enrolments and retention over the period, allowing for annual anomalies and external factors influencing students.

Milestone/ target type	Description	Base- line year	Base- line data	2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	Commentary
Care-leavers	Increase the number of enrolments from care leavers annually.	2010/ 11	4 students	5	6	8	9	10	The University is committed to care leavers, and aims to steadily increase the number of enrolments. This group of applicants can be difficult to target with large variances in the population. The University will look for upward trends and work towards the Buttle Trust Quality Mark for Care Leavers to aid this goal.
Care-leavers	Work towards gaining Buttle Trust Quality Mark status for Care Leavers by the 2014/15 academic year.					✓			Buttle Trust Quality Mark for Care Leavers status will publicly demonstrate our commitment to care leavers. It is envisaged it could be achieved by the 2014/15 academic year.

Appendix 7

Expenditure committed from previous Access Agreements

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Scholarships	375,811	375,811	375,811	375,811	375,811
Bursaries	2,562,914	1,800,000	900,000	500,000	0
TOTAL	£2,938,725	£2,175,811	£1,275,811	£875,811	£375,811

Committee Name	Senate
Meeting Date	14 March 2012
Paper Title	Updated Terms of Reference for the Senate Research and Enterprise Committee
Paper Number	SEN-1112-35
Paper Author/Contact	Julie Northam, Research Development Unit
Purpose & Summary	The paper proposes a change to the name and membership of the Senate Research and Enterprise Committee, a sub-committee of Senate.
Decision Required	Approve
Strategic Links	The aim of the increased membership is to strengthen internal communication about research and knowledge exchange, and to involve the Unit of Assessment Leaders in shaping the future direction of research at BU.
Implications, impacts or risks	None
Confidentiality	No restrictions

APPENDIX 6

RESEARCH & ENTERPRISE KNOWLEDGE EXCHANGE COMMITTEE

Terms of Reference

Purpose: To promote and monitor the University's Research and Enterprise Knowledge Exchange activity.

1. To promote and review Research and Enterprise Knowledge Exchange within the University;
2. To approve policy on all matters relating to the University's Research and Enterprise Knowledge Exchange Strategies;
3. To review School Academic Board research plans, consider specific proposals for University funding, and support and advise on the distribution of funds;
4. To assist the University in general, and the Pro-Vice-Chancellor (Research, Enterprise & Internationalisation) in particular, in the development of a strong, vibrant and financially sound Research & Enterprise Knowledge Exchange culture and structure within the University;
5. To receive information relating to Research and Enterprise Knowledge Exchange activities within the University;
6. To oversee the tactical/operational delivery of the Research & Enterprise Knowledge Exchange Strategy.

Membership

Vice-Chancellor (Ex officio)
Pro-Vice-Chancellor (~~Research, Enterprise & Internationalisation~~) (Chair)
Executive Director of Finance
Head of Academic Development (SAS Representative)
Head of Graduate School
Dean Representative
Deputy Deans (Research & Enterprise) or Heads of Research & Heads of Enterprise for each School
REF Unit of Assessment (UOA) Leaders
University Research Development Manager
Business Engagement Leader
Deputy Head of Enterprise
CRE RKE Operations Manager
Representative from M&C
Board Observer (at their discretion)

Notes

Where variation in roles and titles exist within Schools, the Dean of the relevant School should nominate an appropriate person to undertake the membership role. The Executive Director of Finance may attend only the formal meeting should they choose.

It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.

Chair

Pro-Vice-Chancellor (~~Research, Enterprise & Internationalisation~~)

Secretary

Committee Clerk (formal meetings)
Research Development Unit (informal meetings)

Quorum

50% + 1

Usual Number of Meetings

To meet formally 3 times per year to review strategy, and informally on a monthly basis to deal with tactical/operational delivery

Reporting Line

Senate
University Board

Sub-Committees

None

Minutes

Copies of all minutes to be submitted to Senate and the University Board and held by Student & Academic Services. Minutes to be published on University staff and student portals.

Committee Name	Senate
Meeting Date	14 March 2012
Paper Title	Terms of Reference for the Student Voice Committee
Paper Number	SEN-1112-36
Paper Author/Contact	Andrew Ireland (Chair of Student Voice Committee)
Purpose & Summary	The Education and Student Experience Committee (ESEC) agreed that the Student Voice Steering Group should become a permanent sub-committee, reporting to ESEC. Terms of Reference for the new Student Voice Committee were agreed by ESEC on 16 November 2011 and are attached.
Decision Required	Senate is asked to approve the terms of reference.
Strategic Links	Student Experience
Implications, impacts or risks	None
Confidentiality	No restrictions

TERMS OF REFERENCE

Name	Student Voice Committee
Purpose	To oversee the further development and implementation of the Student Voice theme of the University Student Experience Strategy
Main responsibilities	<ol style="list-style-type: none"> 1. To coordinate BU initiatives and activities for obtaining student feedback, including liaison with SUBU on associated activities. 2. To oversee the implementation of centrally administered, and/or supported, student surveys and feedback activities 3. To receive and prioritise the outcomes of central student feedback mechanisms (such as NSS, SES, PTES, PRES etc) and to ensure action is taken as appropriate. 4. To periodically review the procedures for obtaining central and unit-level feedback on academic programmes across the University and partner institutions. 5. To review sector practices to identify and disseminate best practice in student feedback approaches. 6. To monitor actions taken to address issues raised at university level by students. 7. To oversee communication mechanisms and messages to students on actions taken to address University level issues and ensure these are embedded in the Student Communications Strategy (for example, through ownership and management of the Student Voice tab in myBU and relevant student portal pages). <p>In addition, the group will act as the Project Steering Group for Student Voice Projects including the Student Feedback Survey and the Student Communications Project.</p>
Duration	Permanent
Chair	School Representative (typically an Associate Dean or Student Experience Champion)
Secretary/Clerk	EDQ Officer
Membership	<p>Core members</p> <p>Deputy Vice-Chancellor (Student Experience, Education & Professional Practice) (ex-officio)</p> <p>School representative from each School (typically the Student Experience Champion)</p> <p>Students' Union Sabbatical Officer (s)</p> <p>Students' Union Sabbatical Officer (Lansdowne Campus)</p> <p>Educational Development and Quality representative</p> <p>Business Intelligence representative</p>

	<p>Marketing and Communications representative Academic Partnerships representative Student Services representative Academic Administration Manager</p> <p>Co-opted members for specific meetings: Library and Learner Support representative Estates and Information Services representative Market Research and Development Manager Project Managers Graduate School representative</p>
Usual Number of Meetings	Variable
Reporting Line	Education and Student Experience Committee
Sub-group	None
Minutes	Education and Student Experience Committee

Committee Name	Senate
Meeting Date	14 March 2012
Paper Title	External Examining Policy
Paper Number	SEN-1112-37
Paper Author/Contact	Jennifer Taylor, Educational Development and Quality
Purpose & Summary	<p>A review of BU policy and procedure on external examining was undertaken to coincide with the publication of the QAA Quality Code Section B7: External examining published in October 2011. The Code supersedes the QAA <i>Code of Practice for the Assurance of Academic Quality and Standards in Higher Education, Section 4: External examining (2004)</i> and outlines national 'expectations' and 'indicators' of good external examining practice. All institutions are required to align with the new sector requirements by September 2012.</p> <p>As a result of this review, a revised <i>Policy and Procedure for External Examining – Taught Awards</i> has been drafted for implementation in September 2012. This document will replace the current Section D4 of the Academic Policies and Regulations and Academic Procedure D2 – External Examining. The revised document incorporates updates to the current arrangements to reflect best practice and to more closely align with the revised QAA Quality Code.</p> <p>The key principles in the Policy Section remain unchanged from the previous policy. Additions to this Policy section are as follows:</p> <ul style="list-style-type: none"> - Provision of information to students about external examiner appointments in order to align with the QAA Code (paragraph 4.6.4) - Explicit inclusion of the right of external examiners to invoke the QAA Causes for Concern procedure in order to align with the QAA Code (paragraph 4.7.1) <p>The revised Policy and Procedure has been considered by the Quality Assurance Standing Group (15/11/11 and 17/1/12) and by Academic Standards Committee (15/2/12). ASC has approved the Procedure Section of the document and recommends that Senate approve the Policy Section of the document only (section 4).</p>
Decision Required of the Committee	<p>Senate approval of the revised Policy section (<u>section 4 only</u>) is sought.</p> <p>The full Policy and Procedure document has been provided for information.</p>
Strategic Links	Maintenance of academic standards and the quality of learning opportunities
Confidentiality	None



Owner:	Educational Development and Quality
Version number:	1
Date of approval:	tbc
Approved by:	Senate/ASC
Effective date:	27 th September 2012 (Academic Year 2012-13)
Date of last review:	check
Due for review:	tbc

EXTERNAL EXAMINING - TAUGHT AWARDS

Policy and Procedure

1. SCOPE AND PURPOSE

- 1.1 This policy and procedure is intended for BU staff and BU appointed external examiners.
- 1.2 This policy and procedure outlines the principles and arrangements Bournemouth University (BU) applies to external examining of taught awards, including the nomination criteria; information on how external examiners are prepared for their role; and the remit of external examiners, Schools and the University in managing the ongoing processes involved in external examining.
- 1.3 This policy and procedure should be read in conjunction with the documents listed in Section 3 below.
- 1.4 The arrangements for the examining of research degree awards which do not contain a formal credit-bearing taught element are outlined in a separate policy and procedure [\[add link\]](#).

2. KEY RESPONSIBILITIES

- 2.1 **Senate:** To approve new policies or amendments to existing policies relating to external examining of taught awards.
- 2.2 **Academic Standards Committee (ASC):** To consider the effectiveness of the arrangements for external examining of taught awards and recommend changes to current policy to Senate. To approve new and revised procedures by exception. To act upon recommendations concerning external examining and approve the appointment of external examiners.
- 2.3 **Quality Assurance Standing Group (QASG):** to review policy and procedures relating to external examining and advise Academic Standards Committee on further development. To monitor and identify issues and

themes arising from the external examining reporting process, including external examiners' reports, and recommend appropriate action to ASC.

- 2.4 **BU staff and BU appointed external examiners:** to carry out their designated roles in accordance with the University's requirements.

3. LINKS TO OTHER BU DOCUMENTS

- 3.1 This policy and procedure should be read in conjunction with the [Standard Assessment Regulations](#) and [Academic Procedure D6 – Use of Assessment Regulations](#) [requires new link before publication] which provides information on the application of the assessment regulations and outlines standard practice within the University in dealing with issues that commonly arise at Assessment Boards.
- 3.2 [Policy and Procedure – Assessment Boards](#) [add link - to be published] provides information on Assessment Board function and practice and practical arrangements for the external examiner's visit.
- 3.3 The [Independent Marking Policy](#) [to be revised and written as a separate document] summarises the expectations regarding external examiner scrutiny of student work either before or during the visit and outlines the process for the moderation of students' results.
- 3.4 The University's generic assessment criteria are outlined in [Academic Procedure D7 – Generic Assessment Criteria](#). [requires new link before publication]
- 3.5 Information on the University's processes for assessment design and marking is available in [Academic Procedure D1 - Assessment, marking and recording](#). [requires new link before publication]

Policy

4. PRINCIPLES OF EXTERNAL EXAMINING

- 4.1 Each taught programme of study leading to one or more awards of the University, including the award of credit, shall have at least one independent external examiner. The involvement of external examiners is required for all levels of assessment that contribute to the award classification. Therefore examiners are not normally required for Level C of standard degree programmes but are required for qualifications that terminate at Level C. External examiners are also required for both levels of Foundation degrees to allow for external examiner involvement with the framework/programme over a two-year period and to mitigate against risks associated with collaborative provision. Additionally, external examiners are required for taught

programmes which lead to the award of credit in the absence of a named award and where research degree awards include an assessed credit-bearing M-Level component.

4.2 *Criteria for the appointment of external examiners*

- 4.2.1 External examiners must be impartial in judgement and independent of the University and its partner institutions; be competent in the field of study and type of provision concerned; meet the University's criteria for the appointment of external examiners either individually or as a member of a wider external examining team; and meet, where appropriate, the relevant requirements of professional, statutory, or regulatory bodies (PSRBs).
- 4.2.2 The criteria are intended to ensure that only those with appropriate independence, experience and expertise are appointed to act as external examiners. External examiners are normally drawn from academia but, exceptionally, non-academic external examiners may be appointed to join a team of academic external examiners.

4.3 *Appointment process*

- 4.3.1 External examining arrangements for programmes and units are determined in line with the University's requirements. All new external examiner appointments, reallocation of duties, and extension of the period of appointment of existing external examiners must be approved by Educational Development and Quality (EDQ) on behalf of ASC through a process agreed and overseen by ASC. This involves independent peer review by members of the Quality Assurance and Enhancement Group (QAEG) of new external examiner nominations and reallocation of duties of existing external examiners.
- 4.3.2 External examiners are normally appointed for a four-year period. If, during his or her term of office, an external becomes involved with the University in a way that could compromise his or her independence, the interest or involvement should be declared so that a judgement can be made on the continued appropriateness of the appointment. The University may also terminate an appointment where the responsibilities have not been fulfilled satisfactorily.

4.4 *Remit of external examiners*

- 4.4.1 The principal role of external examiners is to provide an independent view to help ensure that the academic standards of the University's awards are appropriately set and maintained; the performance of students is comparable with that of their peers on similar programmes elsewhere in the sector; the assessment processes are sound and fairly operated; the quality of the learning opportunities is maintained; and the provision meets the requirements of relevant PSRBs. To achieve this, external examiners must

have access to sufficient evidence of learning, teaching and assessment practices of the provision to which their appointment relates.

4.4.2 External examiners may be consulted on such matters as framework/programme review and/or modifications.

4.5 ***Preparation of external examiners***

4.5.1 The University will inform all new external examiners in writing, at the time of their appointment, of the scope and requirements of their role and allocation of programme(s)/unit(s) of study. In addition, the external examiner receives institutional guidance on the role, remit and responsibilities of external examiners and appropriate School and framework/programme level guidance and contact details. The University provides an induction programme for all new external examiners.

4.6 ***Engagement with the programme(s)***

4.6.1 In order to carry out their role effectively, external examiners must be able to review proposed assessment briefs to determine their appropriateness in relation to the level and intended learning outcomes of the awards to which their appointment relates. External examiners must have access to sufficient evidence of academic standards, including samples of students' assessed work which have been independently marked in order to confirm, through the process of moderation, whether the component parts they consider meet the required standard for the level.

4.6.2 External examiners must have access to staff who act as internal assessors but must not be used to resolve disagreements between internal markers or to assess students directly. Where placements, work-based or practice-based learning contributes to the award of credit, external examiners must have access to internal academic assessors who have been involved in the independent marking process of the related components of the programme or unit(s). Where possible, this may include access to first markers and must include access to academic staff who have acted as second markers. Additionally, external examiners may request access to internal monitoring reports or reports produced by professional bodies on these activities. External examiners may also meet with students during their mid-year or end-of-year visit.

4.6.3 External examiners are normally required to attend the Assessment Board at which decisions on recommendations for awards are made, or at which decisions are made on elements of assessment which contribute to a named award (or the award of credit in the absence of a named award). Attendance at Boards which consider Level C or reassessment results is therefore not normally required unless the award terminates at Level C (see Section 4.1 above). An Assessment Board which does not involve approved external examiners where required, is not normally authorised to assess students for

an award or to confer on behalf of Senate awards of taught degrees without the endorsement of the external examiner.

4.6.4 The University provides students with information regarding external examiners who have a responsibility for named programmes, including their name, position and institution/organisation and states where they have been appointed to their role on behalf of a PSRB.

4.7 ***Reporting by external examiners***

4.7.1 External examiners report annually to the University on issues pertaining to standards and quality of the provision to which their appointment relates and receive a fee on receipt of their annual report. External examiners may also report confidentially directly to the Vice Chancellor on serious issues of concern which have not been resolved satisfactorily or invoke the QAA's Concerns scheme.

4.7.2 Students have access to external examiners' annual reports through relevant framework/programme management team meetings which include student representation¹.

4.8 ***External examining arrangements for collaborative provision***

4.8.1 The arrangements for the external examining of collaborative provision are outlined in the relevant Policies and Procedures which form part of the agreement.

4.9 ***Sector expectations of external examining***

4.9.1 The University recognises the importance of the role of external examiners for higher education institutions and encourages its own staff to actively engage with and seek external examining opportunities within the sector.

Procedure

5. CRITERIA FOR THE APPOINTMENT OF EXTERNAL EXAMINERS

5.1 The University adopts nationally agreed criteria for external examining as outlined in the QAA's [UK Quality Code for Higher Education Chapter B7: External examining](#) (QAA, October 2011) and in Sections 5.2.1 (Person specification) and 5.3.1 (Conflicts of interest), below. Additionally, the University specifies further criteria as indicated in Sections 5.2.2 and 5.3.2.

¹ An exception to this is where a confidential report is received directly by the Vice-Chancellor.

5.2 **Person specification**

5.2.1 The QAA Quality Code stipulates the following person specification for the appointment of external examiners which all nominees must normally meet to be appointed Bournemouth University external examiners:

- | | |
|------|---|
| a) | Institutions appoint external examiners who can show appropriate evidence of the following: |
| i | knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality |
| ii | competence of experience in the fields covered by the programme of study, parts thereof |
| iii | relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate |
| iv | competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures |
| v | sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers |
| vi | familiarity with the standard to be expected of students to achieve the award that is to be assessed |
| vii | fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s) (unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements) |
| viii | meeting applicable criteria set by professional, statutory or regulatory bodies |
| ix | awareness of current developments in the design and delivery of relevant curricula |
| x | competence and experience relating to the enhancement of the student learning experience |

5.2.2 The University sets the following additional criteria for the person specification which all nominees must normally meet:

- xi nominations for non-academic externals will be considered in exceptional circumstances only. In such cases, the external examining team must also include at least one academic external examiner
- xii where there is only one examiner, it is expected that he/she will come from the HE sector in order to fulfil the priority requirement which is to compare performance of students with their peers elsewhere in the sector.

In addition, when nominating new external examiners, Schools are encouraged to look to a wider pool of institutions and give consideration to the following:

- i postgraduate degrees, preferably doctorates in a relevant subject area;
- ii active involvement in research;
- iii a significant publication record;
- iv involvement in non-traditional assessment.

5.3 ***Conflicts of interest.***

5.3.1 In order to avoid conflicts of interest, the QAA Quality Code lists the following restrictions for the appointment of external examiners:

- b) Institutions do not appoint as external examiners anyone in the following categories or circumstances²:
 - i a member of a governing body or committee of the appointing institution or one of its collaborative partners, or a current employee of the appointing institution or one of its collaborative partners
 - ii anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study
 - iii anyone required to assess colleagues who are recruited as students to the programme of study

² In order to safeguard impartiality in judgement, Bournemouth University would normally expect a period of five years to have passed since the nominee's engagement with the University as per 5.3.1 i-ix although in some cases a shorter period may be appropriate for an appointment to be considered.

- iv anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study
 - v anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question
 - vi former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s)
 - vii a reciprocal arrangement involving cognate programmes at another institution
 - viii the succession of an external examiner by a colleague from the examiner's home department and institution
 - ix the appointment of more than one external examiner from the same department of the same institution³
- (QAA, October, 2011)

5.3.2 The University sets the following additional conditions for appointments:

- x external examiners should not have too heavy a workload in respect of external examining duties. As a norm, an examiner should not normally have more than two substantial appointments or their equivalent
- xi former Bournemouth University staff or external examiners may be appointed/re-appointed after a minimum of five years has elapsed since their involvement with the University
- xii where nominees have had less significant prior involvement with the University, for instance through involvement in a framework/programme evaluation, the University will consider the extent of this carefully to ascertain whether the nomination would compromise future independence
- xiii in small discipline areas which have limited scope for nominations, the University will consider each individual nomination carefully to ascertain how potential issues of reciprocity might be addressed

³ Where there is no clear departmental structure, Bournemouth University will not appoint external examiners from the same academic group.

xiv external examiners with little or no prior experience of external examining are required to work alongside experienced academic external examiners who are normally, but not always, allocated to the same framework/programme(s).

6. APPOINTMENT PROCESS

6.1 *Determining external examining requirements*

6.1.1 New external examiners are appointed to maintain sole or joint responsibility for at least one named programme and an agreed number of named unit(s) within a framework and/or programme (normally 6-12 depending on the credit size and/or instances of delivery). These are allocated according to the external examiners' subject and pedagogic expertise, any relevant PSRB and other external requirements, the size and complexity of the provision, and associated workloads. Details of the appointment criteria can be found in Section 5 of this document.

6.1.2 External examiners may be appointed individually or as a member of a wider external examiner team. When deciding on the number of external examiners for a framework/programme(s), Schools should also consider their role in relation to credit-bearing placements, work-based and/or practice-based learning, and how the overall standards and coherence of the programme will be judged in instances of combined studies, cross and interdisciplinary programmes, including programmes leading to a joint award. Where research degree awards include an assessed credit-bearing M-Level component, an external examiner will be allocated responsibility for the unit.

6.1.3 Where teams of external examiners are appointed to a framework/programme, they should include an appropriate balance of examining experience and expertise, including a range of academic and, where applicable, professional or industry perspectives. External examining teams must, between the examiners, cover all units relating to the provision, but normally no more than one external examiner would be required for each unit (dissertations/project being an exception to this).

6.2 *Periods of appointment*

6.2.1 The standard term of office for external examiners will be four years but may exceptionally be amended by a period of a few months to allow for phasing on programmes which have a single external examiner. Where possible, appointments commence in October and finish in September but may be phased to allow continuity and mentoring of new members of the examining team.

6.2.2 External examiners should remain available after the last assessments with which they are to be associated in order to deal with any subsequent reviews

of decisions. The period of appointment should also normally allow each external examiner to be involved at least once in assessment for the highest level within the programme for which he or she is responsible.

6.3 ***Extensions***

- 6.3.1 An existing external examiner's period of appointment may exceptionally be extended by a maximum of one year, for example, to ensure continuity where a programme is due to be closed.

6.4 ***Reallocation of duties***

- 6.4.1 Normally, external examiners retain their programme and unit allocations for the duration of their appointment unless a change is required due to changes to the wider external examiner team or due to modification(s) or review of the provision. Where changes to programme allocations take place, these must be formally approved as outlined below. Changes to unit allocations which do not result in changes to programme allocations may be approved by framework/programme teams. The University's External Examining and Operational Officer in EDQ must be informed of any changes approved at School level.

6.5 ***Responsibilities***

- 6.5.1 Schools are responsible for the nomination of external examiners but may share this responsibility with partner institutions involved in the delivery of collaborative provision. Any changes required to the existing arrangements are monitored through School Academic Standards Committees (SASCs) which are responsible for ensuring that all programmes leading to the award of the University have appropriate external examining arrangements in place at all times.
- 6.5.2 The External Examining and Operational Officer liaises with School external examiner coordinators who provide the main point of contact for academic and administrative staff in Schools. The HE manager (or equivalent) will normally be the first point of contact for partner institution staff involved in the delivery of BU programmes. Where framework/programme leaders put forward external examiner nominations, the relevant School external examiner coordinator will be able to provide initial advice on the appropriateness of the nomination, including any existing links the School or its partner institutions may have with a potential nominee's institutions. Potential nominees should be advised that appointments are subject to University approval. This also applies to reallocation of existing external examiners' duties and extensions.
- 6.5.3 To help facilitate timely replacement of outgoing external examiners and filling new posts, EDQ will notify the School external examiner coordinator when external examiners are approaching the end of their appointment period or where appointments are required for new provision. In addition, EDQ prepares a report to each meeting of ASC on pending or outstanding external

examiner appointments and holds an up-to-date spreadsheet of external examiners' responsibilities for named awards at [add link]. Schools must make up-to-date information on external examiners' unit-level responsibilities available to EDQ.

6.6 ***Nomination, extension and reallocation forms and guidance***

6.6.1 The standard forms for the nomination of new external examiners, reallocation of duties, and extension of existing external examiners' appointment periods are available at [add link]. These should be completed and signed by relevant staff in the School/partner institution and forwarded by the School's external examiner coordinator to the External Examining and Operational Officer as early as possible to avoid late appointments. Schools should ensure that the information provided on the nomination form, supported by the nominee's CV, demonstrates how the nominee meets the University's criteria.

6.6.2 Where requests are made for reallocation of duties of existing external examiners, Schools should confirm as part of the appointment process that the external examiner continues to meet the University's requirements for external examining.

6.6.3 In addition to 6.6.2 above, where Schools seek exceptionally to extend an existing external examiner's period of appointment, they must also clearly outline the rationale for the extension request.

6.6.4 Guidance on completion of the forms is included in each relevant section to help ensure that nominations are not delayed due to incomplete or incorrect information or because the nominee does not meet the appointment criteria. All forms are checked by EDQ for completeness before they are forwarded to reviewers for scrutiny.

6.7 ***Scrutiny of nominations and reallocation/ extension requests***

6.7.1 All new external examiner appointments, reallocations and extensions require formal University approval. Scrutiny of new nominations is undertaken by a group of reviewers which consists of members of QAEG and/or EDQ, acting on behalf of ASC. Schools should normally allow three weeks for the scrutiny of each nomination. The level of scrutiny varies for new nominations, reallocation of duties and extension requests as follows:

6.7.2 The EDQ Manager (or their nominee) appoints new external examiners on the basis of a recommendation from two members of QAEG and his/her own scrutiny of the nomination.

6.7.3 Reallocation of an existing external examiner's duties (which is due to changes to programme allocations, see 6.4.1 above) is approved on the basis of scrutiny by the EDQ Manager (or their nominee) and a recommendation from one member of QAEG.

6.7.4 Requests to exceptionally extend an existing external examiner's period of appointment may be approved by the EDQ Manager (or their nominee).

6.7.5 ASC approval is granted at the point at which QAEG members and/or EDQ, acting on behalf of ASC, are satisfied that the proposed arrangements are appropriate. All individual approvals are reported to the next scheduled meeting of ASC for University oversight. In addition, a summary of the operation of the appointment process forms part of the annual report on external examining to ASC.

6.8 ***Confirming new appointments and reallocation/extension requests***

6.8.1 As soon as appointments have been scrutinised, successful external examiners and the relevant Schools receive formal notification of the appointment, reallocation or extension from EDQ. The appointment letter outlines the details of the appointment and includes standard institutional guidance for new external examiners. The School liaises with external examiners about their future involvement with the framework/programme(s) and units they are responsible for (see Sections 8 and 9 below for details). Where a requirement, Schools will inform relevant professional bodies of new appointments.

6.8.2 Where a nomination does not meet the University's criteria, Schools should inform the nominee and thank them for their interest in the post and the University.

6.9 ***Termination of the appointment***

6.9.1 Where an external examiner's term expires at the end of the normal four-year appointment period, the EDQ Manager will send him/her a letter of thanks as an acknowledgement of the external examiner's contribution to the programme(s) and unit(s) he/she had responsibility for and support for the University's wider quality assurance and enhancement activities.

6.9.2 Where, during the appointment period, the relationship between the University and the external examiner has changed so that it may be deemed to compromise independence (see Section 5.3), any interest or involvement should be declared so that a judgement can be made on the continued appropriateness of the appointment. EDQ should be contacted for advice in all cases.

6.9.3 The appointment of an external examiner may also be terminated early by the University if Academic Standard Committee judges that the responsibilities of the appointment have not been or cannot be fulfilled in a manner consistent with the standards required by the University. Examples of these include failure to attend a scheduled Assessment Board without prior notice and/or

alternative arrangements, or failure to submit an annual report, or submission of more than one inadequate annual report.

7. REMIT OF EXTERNAL EXAMINERS

7.1 In fulfilling their role, external examiners should:

- i comment on the form and content of proposed examination papers and an agreed sample of coursework and other assessments that count towards the award, and the relevant marking criteria, to help ensure that all students will be assessed fairly in relation to the programme syllabus and in such a way that external examiner(s) will be able to judge whether the assessments are appropriate for the subject(s), the level(s) and in relation to the anticipated intended learning outcomes;
- ii be provided with samples of available assessed work which have been independently marked in order to comment whether the assessment processes are robust and the students have fulfilled the learning outcomes of the programme and reached the required standard, and must be provided with access to live assessments where this is the sole method of assessment for a unit⁴ (see Section 9.2 below);
- iii have access to the work of students proposed for the highest available category of the award and for failure, and samples of the work of students proposed for each category of the award;
- iv consider students impartially on the basis of the work submitted for assessment, without being influenced by previous association with the programme, the staff, or any of the students;
- v comment on whether the academic standards for the programme(s) are set and maintained in line with the requirements of the Framework for Higher Education Qualifications (FHEQ) and, where applicable, relevant Subject Benchmark Statements and/or professional, statutory or regulatory body requirements;
- vi compare the standards of the award and performance of students with that of their peers on comparable programmes of higher education elsewhere in the UK;
- vii confirm that the assessments have been conducted in accordance with the University's standard assessment regulations, and any

⁴ Where live assessments make up 100% of coursework, the framework/programme team must agree with the external examiner(s) an appropriate sample size and how this will be made available (e.g. through a recording or whether attendance is required).

- formally approved exceptions to these for the framework/programme(s)/ unit(s) to which their appointment relates;
- viii based on moderation, advise Assessment Boards on the adjustment of whole sets of marks awarded by internal assessors subject to the agreement of the Assessment Board (see Section 9.4 below);
 - ix have the right to observe a *viva voce* examination of any candidate in order to comment on the assessment process;
 - x participate in the meetings of the Assessment Board where internal examiners are present and external examiner involvement is required (see Section 9.5 below);
 - xi be satisfied that all Assessment Board recommendations have been reached by means according with the University's requirements, including those relating to mitigation or academic offences, and normal practice in higher education;
 - xii participate as required in any reviews of decisions about individual students' awards taken during the examiner's period of office, including Assessment Board Chair's action and appeals;
 - xiii provide expert and impartial feedback to the framework/programme management team to inform ongoing monitoring and to contribute to quality assurance and enhancement of the provision;
 - xiv comment on best practice and innovative learning, teaching and assessment practices and the enhancement of learning opportunities provided to students.

7.1.1 In addition to the above, whilst in post external examiners may be invited to offer an independent view regarding the provision to which their appointment relates in a number of ways:

- i to provide advice for use in framework/programme review or have an advisory role to play in the development of additional provision;
- ii to comment on proposed changes to the programme structure or content, applying judgement in regard both to the assessment of the modified programme(s)/unit(s) and to its appropriateness to the level of the award;
- iii to comment on the suitability of the University's assessment policies, procedures, and regulations, having due regard to its autonomy as an awarding body.

8. PREPARATION OF EXTERNAL EXAMINERS

8.1 *External examiner briefing seminar*

8.1.1 All new external examiners are encouraged to attend an external examiner briefing seminar organised by EDQ which provides an institutional briefing on the role. The visit also provides new external examiners the opportunity to meet with relevant staff in the School. To facilitate the process, the External Examining and Operational Officer will inform School external examiner coordinators of attendees prior to the seminar. It is the Schools' responsibility to ensure that framework/programme teams put appropriate School and programme-level arrangements in place for the visit.

8.2 *Institutional guidance for external examiners*

The University will provide external examiners with opportunities to become familiar with the external examining and assessment procedures, so that the duties can be carried out effectively. EDQ will send the following institutional guidance on the role, remit and responsibilities of external examiners with the appointment letter [add links](#)

- i Policy and Procedure: External Examining – Taught Awards;
- ii Generic Assessment Criteria;
- iii Independent Marking Policy;
- iv Standard Assessment Regulations;
- v Academic Procedure D6 – Use of Assessment Regulations;
- vi Policy and Procedure – Assessment Boards;
- vii A checklist of evidence required for the role;
- viii External Examining and Operational Officer contact details.

This documentation may be supplemented by updates to any of the above from time to time.

8.3 *School guidance for external examiners*

8.3.1 Schools provide new external examiners, at a minimum, with the following School and framework/programme level information at the beginning of their appointment in order to enable them to fulfil their responsibilities:

- i Framework/Programme Specification⁵, Unit Specifications, and Student Handbook(s);
- ii Latest available Framework Leader's Report, Continuous Action Plan, and external examiner report(s);
- iii School level assessment criteria;

⁵ The Framework/Programme Specification may include formally approved exceptions to the University's Standard Assessment Regulations. Typically these have been put in place due to PSRB requirements.

- iv Any internal or external guidance or information relating to professional issues (e.g. fitness to practise), or any specific features of the programme(s) or discipline(s);
- v List of main academic and administrative contacts at School and framework/programme team level.

This documentation may be supplemented by updates to any of the above from time to time. Other information provided to external examiners during their term, includes draft examination papers and samples of assignment briefs for coursework, framework/programme level marking criteria, and students' assessed work which has been independently marked.

8.4 **Access to VLE**

- 8.4.1 Normally external examiners will be provided with access to the University's virtual learning environment (VLE), myBU from the start of their appointment. Instructor access to myBU and training may be required which can be organised by emailing learningtechnology@bournemouth.ac.uk. This will enable external examiners to have full access to the Grade Centre, assessments, feedback and marks, together with other online activities, including online blogs and wikis.

9. **ENGAGEMENT WITH THE PROGRAMME(S)**

9.1 **Main contacts**

- 9.1.1 Following the commencement of the external examining appointment, the Framework Leader/Programme Coordinator(s) will normally be the main contact(s) for academic matters pertaining to the provision. The relevant Programme Administrator (or HE Administrator/ equivalent in partner institutions) will be the main contact for all practical arrangements, including preparation for Assessment Boards. Where the academic and administrative contact details change during an external examiner's tenure, the external examiner will be informed of any changes as appropriate by the School he/she is associated with.
- 9.1.2 The External Examining and Operational Officer in EDQ will be the main contact for the receipt of external examiners' annual reports and for the payment of external examiners' fees (see Sections 10 and 11 below).

9.2 **Review of assessment briefs and marking criteria**

- 9.2.1 External examiners should be given opportunities to review the form and content of proposed examination papers (including resit papers) and assignment briefs including those submitted, marked and/or completed online, that count towards the award. Marking schemes should also be included where appropriate. External examiners may be invited to visit the University in order to review assessments although the process is more commonly

undertaken through written correspondence. Examination papers and assignment briefs should be provided in final draft form and in a timely fashion. Examiners should not be used as proof-readers.

9.2.2 Schools and external examiners should agree which of the proposed assessments are to be reviewed but as a minimum, examiners should have the opportunity to review:

- i all examination papers (including resit papers);
- ii a sample of assignment briefs for units which are assessed by 100% coursework (including those assessed by one formal element worth 100% or those assessed by a number of sub-elements worth 100% in total);
- iii marking schemes for the above.

9.2.3 A copy of the assessment guidelines, schedule and independent marking plan should also be provided for information.

9.3 ***Meeting with students and the framework/programme team***

9.3.1 External examiners are encouraged to meet with students and members of the team during the academic year, either through a mid-year visit or before the Assessment Board meeting. Mid-year visits are encouraged as these facilitate more frequent contact and can allow issues and enhancements to be identified, discussed and actioned within the current year. Where a framework/programme has more than one examiner, all examiners are encouraged to attend a mid-year visit on the same day.

9.3.2 Where meetings with students are arranged, the School must provide the students with information about the scope and purpose of the meeting in advance.

9.4 ***Review of assessed student work and moderation***

9.4.1 External examiners are required to review assessed student work to judge that the assessments are appropriate, to test the intended learning outcomes, and to ensure internal consistency and external comparability of standards. External examiners may request access to all available assessed work but typically they should expect to view a representative sample of student work from the top, middle and bottom assessment ranges⁶. The work should be taken from the sample independently marked by the School and include written and non-written/live assessment, including artefacts, presentations,

⁶ Assessed work which relates to non-credit bearing programme elements such as placements is not sent to external examiners.

and online assessments. Work submitted, marked and completed online should normally be made available electronically.

- 9.4.2 The team and external examiner should agree the nature and sample size of assessed students' work to be provided during the academic year, and timescales for feedback. The team should consult with the external examiner to take into account their wishes in respect of receiving assessment criteria, model answers, marking schemes and any statistical data required.
- 9.4.3 Examples of students' work can be made available for moderation during a visit if these have not been made available to the external examiner in advance of the Assessment Board. Where external examiners choose to review students' work prior to the Board during their visit to the University, sufficient time should be made available for this task.
- 9.4.4 External examiners may, on the basis of moderation, make recommendations to the Assessment Board for the adjustment of marks awarded by internal assessors, or ask to see a larger sample to support their recommendation. Recommendations for the adjustment of marks should be made in advance of the Board meeting and discussed fully at the Board in order for the Board collectively to decide on appropriate action.
- 9.4.5 If an external examiner has concerns about a trend arising from the sample of work they have seen, he/she may request further samples of work in order to confirm (or alleviate) their concern. It is not necessary for all work to be seen by the external examiner to confirm the trend but the size of the sample should be reasonable, based on the judgement of the external examiner. The external examiner should raise his/her concern at the Board. If the external examiner identifies an apparent marking anomaly that is not a trend issue, this should be discussed with internal markers for reconsideration prior to the Board.
- 9.4.6 External examiners are not expected to mark work themselves. Disagreements between internal markers must be resolved by the School and the external examiner should not be used as a third marker or intervene in the assessment of individual students.
- 9.4.7 Further information on moderation can be found in the University's *Independent Marking Policy* [add link]. Further details on Assessment Board practice can be found in *Policy and Procedure – Assessment Boards* [Add link].

9.5 ***Arrangements and participation at Assessment Boards***

- 9.5.1 Schools should agree the date for the Assessment Board in consultation with the relevant external examiners and ensure that the externals are aware of the date, time and place of the Board. Arrangements will normally be made

for external examiners and the framework/programme team to meet prior to the Board. Staff should meet and greet the external examiners according to a School-arranged timetable and organise any School evening meal or other event.

- 9.5.2 The requirement for external examiners to attend Assessment Boards is outlined in the *Policy and Procedure – Assessment Boards* [add link]. If attendance at the Assessment Board where external examiner presence is required is not possible, alternative arrangements must be sought, such as video- or teleconferencing, and the University will require the external examiner to confirm they have been consulted on the recommendations made by the Assessment Board. Where external examiner presence at an Assessment Board is not possible, another member of the framework/programme external examining team will be exceptionally asked to sign the Board Report and the external examiner in question must still signal their agreement to the recommendations in writing before the results can be published to students.
- 9.5.3 Where an external examiner does not deem it appropriate to endorse the Assessment Board outcomes and will not sign the Board report, the matter should be referred to the Chair of ASC for resolution prior to students' results being released.

10. REPORTING BY EXTERNAL EXAMINERS

10.1 *Purpose of annual reports*

10.1.1 External examiners are required to report to the University on the programme(s) and units to which their appointment relates, normally on an annual basis although reporting periods may differ for non-standard delivery patterns (e.g. Continuing Professional Development, CPD programmes).

10.1.2 A separate report is required for each location of delivery.

10.1.3 The purpose of the report is to:

- i confirm whether the programme(s) and its component parts are coherent; the standards set for the award(s) are appropriate, and the standards of student performance are comparable with the UK higher education sector;
- ii confirm whether the stated learning outcomes of the programme(s) continue to align with the requirements of the Academic Infrastructure/UK Quality Code;

- iii confirm whether assessments are appropriate in relation to the intended learning outcomes, and whether the processes for the assessment, examination and determination of awards are sound and fairly conducted;
- iv highlight any particular strengths or distinctive features in relation to standards and assessment processes of the provision worthy of wider dissemination;
- v highlight innovative or good practice evident in the quality of learning and teaching or in relation to the enhancement of learning opportunities available to students;
- vi raise any matters of concern, including those which have been raised previously either through an annual report or otherwise, and which have not been resolved satisfactorily at framework/programme team level within reasonable timescales;
- vii confirm whether the programme(s) reflect any relevant PSRB requirements, and to refer to any issues as required by a PSRB associated with the provision;
- viii confirm that the external examiners were provided with sufficient evidence during the reporting period to carry out their role.

10.1.4 At the end of their term of office, external examiners are required to provide an overview of their appointment period, including any trends and key issues.

10.2 ***Production of annual reports***

10.2.1 The report should be produced electronically using the template provided annually by EDQ and which is available electronically on the University's website at http://www.bournemouth.ac.uk/staff_new/edq/external_examiners.html. The report is normally submitted to the University via externalexamining@bournemouth.ac.uk within two weeks of the meeting of the Assessment Board. Use of the standard form is mandatory, including those external examiners for Higher National programmes delivered under the University's Edexcel licence. A copy of the report will be forwarded to the relevant School's external examiner coordinator and, where required, also to the relevant partner institution HE Manager (or equivalent).

10.2.2 A copy of each external examiner report will be placed on the I-drive at <I:\SAS\Public\ADS\EDQ\External Examiners> where it may be accessed by staff. Students have access to external examiners' reports, and the relevant responses, via receipt of the report at the first available

framework/programme management team meeting at which student representatives are present (see Section 10.3.1 below). Where relevant, EDQ will forward copies electronically to partner institutions and/or PSRBs.

10.2.3 As external examiners' reports will be in the public domain, they should not refer to staff or students by name and will be made anonymous by the University, if required, prior to publication.

10.3 ***Scrutiny of annual reports***

10.3.1 At framework/programme level, external examiner reports are typically considered at the earliest opportunity at framework/programme management team meetings in order to agree an appropriate course of action. External examiners will receive a considered, written response from the team to issues raised, including any action/rationale for not taking action in response to the comments made. Where the team disagrees with a recommendation made by an external examiner, and the issue is deemed substantial, advice should be sought from the Deputy Dean (Education) or the EDQ Manager to progress the situation. Where partner programmes are concerned, the relevant link tutor should be involved in the formulation of the response. External examiners may also receive a letter from the EDQ Manager on the issues they raise.

10.3.2 At School level, SASCs maintain oversight of external examiner reports through annual School Quality Reports and accompanying Action Plans.

10.3.3 At University level, ASC receives an annual report on external examining activity from the Quality Assurance Standing Group (QASG) which considers the effectiveness of the University's external examining arrangements as part of ongoing institution-level monitoring activity, including any common themes or trends arising from the reports. The scrutiny of QASG is based on School Quality Reports and an independent review by the EDQ Manager (or nominees) of all external examiner reports received during the reporting period. Student perspective is provided through Students' Union representation on QASG.

10.3.4 QASG scrutiny includes consideration of external examiner report summaries which confirm whether the standards of the provision are set and maintained appropriately; whether student performance is comparable with similar programmes in other UK HEIs; and whether the assessment processes are robust and fair. Where an external examiner report summary contains a negative indicator to any of these categories, the EDQ Manager follows these up with the School as soon as the report has been received. QASG considers the outcome of each case individually as part of the annual scrutiny process. Any other recommendations made to the institution by external examiners are also discussed at QASG.

10.4 ***Causes for concern***

10.4.1 External examiners may report directly to the Vice-Chancellor confidentially on any unresolved matters of serious concern arising from the assessments which put at risk the standards and/or quality of the provision to which their appointment relates, particularly, where external examiners have concerns regarding standards of assessment or student performance, or where external examiners consider that assessments are being conducted in a way that jeopardises either the fair treatment of individual students or the standards of the award. Any concerns received through this route will receive a full and prompt response from the University, including any proposed actions as appropriate.

10.4.2 Where internal procedures have not resulted in a satisfactory outcome, and there are deemed to be systemic failings to address concerns regarding the standards of the University's awards, external examiners may invoke the QAA's Concerns scheme (see Section 13.2.2 for details). Alternatively or additionally, the external examiner may wish to raise a concern directly with the relevant professional body.

11. **PRACTICAL ARRANGEMENTS**

11.1 ***Fees and expenses***

11.1.1 Expenses and fees will be paid annually in accordance with the current fee policy which is available on the University's website at http://www.bournemouth.ac.uk/staff_new/edq/external_examiners.html. All claims must be submitted on the standard claim form which must be signed and returned to EDQ in hard copy by the claimant. EDQ will authorise the payment on receipt of the annual report. The external examiner will be asked to complete a payroll details form on appointment. Payments will be made by bank credit transfer and will be subject to tax.

11.2 ***Hotels and travel***

11.2.1 All hotel bookings will normally be made by the School after consultation with the external examiner. For external examiner visits to partner institutions the School and the partner institution should agree in advance who will make the arrangements. Provided the recommended hotels are used, the account in respect of dinner, bed and breakfast will be sent by the hotel to the University for payment. Any additional items such as personal bar expenses must be paid for by the external examiner before leaving the hotel.

11.2.2 Schools should liaise with external examiners regarding their travel arrangements. Where examiners wish to make their own arrangements, they should be advised this should normally be by 2nd class rail transport. Travel by air is permitted where the cost is cheaper or the journey is more than 300 miles. External examiners are asked to discuss use of their own vehicle in

advance. Assistance with specific arrangements should be requested from the relevant School/partner institution administrator.

General

12. FURTHER INFORMATION AND SUPPORT

- 12.1 A University webpage for external examiners is available at http://www.bournemouth.ac.uk/staff_new/edq/external_examiners.html.
- 12.2 The Higher Education Academy has established a national website and mail list to facilitate networking and support for those involved in external examining. Further information is available at <http://www.heacademy.ac.uk/external-examining>.

13. REFERENCES

13.1 *Internal references and further information*

- 13.1.1 The *Academic Offences Procedure for Taught Awards and Fitness to Practice Procedure* [check links] are available at the [Portal](#).
- 13.1.2 The *Mitigating Circumstances Code of Practice for Taught Awards* is available at the [Portal](#). [check links]
- 13.1.3 The *Academic Appeals Policy and Procedure for Taught Awards* is available at the [Portal](#). [check links]

13.2 *External references and further information*

- 13.2.1 The QAA's [UK Quality Code for Higher Education Chapter B7: External examining](#) (October 2011) outlines the nationally agreed criteria for appointing external examiners and describes how institutions should make use of external examiners' expertise.
- 13.2.2 The QAA's [Concerns scheme: guidance for external examiners](#) (October 2011) provides guidance about how to raise a concern about the academic standards and/or quality of higher education provision where internal procedures have not resulted in a satisfactory outcome.

14. APPENDICES

Appendix 1 External examiner nomination form

Appendix 2 External examiner extension and/or reallocation form

- Appendix 3 External examiner reviewer form
- Appendix 4 External examiner report template
- Appendix 5 External examiner report checklist

Committee Name	Senate
Meeting Date	14 March 2012
Paper Title	Graduate School Academic Board
Paper Number	SEN-1112-38
Paper Author/Contact	Prof Tiantian Zhang
Purpose & Summary	<p>The purpose of this document is to seek Senate's approval for the Graduate School Academic Board to be formally recognised as a Sub-Committee of the Senate.</p> <p>The document was approved by the Graduate School Academic Board on 28 Feb 2012.</p>
Decision Required	Approval
Strategic Links	The new Graduate School Academic Board will be the principal academic committee of the Graduate School to oversee the delivery of the Postgraduate Student Experience and Research Degrees.
Implications, impacts or risks	
Confidentiality	None

Graduate School Academic Board

Background

In June 2011, University Leadership Team (ULT) endorsed a series of proposals regarding the remit, structure and operation of the new Graduate School (GS) which were outlined in a document entitled Graduate School @ BU. Key points of this document are summarised below:

- a) The remit of GS should be extended to cover both Postgraduate Research (PGR) and Postgraduate Taught (PGT) Student Experience using the concept of dual citizenship. This means that a Postgraduate Student has loyalty to their subject discipline which is academically based at their host School as well as to BU (GS). Each community has a different but equally important role. The BU (GS) community should focus around professional and personal development, workforce training, career progression and engagement with a broader range of professional and social activities linked closely to building a distinct BU Postgraduate Student Experience. The School based community is one allied to discipline specific research and professional practice. It is recognised that these communities are not mutually exclusive.
- b) The Graduate School should oversee the implementation of PGR provision within the existing QA framework at BU and responsible to ASC.

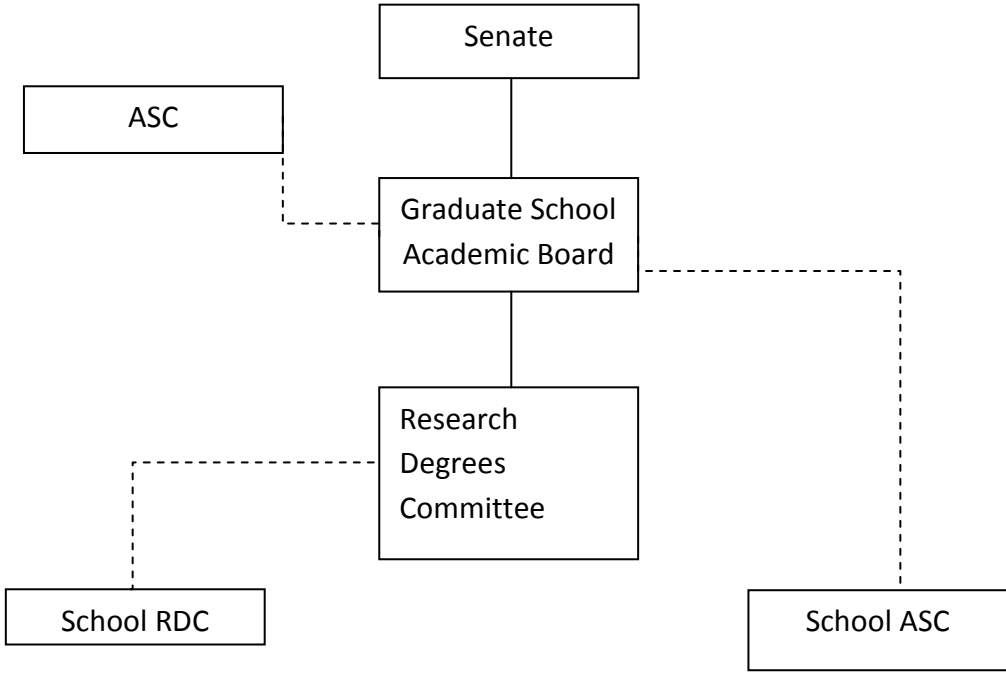
Current Graduate School Academic Board

The current Graduate Academic Board was established in January 2011 with specific responsibilities including determination of the future function and role of the Graduate School within BU. It was chaired by the PVC (Research, Enterprise & Internationalisation) and composed of Deans of Academic Schools, Head of Graduate School, Graduate School Manager, and Director of Student & Academic Services. Currently, the Graduate School Academic Board is not a formally constituted Sub-Committee of the Senate.

Considering the extended remit of the Graduate School and in order to deliver BU2018, it is appropriate that the Graduate School Academic Board should be a formally constituted Sub-Committee of Senate in line with other School Academic Boards and have responsibility for PGR and PGT Student Experience, and PGR development and delivery matters to be reported to the Senate and ASC as appropriate. The Graduate School Academic Board will mainly focus on matters relating to both PGR and PGT Student Experience whilst having an oversight on research degree development and delivery. A Research Degrees Committee will be established as a Sub-Committee of the Graduate School Academic Board and oversee the research degree specific matters with minutes reporting to GS Academic Board and ASC. To be clear the Graduate School Academic Board will focus on University wide initiatives and common themes that should be addressed institutionally and neither the Graduate School Academic Board nor its Sub-Committee (the Research Degrees Committee) is intended to replace the responsibility of existing School Academic Boards or the School Research Degrees Committee (or equivalent), but to enhance and support School based initiatives.

A diagram of the suggested Graduate School Academic Board structure and reporting lines is shown below.

The Terms of Reference of the Graduate School Academic Board and the Research Degrees Committee, and the proposed Membership are attached.



Graduate School Academic Board

Terms of Reference

<p>Delegated Authority and Purpose</p>	<p>The GS Academic Board is the principal academic deliberative committee of the Graduate School with the responsibility for the nature and quality of the Graduate School's academic provision. The Graduate Academic Board is a Sub-Committee of Senate.</p> <p>The GS School Academic Board shall debate the planning, co-ordination, development and oversight of frameworks and research, enterprise, professional practice and education within the Graduate School. It should also work with the Head of the Graduate School, the DVC (Student Experience, Education and Professional Practice), the PVC (Research, Enterprise & Internationalisation) on key aspects of PGR and PGT Student Experience, research degree policy and Quality Assurance.</p>
<p>Main responsibilities</p>	<ol style="list-style-type: none"> 1. To liaise with Academic Schools to implement and monitor all policy and procedures and other matters pertaining to PGR and PGT Student Experience and PGR progress; 2. To develop and update annually the Postgraduate Student Experience Delivery Plan. To monitor the implementation of the Postgraduate Student Experience Delivery Plan; 3. To inform Academic Standards Committee (ASC) in a timely manner of matters which may jeopardise the maintenance of academic standards or the quality of learning opportunities for PGR; 4. To recommend and agree the policies for professional practice, research and enterprise within the Graduate School and to identify any associated PGR and PGT development needs; 5. To consider the PGR and PGT population statistics and make recommendations to ASC for consideration of actions. 6. To consider current provision of doctoral frameworks and programmes and make recommendations to ASC on future provision of doctoral awards; 7. To maintain an overview of quality assurance through the Graduate School Quality Report and other matters relating to the above provisions; 8. To consider and act upon management information data relating to Graduate School provision; 9. To consider both the development of the academic activities of the Graduate School and the resources needed to support them; 10. To take responsibility for disseminating relevant information to Academic Schools, PGR/PGT students and Supervisors, and Professional Services 11. To consider and act upon PGR and PGT representative reports and Student Union synoptic reports. 12. To receive minutes from School Academic Standards Committee.
<p>Duration</p>	<p>Permanent</p>

Chair	Head of the Graduate School
Deputy Chair	Appointed by the Head of the Graduate School
Management and Support	Secretary - Academic Manager of the Graduate School Clerk – Graduate School Administrator
Membership	Vice-Chancellor (ex-officio) DVC (Student Experience, Education and Professional Practice) (ex-officio) PVC (Research, Enterprise & Internationalisation) (ex-officio) Head of Graduate School (Chair) Graduate School Academic Manager (Secretary) Dean of Schools (or nominee) (6) Director of SAS (or nominee) (1) Professoriate Representative (1) PGR Representatives (1) PGT Representatives (2) It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.
Quorum	At least 50% of the total membership
Usual Number of Meetings	Three per year
Reporting Line	Senate
Minutes	Senate, Academic Standards Committee
Sub-committees	Research Degrees Committee
Publication	Document is not routinely published
Notes	

Policy and Committees use only:

Final approval by:		Version number:	
Approval date:		Notes:	
Date of last review		Due for review:	

**Research Degrees Committee
(Sub-Committee of Graduate School Academic
Board)**

Terms of Reference

Delegated Authority and Purpose	Research Degrees Committee is a Sub-Committee of the Graduate School Academic Board and has specific responsibility for overseeing research degree related matters, including advising on research degrees development and delivery.
Main responsibilities	<ol style="list-style-type: none"> 1. To advise on Regulations, Code of Practice for Research Degrees and related documents regarding research degrees provision; 2. To advise on the development of Postgraduate Research Degrees provision and awards; 3. To comment and advise, where relevant, on research policies on issues such as research ethics and misconduct; 4. To advise on policies regarding activities associated to research degrees; 5. To monitor PGR progression statistics and make recommendations for action; 6. To monitor the implementation of PGR Quality Assurance procedures and make recommendations for action; 7. To advise on the provision of training for both PGR and their supervisors; 8. To make recommendations to Senate for the approval of awards; 9. To receive minutes from School Research Degrees Committee (or equivalent).
Duration	Permanent
Chair	Head of the Graduate School
Deputy Chair	Appointed by the Head of the Graduate School
Management and Support	Secretary - Academic Manager of the Graduate School Clerk – Graduate School Administrator
Membership	<p>DVC (Student Experience, Education and Processional Practice) (ex-officio) PVC (Research, Enterprise & Internationalisation) (ex-officio) Head of Graduate School (Chair) Graduate School Academic Manager Deputy Deans (Research & Enterprise) (or Chairs of PGR) of Schools (6) Professoriate Representative (1) PGR Supervisor Representative (2) PGR Administrator Representative (1) EDQ Representative (1) PGR Student Representative (1)</p> <p>It is at the discretion of the Chair to require the presence of particular individuals for any given discussion.</p>
Quorum	At least 50% of the total membership

Usual Number of Meetings	Five per year
Reporting Line	Graduate School Academic Board
Minutes	Graduate School Academic Board
Sub-committees	None
Publication	Document is not routinely published
Notes	

Policy and Committees use only:

Final approval by:		Version number:	
Approval date:		Notes:	
Date of last review		Due for review:	

BOURNEMOUTH UNIVERSITY

COMMITTEE MINUTES SUBMITTED TO SENATE

RESEARCH & ENTERPRISE COMMITTEE

UNCONFIRMED DRAFT MINUTES OF MEETING HELD ON 29 FEBRUARY 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL BY SENATE

The Committee endorsed amended Terms of Reference and recommends them to Senate for approval.

2. ACTIONS APPROVED BY THE COMMITTEE

None

3. OTHER RELEVANT ACTIONS OR ITEMS OF INTEREST

None

BOURNEMOUTH UNIVERSITY**UNCONFIRMED****SENATE (with Board representation)****RESEARCH & ENTERPRISE COMMITTEE****MINUTES OF A MEETING HELD ON WEDNESDAY, 29 February 2012**

Present: Prof M Bennett (**Chair**);
Prof A Fyall; Prof M Hadfield; Prof J Parker; Prof D Patton; Prof B Richards; Prof J Roach; Prof H Schutkowski; Ms J Taylor; Prof T Zhang.

In Attendance: G Rayment (Committee Clerk).

Apologies: Mr D Ball; Dr P Barnwell; Mr P Breakwell; Prof A Gregoriou; Mr T Lee; Ms J Northam (Secretary); Mr D Reeve.

1. MINUTES OF THE PREVIOUS MEETING (19 October 2011)

The Minutes were approved as an accurate record.

1.1 Matters Arising not covered in the Agenda

1.1.1 All matters arising had been taken forward through the monthly University Research & Enterprise Forum meetings and/or were covered under the substantive agenda items below.

2. REVISED TERMS OF REFERENCE

2.1 The Chair explained that the University Research Enterprise Forum (UREF) had identified the need for the Committee's Terms of Reference to be updated to reflect the new approach and structures which had been established. A proposed re-draft had been prepared and would be presented to Senate on 14th March for approval. This included changing the name to the 'Research and Knowledge Exchange Committee' and updates to the membership to include the UoA leaders and Business Engagement Leader. The revised draft was endorsed by the Committee for recommendation to Senate.

3. DEBATE: BU2018 AND SCHOOL RESEARCH & KNOWLEDGE EXCHANGE (R&KE) STRATEGIES

3.1 The Chair invited members to debate their School R&KE strategies. Members considered the topics that needed to be covered in the R&KE strategies and how these should relate to the respective School plans and targets. It was agreed that they should reflect the tactical delivery of the Schools aims and identify specific details of how the plans would be achieved, for example through identifying emerging markets. The Chair explained that the plans

would be subject to 2 phases of consideration, and these iterations would allow UET to challenge the plans, for example on issues of affordability.

- 3.2 Members briefly commented on progress within their own areas and members discussed the opportunities for collaboration between Schools. It was noted that Deans had met on 28 February and exchanged some ideas for possible collaborative work. The Chair stressed that collaboration should be viewed as part of the core work, rather than something which was 'bolted on'. He would welcome suggestions for large scale investments in bold, innovative collaborative projects funded from Schools' own budgets (i.e. it was not a case of submitting bids to UET for funding).
- 3.3 Members discussed other initiatives being undertaken. DEC were currently looking at options for increasing the space available to them. It was suggested that the University might seek to achieve better value through conference attendance. The Business School was focusing on applied research, with a possible move to a national and international focus in future. Members also discussed the opportunities arising from the DSTEM concept – combining design with the key sciences – and whether other such fusion concepts might be possible, for example by looking at social sciences combined with STEM subjects.
- 3.4 In summary, the Chair encouraged members to take forward these discussions outside of the Committee, particularly with a view to identifying possible collaborative projects. He also emphasised the importance of engaging with Deputy Deans of Research and Enterprise on these issues.

4. PERIODIC PERFORMANCE REVIEW: RESEARCH & ENTERPRISE KPIS

- 4.1 Members noted the report and the Chair explained that future reports would reflect the updated set of KPIs arising from the BU2018 strategic plan. Members noted that enterprise income was still underperforming and the Chair explained that the University's financial model allowed for the figure to remain static for one year, with an increase of 5% in subsequent years.
- 4.2 Prof Fyall noted that money which was gift aided to the University was not recorded within the School. The Chair agreed to discuss this with the Interim Director of Finance.

<p>ACTION : Discuss with IDoF the process for handling and recording money gift-aided to the University.</p>

<p>ACTION BY: Prof Bennett</p>

5. BRIEF UPDATES

The Chair updated members on developments in the following areas:

5.1.1 Research Excellence Framework (REF) Update

- 5.1.2 The Chair had begun a round of meetings with UoA teams and encouraged attendance at these sessions by all those involved, not just the UoA co-

ordinators. The REF Code of Practice was currently subject to a consultation exercise and it was hoped to sign-off the final version in April.

5.2 HEIF-5 Update

5.2.1 The Chair briefly updated members on activity to date arising from the HEIF funding. The Centre for Entrepreneurship had received its allocation and the 'Soho on sea' project was now at full staff complement. Applied Sciences were not expected to use their funding this year, and a contingency had been held for them to spend next year. DEC had withdrawn its theme for this year. HEFCE had indicated that they were content for funding to be carried forward to next year.

5.3 Main Clients Report

5.3.1 The Committee noted the main clients report and briefly discussed some of the expected changes in the client ranking tables. The new Business Engagement Leader was expected to lead on client relationship management in future.

5.4 Update on BRIAN

5.4.1 The Chair explained that this project (to develop a research and networking tool) had been delayed due to technical issues. Members were disappointed at the delay, but it was hoped that a new 'go-live' date would be agreed shortly (possibly in May).

5.5 Grants Academy

5.5.1 The Committee noted this paper which set out the plans to launch the BU Grants Academy. This training programme aimed to improve academic staff's understanding of research funding and to improve the quality of proposals. Staff would nominate themselves to take part, and the Chair emphasised that it was relevant to staff at all levels, including senior staff. Any additional comments on the paper could be submitted to the Chair or Secretary.

5.6 BU Festival of Learning

5.6.1 It was proposed that the first Festival of Learning would take place in Easter 2013. The event was expected to attract major publicity and full engagement was essential to its success. This represented a major opportunity for Schools and it was expected that at least £100,000 would be invested. A paper containing further details would be presented to the Committee in due course.

5.7 Student Placement Opportunities at BU

5.7.1 Consideration was being given to the introduction of student placement opportunities which would help to pump-prime research and enterprise activity. Such places would be offered through a competitive process and bursaries of approximately £14,000 were expected to be available.

5.8 BU Research Themes

5.8.1 The members briefly gave progress reports on the research themes. Work was being undertaken to align PGR students with the themes.

6. ANY OTHER BUSINESS

- 6.1 Members discussed whether sufficient effort was being made to acquire some of the available research funding for innovative projects. They also discussed the options for seeking matched funding with other institutions, with some members having experienced a negative response from other Universities on such proposals. It was noted that the success of such joint projects would depend largely on the funding being provided in the form of a dual award so that it would count towards both parties' REF returns.
- 6.2 Members noted that the CPD online system was on-track.
- 6.3 The Chair informed members that the report of the 'Wilson Review' had now been published and included some relevant information on research/business interactions. He encouraged members to read the report.
- 6.4 The Chair had received briefing from the Technical Strategy Board and noted that KTPs had been used in some cases to illustrate Impact Case Studies. He suggested that members might trawl back through earlier KTPs to identify whether any might be used in the same way.

Date of next meeting:

Wednesday, 16 May 2012, the Committee Room.

Geoffrey Rayment
Committee Clerk
rec-1112-2-minutes 29 february 2012

BOURNEMOUTH UNIVERSITY

COMMITTEE MINUTES SUBMITTED TO THE SENATE

HONORARY AWARDS TASK GROUP (JOINT BOARD AND SENATE)

UNCONFIRMED MINUTES OF MEETING HELD ON 1 MARCH 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL BY SENATE

Senate are asked to approve the recommendations for 2012 Honorary Awards set out at Items 3.1 to 3.9 of the attached minutes.

2. ACTIONS APPROVED BY THE COMMITTEE

None

3. OTHER RELEVANT ACTIONS OR ITEMS OF INTEREST

None

CONFIDENTIAL

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

UNIVERSITY BOARD AND SENATE

HONORARY AWARDS TASK GROUP

MINUTES OF A MEETING HELD ON THURSDAY, 1 MARCH 2012

Present: Mrs S Sutherland (Chair);
Mr C Allen; Mr J Francis; Mr T Horner; Mr N DG Richardson (Clerk to the
University Board); Prof G Thomas; Prof J Vinney (Deputy Chair); Mr D Willey

In attendance: Mr G Rayment (Committee Clerk).

Apologies: Ms M Barron; Prof C Hallett; Mr A Hunt.

1. WELCOME AND APOLOGIES

The Chair welcomed members to the first meeting of the Honorary Awards Task Group. Apologies were noted as above, with Prof Hallett and Mr Hunt having submitted comments on the nominations via the Clerk to the Board which were taken into account during the discussions.

2. TERMS OF REFERENCE

2.1 The Terms of Reference were noted. It was also noted that the University Orator had been omitted in error, and it was agreed that he should be invited to be in attendance at all future meetings.

ACTION: Amend the Terms of Reference as above.

ACTION BY: Committee Clerk

3. NOMINATIONS FOR HONORARY AWARDS FOR 2012

Members considered 13 nominations and noted the University Leadership Team's (ULT's) recommendations. The Committee recommended that awards be conferred on the following:

3.1

[REDACTED]

3.2

[REDACTED]

3.3

[REDACTED]

3.4

[REDACTED]

3.5

[REDACTED]

3.6

[REDACTED]

3.7

[REDACTED]

3.8

[REDACTED]

3.9

[REDACTED]

3.10

[REDACTED]

- 3.11 The Committee also confirmed that [REDACTED], who accepted an award in principle in 2010 but had subsequently been unable to attend a ceremony due to filming commitments, should be approached again in the hope that he would be able to attend a 2012 ceremony. It was also agreed, however, that if he was unable to attend this year's ceremonies that the invitation be withdrawn. It was also noted that [REDACTED] had not responded to the invitation to accept an award in 2011, but that subsequent investigation showed that he had not received any of the invitation letters or e-mails. Alternative contact details for him had now been obtained and it was confirmed that he should be issued with an invitation to accept an award at the 2012 ceremonies.
- 3.14 The 9 nominees above, plus two brought forward from previous years [REDACTED] and [REDACTED] will be recommended to the upcoming meetings of the Board and Senate for approval.

ACTION: Present recommended nominees to University Board meeting on 27 April and Senate meeting on 14 March for approval. Send invitation letters to successful candidates.

ACTION BY: Chair/ Deputy Chair/ Clerk to the Board

4. ANY OTHER BUSINESS

- 4.1 It was agreed that the criteria for nominations would be amended for next year, to include figures of international (as well as national) significance and relevance to the University's mission.

ACTION: Amend the criteria in the guidance notes as above.

ACTION BY: Clerk to the Board

- 4.2 The Vice Chancellor would raise the subject of nominations at a forthcoming ULT meeting with a view to seeking earlier engagement in process and addressing some of the 'gaps', for example from DEC, BS and specific areas such as psychology. Means of achieving better engagement with PG Students might also be considered.

ACTION: To raise the matter of Honorary Awards with the ULT, as above.

ACTION BY: Vice Chancellor

Date of next meeting:

Wednesday, 13th March 2013 at 2.00pm.

BOURNEMOUTH UNIVERSITY

ACADEMIC STANDARDS COMMITTEE

UNCONFIRMED MINUTES OF MEETING HELD ON 15th FEBRUARY 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

External Examiners Policy & Procedure: Policy section - see section 3.2 of the minutes

2. APPROVALS

External Examiners Policy & Procedure: Procedure section - see section 3.2 of the minutes

External Examiner and Research Degree Examiner approvals – see section 5.8 of the minutes

Framework/programme approvals for development – see section 4.2 of the minutes

Quality Assurance and Enhancement Group (QAEG) new nominations approvals – see section 4.3 of the minutes

Completed programme reviews, validations and reviews for closure for approval –see sections 5.4, 5.5 and 5.6 of the minutes

3. OTHER RELEVANT ACTIONS

Student Population Statistics – see section 3.1 of the minutes

Updated ARFM Procedure – see section 3.3 of the minutes

Updated Mitigating Circumstances Policy and Procedure – see section 3.4 of the minutes

Pending external examiner appointments – see section 5.7 of the minutes

MINUTES OF A MEETING HELD ON 15th February 2012

Present:

Prof Tim McIntyre-Bhatty (TMB)	(Chair) Deputy Vice Chancellor (Student Experience, Education and Professional Practice)
David Ball (DB)	Head of Academic Development Services, Student and Academic Services (SAS)
Dr Anita Diaz (AD)	Framework Manager, School of Applied Sciences (ApSci)
Dr Sue Eccles (SE)	Head of Education, Media School (MS)
Alan James (AJ)	General Manager of the Student's Union (SUBU)
Sherry Jeary (SJ)	Senior Lecturer, School of Design, Engineering and Computing (DEC)
James Holroyd (JH)	Business Analyst, Estates and IT Services (EIS)
Toby Horner (TH)	President, Student's Union (SUBU)
Prof Ahmed Khattab (AK)	Professor of Medical Research & Clinical Practice, School of Health & Social Care (HSC)
Clive Matthews (CM)	Deputy Dean (Education), School of Health & Social Care (HSC)
Philip Ryland (PR)	Deputy Dean (Education), School of Tourism (ST)
Jennifer Taylor (JT) (Secretary)	Educational Development & Quality Manager, Student & Academic Services (SAS)
Prof Haymo Thiel (HT)	Associate Professor and Vice-Principal, Anglo European College of Chiropractic (AECC)
Dr Geoff Willcocks (GW)	Director of Quality and Accreditations, Business School (BS)
Dr Xavier Velay (XV)	Deputy Dean (Education), School of Design, Engineering and Computing (DEC)
Prof Tiantian Zhang (TZ)	Head of the Graduate School, Research and Knowledge Exchange Office (RKEO)

1 APOLOGIES

Apologies were received from:

David Foot (DF)	Market Research and Development Manager, Marketing & Communications (M&C)
Ana Gutierrez (AG)	Head of Student Administration, Student and Academic Services (SAS)
Kate Jones (KJ)	SU Vice President Education, Student's Union (SUBU)
Jacky Mack (JM)	Academic Partnerships Manager, Student & Academic Services (SAS)

IN ATTENDANCE

Marianne Barnard	Partnerships Academic Administration Manager, Student & Academic Services (SAS)
Bill Beetham	International Pre-sessional Co-ordinator, Student & Academic Services (SAS)
Robin Chater (RC) (Clerk)	
Dannielle Elster (DE)	Head of International Relations & Admissions Team, Marketing & Communications (M&C)
Dr Ross Hill (RH)	Reader in Geoinformatics, School of Applied Sciences (Ap Sci)
Lianne Hutchings (LH)	Quality and Enhancement Officer, Student & Academic Services (SAS)
Liam Sheridan (LS)	Academic Management Information Manager, Student & Academic Services (SAS)
Catherine Symonds (CS)	Senior Lecturer, School of Tourism (ST)

2 MINUTES OF THE MEETING HELD ON 7th DECEMBER 2011

2.1 Accuracy

- 2.1.1 The minutes were approved as an accurate record of the meeting, except for section 4.1.1 which should read 'JT would finalise the report after discussing the framework management

section with PR' and section 4.3.5.1 which should read 'when two current pathways are likely to be closed'.

2.2 Matters Arising

2.2.1 (*Minute 2.2.7*): Marketing and Communication colleagues had been asked to produce a report on the Brit School and this had been done.

2.2.2 (*Minute 2.2.10*): The development of PG induction packs was to be rolled forward in terms of the induction experience, which was being looked at as part of a larger PG student admissions requirements, arrivals and experience review. TZ would liaise with the SU Vice President (Education) to take the issue forward.

Action: TZ/KJ

2.2.3 (*Minute 3.1.1.5*): The AECC SQR had been updated and resubmitted as requested. The College had responded to the external examiner detailing how the issues raised were being addressed and were revisiting the induction and information provided to external examiners.

2.2.4 (*Minute 3.1.2.5*): GW confirmed that the good practice for the processes for dissertation selection identified in the ApSci School Quality Report had been shared with the Business School.

2.2.5 (*Minute 3.1.4.4*): An updated School Quality Report for DEC had been received.

2.2.6 (*Minute 3.1.6.4*): This item of good practice had been referred to the Education and Student Enhancement Committee (ESEC).

2.2.7 (*Minute 3.1.7.1*): The issue regarding the initial fitness-for-purpose of the School of Tourism partner institution ARFMs is to be addressed through the changes to ARFM academic procedure (to be discussed under item 3.3 of the agenda).

2.2.8 (*Minute 3.1.8.1*): EDQ had discussed the outcomes of the ARFM audit with Schools and a paper on the Changes to the ARFM was discussed under agenda item 3.3, below.

2.2.9 (*Minute 3.1.8.2*): The Student Voice Committee (SVC) was to consider current school practices for implementation of unit-level student feedback.

2.2.10 (*Minute 3.1.8.5*): ESEC had discussed the paper on common themes on the student experience and quality of learning opportunities arising from SQRs.

2.2.11 (*Minute 3.2.2*): The Graduate School Annual Report had been circulated electronically to the Committee for comments and endorsement. The improved performance with regard to doctoral completion within 4 and 7 year timescales for full time and part time candidates respectively was noted.

Endorsed: That the report be endorsed by the Committee.

2.2.12 (*Minute 3.3.3*): It was confirmed that the Annual Partnerships Report had included Guernsey within the UK collaborative provision.

2.2.13 (*Minute 3.5.2*): A meeting with DDEs to discuss proposed changes to the ARFM process had been held. Recommendations of that meeting would be discussed by the Committee under agenda item 3.3.

2.2.14 (*Minute 4.1.2*): The QAA Mid Cycle review report had been sent to the QAA and EDQ were awaiting their response.

3 PART ONE

3.1 Student Population Statistics

Received: Student Population Statistics February 2012

- 3.1.1 LS summarised the paper for the committee. Non-continuation following year of entry statistics were discussed. University statistics, which include *all* full-time first degree entrants, show good agreement with the HESES published tables for BU, which considers only *Home* students. Non-continuation has remained fairly stable over the last three years. The University Continue/Qualify rate of 90.5% for 2008/09 was slightly above the sector average of 89.3%. There was more variation in School non-continuation with the Continue/Qualify rate having risen significantly in ApSci, BS and HSC over the past three years; whereas rates for DEC and ST had fallen slightly.
- 3.1.2 The table for HESA's Performance Indicator, T5: Projected Learning Outcomes was discussed. T5 projects the proportion of full-time, first degree entrants who will leave with a degree. The outlook was positive and should the University meet the HESA predictions then BU could expect to see a rise in the completion rates for 2011/12.
- 3.1.3 The Undergraduate (UG) Award Classification statistics were discussed. It was noted that there had been a steady rise over the past three years towards a higher proportion of First and Upper Second Class degrees. The statistics correlating the link between tariff points on entry and honours degree classification were discussed. There had been a slow but steady rise in the average tariff on entry. LS asked members to reflect on this trend in the light of increased tariff points introduced over the last few years. It was noted that the increase in the proportion of higher classifications may be attributable to a greater use of the full range of marks available, which had been encouraged in response to feedback from external examiners. It was noted that external examiners and their reports were an important mechanism in the quality assurance system and the benchmarking of standards of the University's degree classifications.
- 3.1.4 Members discussed the tables showing the relationship between the average tariff points of all graduating students (with a tariff score), by School, against the proportion of firsts and upper second class degrees. There was a range of results with MS having the highest average tariff-point achievement on entry. However, in terms of value added it appeared to have the least out of the Schools, as the proportion of First and Upper Second Class degree obtained had been relatively lower compared to the tariff on entry. ApSci appeared to have the greatest value added for students as their students appeared to have made the greatest improvement. AD noted that this was due to the high level of support in ApSci given to the lower tariff entry students in order to help them get up to speed and achieve their potential. It was noted that perhaps the higher profile students needed more stretching. To gain further information on contributing factors it was recommended that Schools would need to review the statistics for individual programmes.
- 3.1.5 LS reported that the postgraduate (PG) outcomes looked relatively stable. In general the statistics projected that 80% of students would obtain a masters qualification, 10% a Postgraduate Diploma and the remaining 10% would consist of students obtaining a Postgraduate Certificate or no award. The Chair suggested there would be benefit in reviewing the PG statistics to see if there were any differences between full-time and part-time and also any difference by domicile. TZ would pull together the relevant information and provide a report for the next ASC meeting in May.

Action: TZ

- 3.1.6 PR noted that ST has a small number of Chinese PG students that decide not to return after the placement and opt to take the PgDip award instead. It was noted that overseas students value having a placement in the UK and this may affect statistics in the future. SE commented that MS is looking to put a placement at the end of some of their PG programmes although it was noted that having a placement before the masters stage allowed it to inform the dissertation.
- 3.1.7 LS hoped that by the next meeting the figures would be available in the University's data warehouse 'Clickview' and this would allow people to be able to drill down in to the statistics and make changes to live report criteria to view changes instantaneously. In the meantime pivot

reports are available for Schools to view the data in more detail. The Chair recommended that the reports be considered by Schools to identify specific School and programme level actions.

- 3.1.8 **Resolved:** that the salient points from the report and the ASC discussion be taken forward for consideration within Schools as appropriate.

Action DDEs

3.2 External Examiners Policy & Procedure, including mapping to the QAA Quality Code

Received: Examiners Policy & Procedure, including mapping to the QAA Quality Code

- 3.2.1 JT summarised the paper for the Committee. The External Examiners Policy and Procedure had been due a full review and it had been decided to undertake this review alongside the consultation and publication of the revised QAA Quality Code Section 7 in order that the new Policy and Procedure could be mapped on to the new code. The Policy and Procedure had been extensively updated throughout. A number of recommendations for changes to the policy and procedure had been put forward which had been discussed by the Quality Assurance Standing Group. The Committee was asked to consider approval of the Procedure aspects of the commitment and to recommend approval of the Policy aspects of the document to Senate.

- 3.2.2 Two key changes had been made in order to map to the new code: firstly to address the requirement to publish details of external examiners to students and secondly to see how the University could strengthen support of its internal staff in external examining. Other changes that were proposed were to reflect good practice.

- 3.2.3 The Policy and Procedure proposed that new external examiners be appointed to maintain sole responsibility or joint responsibility for at least one named programme. GW pointed out that some programmes consist of a broad range of disciplines. It was accepted that for some named programmes there would need to be a number of externals. However, Schools would need to ensure in each team of externals, for a framework/programme, that each programme title is covered by at least one external examiner who has oversight of the award. The Chair noted that this would be consistent with the recently amended requirement for assessment board reports that allow outcomes by pathway to be considered. It was noted that the wording could be amended for clarity.

Action: JT

- 3.2.4 Regarding the publication of externals examiners details to students, two issues were raised: firstly that some programmes, at partners in particular, do not use myBU, so there would need to be some flexibility about where the information was displayed. The second concern was that students may use the published information to try and contact external examiners, although direct contact details would not be published. JT recommended that it is made clear in the appointment letter to the external what the expectations are and the action to take if approached directly by students. The paper proposed that external examiners be automatically given access to myBU upon their appointment. Currently access is available on request. It was recommended that the wording be changed to reflect that access should be to any relevant VLE, as some partners may not use myBU.

- 3.2.5 The question was raised of what would happen should a School consider that an external was not fulfilling their duties. JT confirmed that EDQ is revising the appointment letter in order to clearly state the required duties and that appointments could be terminated by the University. It was proposed that any consideration of termination of tenure of an external examiner be conducted by ASC since it is the University deliberative body that appoints external examiners.

- 3.2.6 The Chair noted the issue that it may be considered restrictive if the University is not able to appoint an external examiner from an institution with which members of the University had previously collaborated on research. JT responded that EDQ had responded to the QAA consultation on this point but the code had retained this restriction. Therefore, it was recommended that applicants be asked to declare any research collaboration so that a view could be taken as to whether this would cause a potential conflict of interest.

- 3.2.7 Members discussed the existing additional guidance that the University provides for the external examiner person specification. Concern was raised that the additional guidance made it more challenging to be able to find an appropriate candidate and therefore members

suggested flexibility in the criteria. JT clarified that the aim was to encourage Schools to consider externals from a wider pool and not to be prescriptive. It was noted that Schools retain flexibility under the criteria and that the additional guidance was indeed such, and that it was important that when considering candidates that Schools balance the attributes of the external examining team appropriately.

- 3.2.8 TZ asked how research procedures would be covered in policy and procedure. JT confirmed that this Policy and Procedure was for taught awards only and current arrangements for appointing external examining teams for Postgraduate Research degree were outlined in a separate Code of Practice.

Approved: the Procedure section was approved, accepting minor word changes to the sections and adopting the recommendations above.

Recommended: that the Policy section be approved by Senate.

3.3 Changes to the ARFM Procedure

Received: Update to changes on ARFMs

- 3.3.1 JT summarised the paper for the Committee. A meeting had been held with Schools and Academic Partnerships to propose changes to enhance the 2011-12 monitoring cycle. Members discussed the proposed changes. Within the Framework Leader's report only monitoring data that is missing would be listed from now on and School's would have an underlying spreadsheet of monitoring data which would be updated as data becomes available and allow more effective tracking and monitoring. There would also be a move back to a process where it is ensured that every ARFM is reviewed by a Reader.

- 3.3.2 It was recommended that there be one submission point for all ARFMs and it was desirable that ARFMs are submitted in time to be taken to the October School Academic Standards Committees (SASC). As most terminal boards take place in the summer and the process requires that ARFMs are submitted within three weeks of the Board, meeting the deadline for October SASCs should be achievable. The Chair stressed the need to be able to reflect early enough in order to consider and embed necessary improvements and/or enhancements in time for next academic delivery cycle. CM noted that sometimes meeting the deadline can be an issue of Reader quality and their ability to deliver their report on time. The Chair recommended that earlier submission and reflection of ARFMs be encouraged. Workshops for Readers would be put in place and Schools would need to consider and put in place appropriate Reader arrangements.

Action DDEs

- 3.3.3 **Endorsed:** the new ARFM procedure was endorsed.

3.4 Mitigating Circumstances Policy and Procedure

Received: Mitigating Circumstances Policy and Procedure

- 3.4.1 JT summarised the paper for the Committee. EDQ had assumed responsibility for the Mitigating Circumstances Policy and Procedure within the last year and undertook a review prior to publication for 2012/13 to respond to feedback from Schools. The Policy and Procedure remained largely unchanged although a few recommendations had been considered by the Quality Assurance Standing Group and had been brought to ASC for endorsement.

- 3.4.2 Members welcomed the changes to the Policy and Procedure but sought clarification on a few areas. It was noted that the scope and purpose included information regarding ALN consideration that should be usefully included in the definitions (1.4). It was agreed that this would be amended. The procedure proposed that Assessment Boards may exceptionally carry forward details of serious circumstances to the next academic year in order that later Boards may take account of this when determining final award classification. However students should apply afresh for extension or Board consideration each year. Members felt that this particular policy was attempting to be too all-encompassing and recommended it be clarified with regard to what would be required to be submitted each year.

- 3.4.3 Members agreed that, on balance, self-certification should be removed although it was recommended that this position be monitored. It was also noted that further clarification be provided regarding information to students on the outcome of Board consideration to allow students to request further detail.

Action: JT

- 3.4.4 **Resolved:** that the minor amendments noted above be included into the Mitigating Circumstances Policy and Procedure for implementation as per the timescales outlined in the paper.

4 PART TWO

4.1 Partnership Development Proposal (Confidential Papers)

Received: (Partnership Development Proposal) Confidential Papers

- 4.1.1 DE and BB joined the meeting and DE summarised the paper for the Committee. The University was currently in discussions with a potential partner to enter into a collaborative arrangement to develop and grow current collaborative preparatory programme provision for international students. The University had gone to tender to identify appropriate partners to establish an embedded college model which would require a partner provider to build a new site and deliver preparatory programmes on the University campus. JT noted that, further to discussions held last week, the recommended collaborative partnership model was an articulation arrangement rather than standard partnership provision as outlined in the papers.
- 4.1.2 Members commented on the papers. It was noted that the financial model in the papers was largely based on facilities and not on student fee arrangements. DE confirmed that the final financial agreement would also reflect student fee arrangements. The main benefit to the University would be to facilitate a progression route for overseas students onto the University's programmes. Preparatory programmes would be closely mapped onto BU provision and BU and the partner would seek close and supportive relationships between the students and the academic Schools at BU. A formalised process of how to dovetail the transition of students to the BU environment would be key. Therefore, the provider would work very closely with the receiving Schools in designing the programmes and in ensuring that the academic experience and type of activity students engaged with during the preparatory programmes enabled seamless progression to the University. The Chair noted that the papers identified a risk if there was not close BU School and facilities support and interaction. An important part of the proposal would be the need for colleagues in Schools to embrace this development and encourage students on the preparatory programmes to be a part of the BU community.
- 4.1.3 It was noted that the proposal allowed automatic progression to BU programmes on successful completion of programmes, which was a new development for the institution. JT noted that the University would be involved in setting the standards for the preparatory programmes through the development process and would then closely monitor the standards through involvement in the embedded college quality assurance systems such as membership of a joint Board including oversight of annual monitoring and external examiner reports and appointments.
- 4.1.4 Members discussed the requirement for the progression qualification to be marketed externally as a diploma. Concern was raised over the title as the qualification was considered to be equivalent to certificate level. It was noted that in the sector the title 'Diploma' is often used and the University's title of 'Diploma of Higher Education' marks the difference for 240 credit attainment. It was also noted that the University currently accepts students with 'Diplomas' from other overseas institutions as part of recognition agreements for entry with advanced standing. It was recommended that this be looked at as part of the development process.

Action: DE

- 4.1.5 The risks of the proposal were discussed and although the risk assessment identified medium risk, the assessment template did not account for the expertise that this particular provider had in this area of work. DE confirmed that the non-academic side would be going through a very robust procurement programme. The risk to academic standards should be mitigated by implementing an appropriate academic structure and by the University having oversight of the development and the ongoing monitoring of the partnership. It was recommended that the documentation pertaining to the articulation model for collaborative provision be circulated to

ASC for consideration and comment to the Chair prior to submission to the Institution Approval Panel.

Action: DE/JT

4.1.6 **Approved:** the proposal was approved for progression to the next stage of development, namely an Institutional Approval event followed by an approval event for the proposed preparatory programmes and progression routes.

4.1.7 The issue of confidentiality was raised. The Chair confirmed that as the University was still in negotiations, members were asked not to discuss the project outside of the University at this stage.

4.2 Framework Proposals

Received: Framework/Programme development proposal from the School of Applied Sciences.

School of Applied Sciences

4.2.1 BSc (Hons) Archaeology and Anthropology

4.2.1.1 ApSci proposed adding a new programme to their portfolio. It would draw upon two of the School's obvious strengths in the subject areas of Archaeology and Anthropology. The new programme would also link to HSC, adding value by developing more of the social science aspects of the discipline. Members sought clarification on whether the programme was intended to be joint or single honours. It was confirmed that it had been carried forward as a single honours title.

4.2.1.2 **Resolved:** that the proposal be approved for development.

4.3 Quality Assurance and Enhancement Group (QAEG) – new nominations received

Received: New nominations from MS.

4.3.1 **Approved:** that the nominations included in the papers for Julia Round and Dr Einar Thorsen were approved.

4.3.2 Since the papers had been circulated, a further nomination had been received for Milena Bobeva. It was agreed that the nomination would be circulated to members for comment and approval taken by Chair's Action.

Action: JT

5 PART THREE

5.1 Sector Consultations and Institutional Review update

Received: Sector Consultations and Institutional Review update.

5.1.1 **Noted:** The paper was noted.

5.2 Partnership Board Minutes

Received: PB minutes for Anglo-European College of Chiropractic (AECC), Bournemouth and Poole College, Bridgwater College, Guernsey Training Agency University Centre (GTA), Kingston Maurward College, MET Film School, Weymouth College, Wiltshire College, Yeovil College.

5.2.1 AJ noted surprise that it appeared from the AECC report that there had been no involvement of student representatives. HT confirmed that student representatives have played key roles in management of the College's provision at all levels.

5.2.2 **Noted:** The Partnership Board minutes were noted.

5.3 Partnership Agreements

Received: a list of Partnerships Agreements signed November 2011 – January 2012.

5.3.1 **Noted:** the list of Partnerships Agreements was noted.

5.4 Completed framework/programme reviews, validations and reviews for closure

Received: a list of completed programme reviews, validations and reviews for closure.

The Media School

5.4.1 The report of a review to the change of a title of one programme with in the Media Production Undergraduate Framework was discussed. SE was asked to clarify whether it was intended for existing students to be able to transfer to the newly titled programme, as should this be the intention then students would be required to sign up to the change.

Action SE

5.4.2 **Noted:** The review included in the paper was noted.

5.5 PGDip Media Management (European Television and Media Management Academy (ETMA)), review for closure report

Received: ETMA review for closure report.

5.5.1 The Chair noted that a full report of closure had been received by the meeting, since the University's partnership with ETMA would be at an end and this was noted formally.

5.5.2 The Chair asked how many students were affected by the closure. It was confirmed that approximately five students had chosen to leave and five had decided to continue with the programme. SE reported that a lot of care had been taken to communicate with the students to ensure they were aware of the opportunity to continue.

5.5.3 **Noted:** The review included in the paper was noted.

5.6 MA European Tourism Management (European partners) review for closure report

Received: ETM review for closure report.

5.6.1 The Chair noted that a full report of closure had been received by the meeting since the closure of the programme ended the University's partnership with the collaborating institutions. It was noted that the relationship had been a long-standing and successful one. The closure of the programme and partnership was noted formally.

5.6.2 **Recommended:** UET to write to the partners to recognise their long standing and successful relationship with BU.

Action JT

5.6.3 **Noted:** The review included in the paper was noted.

5.7 Pending External Examiner appointments

Received: External Examiners ending during 2011 report.

5.7.1 It was noted that many nominations were in progress. MS had a substantial number of replacements to make and nominations were in the process of being sought as a matter of urgency.

5.7.2 **Noted:** The list was noted.

5.8 External Examiner nominations and Examination Teams for Research Degrees

Received: a list of External Examiners for note.

Received: a list of Examination Teams for Research Degrees for note.

5.8.1 TZ asked for clarification of the external examiner appointment process for PG Research degrees. JT clarified that the process involves QAEG members and EDQ, both acting on behalf of ASC, scrutinising the nomination. ASC approval is granted once the QAEG members and EDQ are satisfied the nomination is appropriate and those involved have the option of requesting that a meeting be convened to discuss the nomination if necessary. ASC receives details of the approvals and oversees the approval process through the annual report on external examining.

5.8.2 **Resolved:** The list of approved nominations was ratified.

6 REPORTING COMMITTEES

6.1 International and UK Partnerships Committee

Received: The minutes from the meeting dated 24th November 2011.

6.1.1 **Noted:** The minutes were noted.

6.2 Quality Assurance Standing Group (QASG)

Received: The minutes from the meeting dated 17th January 2012.

6.2.1 **Noted:** The minutes were noted.

6.3 School Academic Standards Committee (SASC)

Received: SASC minutes for ApSci, BS, DEC, HSC and MS.

6.3.1 **Noted:** The minutes were noted.

7 ANY OTHER BUSINESS

7.1 None

8 DATE AND TIME OF NEXT MEETING

Wednesday 19th May 2012

BOURNEMOUTH UNIVERSITY

BUSINESS SCHOOL ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 15 FEBRUARY 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None.

2. APPROVALS

9.1 RECOMMENDED: That the proposal that Nigel Jump be put forward for appointment as Visiting Professor is progressed.

3. OTHER RELEVANT ACTIONS

None.

**BOURNEMOUTH UNIVERSITY
BUSINESS SCHOOL**

UNCONFIRMED MINUTES OF THE BUSINESS SCHOOL ACADEMIC BOARD

WEDNESDAY 15 FEBRUARY 2012, AT 2.15, S107, STUDLAND HOUSE, LANSDOWNE CAMPUS

Present: Geoff Willcocks (Chair), Alex Marshall (SUBU), Kate Jones (SUBU), Allan Webster, Angharad Miler, Anne Benmore, Charlie Wilkinson, Christos Apostolakis, Dermot McCarthy, Dean Patton, Fabian Homberg, Fiona Willcocks, Gbola Gbadamosi, Gelareh Roushan, Isaac Ngugi, John Toth, Judith Cutler, Karen Thompson, Laura Backley, Mark Ridolfo (part of meeting), Martini Cross, Mehdi Chowdhury, Milena Bobeva, Paul Bates, Phyllis Alexander, Sarah Green, Sarah Knox, Yasmin Sekhon

		ACTION
APOLOGIES		
Apologies had been received from Alan Kirkpatrick, Alex Tattersall, Alison Cronin, Andrea Jarman, Ann Hansford, Anne Allerston, Brian Hollocks, Chris Chapleo, Connor O'Kane, David Ball, Davide Secchi, Denise George, Dinusha Mendis, Ed Slimane, Frazer Ball, Hayley Dornan, Hossein Hassani, Howard Davis, Jackie Molnar, Jonathan Edwards, Julie Pick, Julie Robson, Lianne Hutchings, Lin Taylor, Madhu Acharyya, Mel Klinkner, Mili Shrivastava, Richard Teather, Roger Palmer. Sarah McKeown, Sharon Goodlad, Spencer Barnett, Sue Warnock, Suranjita Mukherjee, Venacio Tauringana, Vicky Cracknell		
1	MINUTES OF THE LAST MEETING	
	2 November 2011	
	Matters of Accuracy	
	The Minutes from the last meeting had been circulated and were available for reference. 10.3 –Sir John Bourn’s term did not in fact expire until 31 st March 2012, so the brackets and wording therein should be deleted.	
	Matters Arising	
	10.3 - Following discussion it was agreed that JC would circulate an email to the school incorporating background notes on the situation and a copy of the list of visiting academics by Friday 24 th February.	JC
2	EDUCATION ENHANCEMENT	
2.1	100 Days Plan (GW)	
	GW provided an update on where the school was positioned re the 100 day plan. The NSS had opened the previous week, and would close during April. Actions which had taken place this year would remain on an annual basis across all levels. MB asked if there could be funding for further actions next year, and GW indicated this would be subject to discussion. KJ advised that completions of NSS so far were encouraging.	

	2.2	University education enhancement initiatives/pilots/projects (EDQ)	
		FW advised that EDQ had published a new indicative agenda had been issued based on the revised Terms of Reference for SAB. This had led to some duplication of agenda and would be further amended to resolve the problem. This item is currently included in item 4.10.	
	2.3	School education enhancement initiatives/pilots/projects (GW)	
		GW highlighted that all UG units would be under review next year, and consideration needed to start now as to what the provision would look like. The PG review was scheduled for the following year. <u>CAS</u> The introduction of a Common Academic Structure was due to take place from Sept 2013. All courses would be delivered over 2 x 15 week semesters (with 3 rd semester for Masters students). Every unit must fit wholly into one semester; if that was problematic an exemption form would be submitted to obtain express permission for a unit to straddle two semesters. A unit would be a unit regardless of the credit value. GW said that as things stood at this time only one course in BS would be affected ie LPC. A semester would be approx 4.5 months. If necessary a dissertation could be split into two units, ie Dissertation 1 and Dissertation 2, to allow for this change. The current 40 credit project units would need to be considered carefully during the UG review.	
3	REPORTS		
	3.1	Dean's Report	
		There was no report as RP was on leave.	
	3.2	Student Representative Reports (termly SUBU Synoptic Report (SUBU))	
		KJ provided an overview. The format of the report was new for this year as in previous years the reps had used a report which didn't contain stats. The report was still a WIP, and it was important that all reps were supported in trying to get students to complete the survey in time for meetings. She also highlighted the "You're Brilliant Awards".	
		Alex talked through a summary of the report. She also noted that the number of people filling out the survey was quite small, in some cases only three respondents, but the reps were quite good at spending time with the students to find out information. It was likely that any issues raised had probably been addressed already. The student reps had designed the questions.	
		GR raised concerns about the representativeness of the report given the small numbers of respondents. KJ reiterated that they are aware that it could be better and they were working on improvements.	
	3.3	Deputy Dean (Education) (GW)	
		GW introduced a document relating to staff development. He noted that the Dean's vision for his first 2 years here included staff development/training. This was a working document. First Strand: It was not actually defined who 'new' staff were, but	

	<p>worryingly/excitingly this seemed to be around 30% of staff. So 2 sessions of 2 days staff development were included for something larger than standard induction, which would be compulsory. This was being planned with Staff Development and was likely to include APs , regs and protocols .</p> <p>Second Strand: This was basically a refresher for everyone else who did not fit into the 'new' category.</p> <p>Third Strand: For Exec and Professoriate staff</p> <p>Fourth Strand: This related to 'being in the classroom', covering presentation skills, the use of a drama coach etc. Support of PGCertEd would continue.</p>	
	<p>The School Quality Audit would be taking place on 9th March. Not all staff would be involved and he requested that wherever possible staff said yes if approached to participate.</p>	
3.4	Associate Dean (Education) (GR)	
	<p>GR reiterated that while the UG Framework review was taking place during the next year, work was starting on this now. Staff needed to think about what they would like to have in place, and if any additional resources would be required, and also look at assessment. All needed to be mindful of the parity of assessment review.</p> <p>GR noted that she was acting as the representative within the school as part of the Quality Audit, and was available if anyone wanted to talk to her about that.</p>	
3.5	Associate Dean (Student Experience) (MR)	
	<p>NSS: MR had spoken to around 75% of the students during recent weeks. Some students had admitted that their responses had been affected by any recent issues, rather than looking at the whole of their 4 years at BU, even though they knew that this shouldn't be the case.</p> <p>Student Experience Champion: MR noted that he would be asking for more support from Framework Leaders/Programme Coordinators to be actively feeding back info to MR as he currently didn't feel fully informed on what was going on.</p> <p>Pilots for online assignment handling : The latest information was that this was going to be rolled out using Turnitin with the plagiarism part turned off. He would be looking for help as this progressed.</p> <p>Learning Technologists: He was looking at how they could be best utilised with JM. They wanted to evolve how the LT's were used in the School to cover a lot more than the needs of MyBU.</p> <p>Extended Induction Working Group: This was looking at how the university as a whole enhanced induction.</p> <p>Consideration was also being given to student mobility and development for the Programme Coordinators.</p> <p>The two major issues concerning students at the moment were:</p> <p>Team teaching – consistency of message and feedback. Students felt that in some units time was not being utilised as much as it could be.</p>	

		Project supervision – consistency of provision of supervision	
	3.6	Deputy Dean (Research) (vacancy)	
		No report due to vacancy.	
	3.7	Deputy Dean (Enterprise) (DP)	
		DP commented that his move into this role was recent, and he was happy for people to contact him if they had any ideas they wanted to discuss. He would also be keen to contact the Visiting Profs and Fellows to explore collaboration across the School.	
	3.8	Director Executive Education (CW)	
		<p>A report had been submitted. As had been anticipated, the Foundation Degree on Guernsey had not recruited a September cohort. It was hoped to replace it with a FT version of BABS from September 2012.</p> <p>Assurances had been received from the Education Ministry that students would receive the same financial support from the States as if they came to the mainland, but it would be cheaper for them to do a degree on the island.</p> <p>DM queried how this would be delivered? CW advised that modelling had been done on the resourcing for the delivery patterns.</p> <p>Units were planned to be delivered sequentially over a period of approx 4 weeks and then assessed – ie 3 weeks of delivery, 1 week for the assignment. Teaching would be tuesday/wednesday/thursday so staff would not be away during the weekends.</p> <p>CW was currently working on the briefing document for the design phase which was due to take place in a few weeks.</p>	
		During a recent visit RP/CW had successfully negotiated fees.	
		There were no other major items to report.	
	3.9	Director International Partnerships (AT)	
		A report had not been received.	
	3.10	Student and Academic Services Report	
		A report had been submitted.	
	3.11	Head of Dept of Accounting, Finance & Economics (SL)	
		A report had not been received.	
	3.12	Head of Dept of Law	
		A report had not been submitted.	
	3.13	Head of Dept of Strategy & Marketing (JR)	
		<p>A report had been submitted by JR.</p> <p>KT confirmed that they had been successful in receiving Fusion funding.</p>	
	3.14	Head of Dept of HR & Organisational Behaviour	
		A report had been received.	

	3.15	Director of Operations	
		A report had been received.	
4	MINUTES OF REPORTING SUB-COMMITTEES		
	Framework Management Teams		
	4.1	Accounting & Finance UG	
	4.2	Law UG	
	4.3	Business & Management UG	
	4.4	Masters Framework	
	4.5	MBA	
	4.6	LPC	
	4.7	CPE/GDL BU & GDA	
		GW advised that unless there were any particular objections he felt it was best to consider these as a group of 'read' reports. MB highlighted one matter, ie that it would be useful if some crib sheets could be available for people manning the stands at open days for FAQ as those staff attending were not always aware. SK confirmed that she is working with JM on this matter.	
5	MINUTES OF OTHER SUB-COMMITTEES/WORKING GROUPS For information		
	5.1	School Academic Standards Committee 23 November 2011	
		These minutes were noted.	
	5.2	School Research and Enterprise Committee 9 November 2011	
		These minutes were noted.	
6	ITEMS RAISED BY STAFF		
		No items had been raised by staff.	
7	COLLABORATIVE PROVISION		
	Minutes of Partnership boards		
		There were no items to discuss at this time.	
8	SCHOOL POLICIES AND PROCEDURES		
		GW flagged up that at the moment some people in the school have specific roles, and some don't. With Fusion and 4 x 4 balanced workload system everyone needed to be 'in the right hand column' (referring to the Balanced Workload sheet supplied by RP at the staff briefing meeting on 19 th January) by the start of next year.	
		He added that all schools had now been asked to write their Delivery Plans for the next year.	
9	VISITING PROFS AND FELLOWS		
	9.1	Nigel Jump (DP)	

		<p>DP proposed the appointment of Nigel Jump as a Visiting Professor to the Business School. DP highlighted the key elements in NJ's profile/CV to the meeting and the members approved the proposal.</p> <p>RECOMMENDED: That the proposal that Nigel Jump be put forward for appointment as Visiting Professor is progressed.</p>	JC/RP
10	ANY OTHER BUSINESS		
	MB	<p>Students had asked whether it was possible to have assignment deadlines recorded within the online timetable. LB advised that at present it wasn't possible with the systems being used, but it was definitely something that would be done once it was possible.</p>	
	FH	<p>What happens if 100 days don't work and the NSS scores are no better? GW said he thought it would take a couple of years for the impact of any changes to properly come through in the form of better results.</p> <p>MR commented that this was the time to be doing 'what it says on the tin', so staff needed to very much keep within guidelines, procedures etc.</p> <p>There was also a general feeling that the briefings needed to be done earlier, before the survey actually started, so the start date of the survey needed to be established well in advance to plan for this activity.</p>	
	DATES OF FURTHER MEETINGS		
	16 May 2011		

SCHOOL OF DESIGN, ENGINEERING AND COMPUTING**MEETING OF THE SCHOOL ACADEMIC BOARD****WEDNESDAY, 22 February 2012, OVC Board Room**

DEC/SAB/1112/2 unconfirmed

Present: J. Roach (Chair/Dean)
 Prof. M. Hadfield, Dr. R. Sahandi, Dr. T. Humphries Smith, Dr. Z Khan,
 Dr. C. Ncube, Prof. B. Gabrys, H. Impett, L. Burman, K. Smith, G. Toms,
 A. Gutierrez (S&AS Rep), Dr. S. Thompson, Dr. V. Dubey, C. Richardson,
 P. Davies (Administrative Support), Pete Allen (Student Rep), Sam Bannister
 (Student Rep), Kyle Williamson (Student Rep) and Kate Jones (SU VP Education)

Apologies: Dr. Xavier Velay, Dr. Andrew Main, Prof. Sine McDougall, Dr. Philip Sewell, Dr. Sherry Jeary, Dr. Frank Milsom, Prof. Siamak Noroozi

7. Items Raised by Staff

- 7.1. IMechE Further Learning Programme update – Dr. Zulfiqar Khan
 ZK tabled a paper regarding the IMechE Further Learning Programme Update which was approved by the Institution of Mechanical Engineers to take place at Bournemouth University in DEC. This programme is design to target industrial professionals who aim to get registered as Chartered Engineer (CEng) with the Engineering Council UK (ECUK) through IMechE. These professionals are required MEng or equivalent qualifications. This programme is only the second of its kind in the UK and has accepted units which are already running in the DEC post graduate programmes. ZK pointed out that this is quite an impressive achievement for DEC and the University and that the committee members from the IMechE were thoroughly impressed with the further learning scheme put forward by The School and the modules with a few recommendations concerning the balance of all of the competences. With the re-introduction of BEng and MEng programmes in DEC this will provide an excellent basis on which to grow professional certification/further learning programmes in the STEM areas as well as through discussions with other accreditation organisations such as the BCS, BPS etc. Members unanimously approved and supported the IMechE Further Learning Programme. **Approved**

10. Visiting Professors/Visiting Research Fellows**Visiting Professors:**

- 10.1 Dr. Rehan Ahmed – Sustainable Design, recommended by Prof. M. Hadfield for his expertise of working within four high quality universities at Brunel, Cambridge, Heriot-Watt and Alfaisal. His expertise has spanned the areas of tribology, surface engineering, mechanics and materials. Dr. Ahmed has excelled in both research and teaching within the Mechanical Engineering discipline. Dr. Ahmed has demonstrated leadership by developing first class relationships and grants with leading international universities and industries whilst continuing an impressive publication portfolio. He has contributed to the UK's Engineering and Science Council as a peer elected college member. **Recommended for Approval**
- 10.2 Professor Ramesh Chinnakurli – Sustainable Design, recommended by Dr. Z. Khan. Professor Chinnakurli has published extensively within international journals and has completed many PhD supervisions over a sustained period of time. He has a track record of attracting external funding to support research in the area of nano-tribology and advanced materials and is a full professor at PES Institute of Technology, Bangalore, India which is a highly regarded University. His expertise and international linkage will benefit the Sustainable Design Research Centre and will have future benefits in terms of academic ambitions. through the exploration of possible joint research programmes between PESIT and BU. **Recommended for Approval**
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Visiting Research Fellows due for renewal:

- 10.4 Dr. Manish Bharara – University of Arizona Limb Salvage Alliance – Dr. J. Cobb. It was reported that there has been no activity between the school and Dr. Bharara over the last few years.
Not recommended for renewal of VRF privileges
- 10.5 Dr. Brian Parkinson – Computer Aided Design Engineering – Prof. M. Hadfield. It was reported that Dr. Parkinson has been involved with the Design Academic Group, Design Engineering and through the IED. He has recently relocated to Lincolnshire but has expressed interest in continuing his relationship as a VRF with the school.
Recommended for renewal of VRF privileges

**SCHOOL OF DESIGN, ENGINEERING AND COMPUTING
MEETING OF THE SCHOOL ACADEMIC BOARD**

WEDNESDAY, 22 February 2012, OVC Board Room

DEC/SAB/1112/2 unconfirmed

Present: J. Roach (Chair/Dean)
Prof. M. Hadfield, Dr. R. Sahandi, Dr. T. Humphries Smith, Dr. Z Khan,
Dr. C. Ncube, Prof. B. Gabrys, H. Impett, L. Burman, K. Smith, G. Toms,
A. Gutierrez (S&AS Rep), Dr. S. Thompson, Dr. V. Dubey, C. Richardson,
P. Davies (Administrative Support), Pete Allen (Student Rep), Sam Bannister
(Student Rep), Kyle Williamson (Student Rep) and Kate Jones (SU VP Education)

1. **Apologies:** Dr. Xavier Velay, Dr. Andrew Main, Prof. Sine McDougall, Dr. Philip Sewell, Dr. Sherry Jeary, Dr. Frank Milsom, Prof. Siamak Noroozi

2. **Minutes of the last meeting dated 16 November 2011**

The minutes of the DEC School Academic Board Meeting of 16 November 2011 were reviewed and approved as presented.

2.1 Matters Arising

5. **Student Representatives Report**

Action on KDS to arrange to publicise on MyBU to DEC students the availability times of DEC labs and the software in each of the labs to enable students to arrange their lab usage accordingly. Lab lists have been compiled indicating availability and software and Marketing is in the process of publishing this information for the students, including on MyBU. JR will chase this up to ensure this action is completed and this information is placed on MyBU as well as published on the school's website

Action in progress

6. **Student and Academic Services Report**

Action on AM to distribute unit level student feedback to the DEC Unit Leaders from the student surveys as soon as the ITS technical problems have been resolved. This was done during last term. The hold up was initially technical, but became extended by email discussions with the chair of the staff trade union – it was worth clearing up issues he raised before going ahead with the process. There are now no delays in surveys being processed. Generally staff get them back on the same day they give the paperwork to admin, in a small number of cases it is the next day

Action Complete

8.2 **Items Raised by Staff – Name of School**

At the request of the Psychology Framework, action on JR/XV to appoint a School Name Change Committee to consider a school name change that reflects all the frameworks within the school and to bring a recommendation of revised name to the SAB in February. JR reported that in discussing this with the VC, he was advised that UEG didn't wish to consider a name change at this moment in time. This action is, therefore, delayed until such time the UEG is willing to support consideration of a school name change.

Action delayed indefinitely

3. **Dean's Report - Professor J. Roach**

JR tabled and discussed the Dean's Report. JR welcomed new staff members to the Psychology Framework and Computing Framework and congratulated staff members who have been promoted and upgraded since the last Academic Board meeting. The vacancy for the Professor in Computing still stands and shortly three more posts in Psychology will be advertised to ensure the school is in compliance with the 20:1 student/staff ratio for the British Psychological Society accreditation.

The new DEC Academic and Leadership structure is working well since it was implemented last October. The HoAGs in partnership with their professorial staff are working as a team in managing the subject areas within their frameworks/research centres and enterprise/professional practice and are generating the school's Strategic Plan for the coming year. Discussions are underway within the Academic groups with regard to the schools' strategic plan and finances. As soon as the school's strategic plan and finances are approved, JR will make it available to all staff.

In response to student feedback and the NSS, actions have been put into place mainly centred around listening and responding appropriately to the student voice via the student forums and ensuring the school's organisation of teaching is as good as it can be. During Term 1, the school has returned 98.6% of marked work to undergraduates within 3 weeks, which compares to 83% last year. The student representatives present concurred that the student forums are very effective and the school is very responsive to the student voice.

JR also presented student numbers, both UG and PG, and finance update within the report. A discussion followed. A question arose about the possibility of obtaining two screens for Computing and interactive boards. JR indicated these items are items that can be put forward in the capital budgets from the HoAGs. A brief discussion followed about HEFCE grants vs. student numbers.

4. **Student Forum Report and/or SU BU Report**

The Summary of feedback collected by DEC Student Reps to end of January 2012 for the DEC Synoptic Report was tabled. The SU VP Education and student representatives presented explained the student survey processes (which is a work in progress) to obtain the information and noted that the very small percentage of students who responded to the surveys makes it difficult to draw any significant conclusions. Members noted that some of the feedback in the Synoptic Report actually contradicts the feedback through the Student Forums. The Student Reps and SUVP Education noted that as well. A large number of students who did take the survey appear to be using a neutral response (neither agree or disagree) which makes it impossible to draw any conclusions or points of action. There has been a problem with some student representatives modifying the surveys they provide which makes it difficult to decipher the feedback. SUBU is trying to get all the surveys standardised in order to obtain better and clearer feedback. A discussion followed about how to improve the survey through educating the students taking the survey to discourage students from "sitting on the fence." The SUVP Education reported that the SUBU is trying to get away from surveys that tend to attract more negative responses and trying to encourage students to share positive feedback such as through the "Your Brilliant" awards and Speak Weeks. Generally the student feedback for DEC has been positive. Most of what the students indicated they would like have been addressed already. The only other issues that came up that students would like and were discussed are:

- More clarity in what is expected in assignments which for the most part is being done

- A desire from some students to have assignments marked anonymously –

Members noted that this has come up before and when attempts to act on this are discussed for implementation, the majority of students object to anonymous marking. JR indicated that if there is a strong feeling about this from the majority of students, an anonymous marking pilot scheme could be implemented to see how it works out. Members noted, however, that the downside of anonymous marking is the loss of personalised and more timely feedback which student reps said is probably not something most students would like to sacrifice and they would report that back to those students who suggested anonymous marking. This would also have to be taken up with the Academic Standards Committee as well before it could be implemented. The Academic Admin Manager also pointed out that anonymous marking would present problems to the Academic Administration Staff managing the recording and distribution of assignments which could make that process much more time consuming and complex. The Dean asked the student reps to please ascertain from those students who have indicated they would like anonymous marking, why they would prefer anonymous marking and let him and/or Andrew Main know as there might be a reason behind the suggestion that could be easily addressed. **Action Student Reps**

- A seminar on how to submit work –

Evidently with changes with the use of Coursework Cover sheets, online assignment submission, etc., some students are confused about what is expected from them in submitting their course work. Members agreed and indicated that this can easily be addressed as part of induction.

The Dean invited each of the student reps to share any concerns or comments regarding their frameworks. Comments and suggestions included more social activities between the student forums/ reps and School Administrative and Academic staff, i.e. one recently held in Dylans which went very well; concern about dropping attendance of Level I and C students and how to improve that (which was noted as a national HE challenge from those to do external examining elsewhere). Innovative ideas from student reps on ways to address this included a student blog which enables students to interact with their lecturers online so even if they are not in attendance at lectures, their lecturers know they're still engaging, smaller groups, less fragmented timetables, more space to

enable smaller groups which is a central university issue, more outside speakers from Industry and/or engagement with alumni who are now in business (which is underway). Better branding and school identity/signage in Poole House for DEC and the possibility of a separate ground floor entrance in PH to the School of Design, Engineering & Computing to separate out the school's identity from other departments within PH (similar to the branding and strong ID of the Media School in Weymouth House). All in all, the student representatives indicated that student feedback is generally good and students are pleased with how quickly the school responds to the student voice. The student/staff partnerships through the student forums are working very well.

5. Student and Academic Services Report – report tabled

AG from S&AS presented the report as tabled and discussed the highlights which include co-ordination of collaborative working across front line staff; updates to library facilities including new laptop power sockets, new PC workstations, etc; and a new coaching pilot that has been renamed GROW@BU. AG asked the school to identify the most appropriate individual who should be kept informed of student progress regarding a new BU Student Development Award, as well as contributing to the ongoing development of this scheme. Members suggested the Associate Dean, Student Experience, Dr. Andrew Main, as best representative for this in DEC.

A question arose pertaining to policies and processes that appear to be obstructive in trying to set up collaborations, double diploma/dual degree programmes with other universities and overseas partners in compliance with the University's strategic plans to increase internationalisation. One of the DEC professors has been looking into this issue and has found it is much easier for such effective collaborations to be set up between other European universities and entities but British Universities, including BU tend to over-complicate this process to the point that it becomes discouraging. A discussion followed. AG suggested this matter be discussed further with Jacky Mack.

6 School Academic Standards Committee minutes

- 6.1 Minutes of (a)16 November 2011,(b)12 December 2011, (c)25 January 2012 meetings
The minutes of the 16 November, 2012, 12 December 2011 and 25 January 2012 School Academic Standards Committee meetings were presented and reviewed. Members noted actions as reflected in the minutes. There were no further comments.

7. Items Raised by Staff

- 7.1. IMechE Further Learning Programme update – Dr. Zulfiqar Khan
ZK tabled a paper regarding the IMechE Further Learning Programme Update which was approved by the Institution of Mechanical Engineers to take place at Bournemouth University in DEC. This programme is design to target industrial professionals who aim to get registered as Chartered Engineer (CEng) with the Engineering Council UK (ECUK) through IMechE. These professionals are required MEng or equivalent qualifications. This programme is only the second of its kind in the UK and has accepted units which are already running in the DEC post graduate programmes. ZK pointed out that this is quite an impressive achievement for DEC and the University and that the committee members from the IMechE were thoroughly impressed with the further learning scheme put forward by The School and the modules with a few recommendations concerning the balance of all of the competences. With the re-introduction of BEng and MEng programmes in DEC this will provide an excellent basis on which to grow professional certification/further learning programmes in the STEM areas as well as through discussions with other accreditation organisations such as the BCS, BPS etc. Members unanimously approved and supported the IMechE Further Learning Programme. **Approved**

Another item raised by staff via email was a question concerning what lessons were learned about the management and monitoring of EPSRC work in response to monies that the school had to refund because students who didn't meet the criteria were put forward on this programme five years ago. JR and MH addressed this issue and explained that the misunderstanding occurred during a shift in responsibility as to who was "policing" this when it went from self-policing to becoming the responsibility of the schools five years ago. There was a misunderstanding and since this matter has become clearer and better understood and there have not been any further problems since this first problem five years ago.

8. Deputy Deans Reports

- 8.1 Deputy Dean, Education – Dr. X. Velay (School Quality Report tabled)
The School Quality Report for Academic Year 2010-11 was tabled for review and discussion. It was noted that all action points reflected in the report have been completed. Members

reviewed and discussed the report. There were no further questions or comments.

- 8.2 Deputy Dean (Research, Enterprise & Internationalisation) - Prof. M. Hadfield
MH tabled the Research, Enterprise and Internationalisation Report and the Internationalisation Steering Group meeting minutes of 2 December 2011. The report outlined the 5 Internationalisation measures of success for DEC which include:
- Number of overseas/EU PG taught students per academic year.
 - Number of overseas/EU undergraduate students per academic year.
 - Number of overseas/EU PhD students per academic year.
 - Number of joint journal/conference publications with overseas HEI/Institutions/Industry.
 - Number of overseas/EU Visiting Professors/Visiting Fellows.
- The report also addressed REF update; PhD completions to date, new PhD students, the upcoming PGR Poster Day in May, BU Research Blog, school R&E Income Targets for 2010/11, Research Themes, and BU Research Strategy. A question arose pertaining to the crediting of R&E Grant income. JR, KDS and the school's Finance Manager will investigate this matter.

Action JR/KDS

A discussion followed regarding Visiting Faculty and the lack of remuneration in general but honorariums and travel expenses can be arranged on a case by case basis until the University standardises this process.

9. Associate Deans Reports

- 9.1 Associate Dean, Student Experience – Dr. A. Main
AM tabled the Student Experience Report which provided updates regarding the Student Rep System, Electronic Assessment Feedback, NSS, BU and DEC Surveys, 3 Week Turnaround, Induction and Enrolment and the Common Academic Structure. There were no further questions or comments.
- 9.2 Associate Dean, Design & Engineering – Dr. T. Humphries Smith
THS tabled the Design & Engineering report which provided an update on educational activities including the development and validation of the BEng and MEng programmes, industrial brief and the growing interest from industry with new relationships having been formed along with established relationships with NOKIA, B&Q, and Anglepoise. The report also outlined Research Activities within the Academic Group and Fusion: Technology and Design Challenge.
- 9.3 Associate Dean, Computing & Informatics – Dr. K. Phalp
KP tabled the Computing & Informatics report which provided an update regarding courses, processes underway in reviewing the undergraduate framework with changes to take effect from Autumn 2013 to bring in a common academic structure and a move to semesters, the Academic Group's involvement in the delivery of two software units for the BBC Masters programme, update on plans to renovate the Computing labs, and staffing.
- 9.4 Associate Dean, Creative Technology – Dr. R. Sahandi
RS tabled the Creative Technology report which provided updates regarding UG applications, Masters programmes, reduction in student wastage rates and efforts underway to monitor and address student engagement, plans for Project Day, the development of an Industrial Advisory Panel for Creative Technology and research and enterprise activities and international collaboration. The CT Academic Group is currently looking into applying for JAMES accreditation for the MAT course in the Framework.
- 9.5 Associate Dean, Psychology/Psychology Research – Professor S. McDougall
A brief outline of activity was tabled for the Psychology Framework/Research Centre. A course review is being carried out in February/March and a British Psychological Society five-year review is being carried out in April.
- 9.6 Any other business re Frameworks Management/Team meetings – Framework Leaders
Framework Leaders were invited to raise any other business from Framework Meetings. No other business was raised.

10. Visiting Professors/Visiting Research Fellows

Visiting Professors:

- 10.1 Dr. Rehan Ahmed – Sustainable Design, recommended by Prof. M. Hadfield for his expertise of working within four high quality universities at Brunel, Cambridge, Heriot-Watt and Alfaisal. His expertise has spanned the areas of tribology, surface engineering, mechanics and materials. Dr. Ahmed has excelled in both research and teaching within the Mechanical Engineering discipline. Dr. Ahmed has demonstrated leadership by developing first class relationships and grants with leading international universities and industries whilst continuing an impressive publication portfolio. He has contributed to the UK's Engineering and Science Council as a peer elected college member. **Recommended for Approval**
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Visiting Research Fellows due for renewal:

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- 10.5 Dr. Brian Parkinson – Computer Aided Design Engineering – Prof. M. Hadfield. It was reported that Dr. Parkinson has been involved with the Design Academic Group, Design Engineering and through the IED. He has recently relocated to Lincolnshire but has expressed interest in continuing his relationship as a VRF with the school. **Recommended for renewal of VRF privileges**

11. Research Centres Reports (overviews)

- 11.1 Smart Technology Research Centre - Professor B. Gabrys
A report summary of R&E activities from the Smart Technology Research Centre was tabled and discussed. The report updated the Academic Board on the Centre's Esteem indicators and achievements, INFER Project Activities, R&E Bids Publications, Seminars and staff. BG reported that a mid-term review of the INFER Project will take place in Europe in April. The STRC is involved in organising major conferences in Europe and here, along with research seminars to which all students are invited. The floor was open for questions and comments.
- 11.2 Sustainable Design Research Centre- Dr. Zulfiqar Khan
A report of activity update from the SDRC was tabled and discussed. The report provided an update regarding vision and strategies, research support, bidding activity, in-kind support, PhD students, short course and conference/publication activity. The floor was open for questions and comments.
- 11.3 Design Simulation Research Centre - Professor S. Noroozi
A report of activity was tabled for the Design Simulation Research Centre. The report provided an update of staffing/PhD students, Visiting Research Staff, publication, conference and enterprise

activities, professional practice and short courses/CPD & Enterprise. The floor was open for questions and comments.

- 11.4 Software Systems Research Centre - Dr. C. Ncube (*no report tabled*)
No report was tabled but CN provided a brief verbal report regarding recent activity within the Software Systems Research Centre.
- 1.5 Creative Technology Research Group - Dr. F. Tian
A report of activity was tabled for the Creative Technology Research Group regarding publications, bidding, and other activities and International Programme Committee/conferences/workshops.
12. **School Research & Enterprise Committee minutes**
Minutes of 2 November 2011 and 4 January 2012 (unconfirmed) meetings
The School Research & Enterprise Committee meeting minutes of 2 November 2011 and 4 January 2012 were presented for review.
13. **Health and Safety Issues** – K. Deacon Smith
JR reported that a health and safety walk through inspection has been done in Tolpuddle House and he is satisfied that the staff in the workshops are enforcing all health and safety requirements and the workshops are in compliance. A health and safety walk through will soon be taking place in all the labs in Poole House.
14. **AOB**
There was no other business to discuss.
15. **Adjournment at 11:55 am.**

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Professor Jim Roach, Dean

BOURNEMOUTH UNIVERSITY

School of Health & Social Care

UNCONFIRMED MINUTES OF SCHOOL ACADEMIC BOARD MEETING HELD ON 15TH FEBRUARY, 2012

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

Prof Paul Lewis was proposed for an Emeritus Professorship by Gail Thomas. SAB agreed to submit to the Vice-Chancellor for approval.

2. APPROVALS

Proposed new members of HSC Visiting Faculty

Dr May Ooi was proposed for a Visiting Fellowship by Michele Board. SAB agreed to offer a Visiting Fellowship.

Dr David Hewitt was proposed for a Visiting Fellowship by Keith Brown. SAB agreed to offer a Visiting Fellowship.

Jane Holroyd was proposed for a Visiting Fellowship by Keith Brown. SAB agreed to offer a Visiting Fellowship.

Richard Field was proposed for a Visiting Fellowship by Keith Brown. SAB agreed to offer Visiting Fellowship

Henrik Reschreiter was proposed for a Visiting Fellowship by Tony Markus (for Paul Thompson). SAB agreed to offer a Visiting Fellowship.

Proposed renewals of HSC Visiting Faculty (due 1.4.12)

Philip King was proposed for renewal of his Visiting Fellowship by Elizabeth Rosser. SAB agreed to offer a further three year term.

Gwyneth Lewis was proposed for renewal of her Visiting Professorship by Sue Way. SAB agreed to recommend to the VC that her term is renewed for a further three year term.

Paul Watts was proposed for renewal of his Visiting Fellowship by Lee Ann Fenge (for Jonathan Parker). SAB agreed to offer a further three year term.

3. OTHER RELEVANT ACTIONS

School of Health & Social Care Minutes of School Academic Board held on the 15th February, 2012.

Agenda item	Action
1.0 ATTENDANCE AND APOLOGIES	
<p>Present: Gail Thomas (Chair) Clive Andrewes, Barbara Dyer, Elizabeth Rosser, Lee Ann Fenge, Andy Scott, Karen Pichlman, Judith Chapman, Tony Markus, Andy Philpott, Sara White, Michele Board, John Tarrant, Sue Collins, Tim Etheridge, Mary-Ann Robertson, Keith Brown, Sue Way, Jane Murphy, Student reps: Phillipa-Rose Hodgson, Katie Jackson, Georgina Brown, Kate Jones Jenny Joy (minutes secretary) Apologies: Anthea Innes, Janet Scammell, Jill Davey, Amy Blackham, Edwin van Teijlingen, Clive Matthews, Bethan Collins, Sara Crabtree, Carol Bond, Jane Hunt, Les Todres, Jonathan Parker, Clare Taylor, Angela Turner-Wilson, Luisa Cescutti-Butler, Deirdre Sparrowhawk, Penn Greenberg, Emma Lynwood Deirdre Sparrowhawk, Kip Jones</p>	
2.0 MINUTES OF THE LAST MEETING	
2.1 The minutes of the meeting held on the 12 th October, 2011, were accepted as accurate.	
2.2 Matters arising	
2.2.1 <u>Michael McCarthy</u> was proposed as a Visiting Professor but was not approved by the VC. He was therefore offered a Visiting Fellowship by Gail Thomas.	
2.2.2 <u>Eleni Maunder</u> was proposed as a Visiting Professor but was not approved by the VC. He was therefore offered a Visiting Fellowship by Gail Thomas.	
2.2.3 <u>Programme proposal</u> – CPD Masters & Post Reg Frameworks – presented by Clive Andrewes in Clive Matthews’ absence for Chair’s Action. Ratified in principle by the School Academic Board prior to a validation process. The Board were content that the framework should proceed to the design phase of validation.	
2.2.4 <u>VLE Enhancement</u> Maggie H will feedback later in the academic year.	
2.2.5 <u>100 day plan</u> Had reported to Uni Exec Team with actions that had taken place and were completed as intended, with a few ongoing issues around the BH update. ER congratulated those involved in improving the student experience.	
2.2.6 <u>Feedback from Dean’s Report</u> Gail had had two responses one from a MH student who felt totally supported and from another regarding the low temperature in BH (which had since been addressed). Michelle Board said that visitors had reported positively on the improved conditions in BH. The provision of more student space is ongoing.	

3.0 EDUCATION ENHANCEMENT

- 3.1 School Education Enhancement Strategy/NSS Plan update – presented by Barbara Dyer in Clive Matthews' absence.
BD gave a brief update on the combined strategy and NSS action plan, highlighting the completed set of actions up to the 100 day meeting with UET and the longer term actions that are currently in progress. BD and CM are meeting the PCs and FLs on a monthly basis to monitor progress.

Action: BD/ CM to continue ensuring improvements are embedded

**Barbara Dyer
Clive Matthews**

- 3.2 University education enhancement initiatives/ mitigating circumstances – Stephanie Fereday from EDQ attended for this item and gave a presentation. She explained that BU provides a Mitigating Circumstances Code of Practice which outlines the process for taking into account circumstances that arise which could disadvantage a student. And it is currently being updated. The process is designed to ensure fairness to the student body and equity of consideration. For further information, the code of practice is available on the portal.

Clive Andrewes felt students should be advised to fill in the form more fully and why a circumstance is affecting them and their work at the present moment. This would hopefully help the board to make a clearer decision.

- 3.3 Peer Reflection on Educational Practice (PREP) – presented by Barbara Dyer in Clive Matthews' absence.

The scheme sets out our focus this academic year on assignment feedback and what we intend to achieve. BD summarised how it will be implemented and reported that CM's detailed plan will be disseminated to the School later on in the term. It represents a important piece of work focussing on the quality and consistency of standards of feedback.

Action: Implementation plan to be circulated

Clive Matthews

- 3.4 International mobility

A report from Chris Shiel was discussed in Sara Crabtree's absence. ER reminded the meeting that any student who goes abroad via Erasmus funding comes within the bilateral agreement. It is not lack of willingness to find placements abroad but the logistics of honouring this agreement which present challenges. There is a lot of opportunity in this area as we move towards the Common Academic Structure although the professionally regulated course always present some challenges. For future we need to look at our international connections, perhaps offering student scholarships for two weeks which we would need to finance or look for outside support. WAU is a place we could utilise but risk assessment would be crucial at the present time.

Sue Way said that from a midwifery point of view, students do get bursaries or funding by applying to outside agencies.

Andy Scott asked if we could articulate exactly what admin support would be expected to support this so we could build this into our admin review.

Philli H commented that many universities offer international placements and the majority of nursing students would like this experience abroad. She feels we should give them this opportunity although they would be responsible for raising their own funds. GT responded that we are will consider this further and is delighted that Philli believes students would be willing to fund themselves; this makes the options much easier to pursue.

Keith Brown suggested that instead of looking at difficulties with ERASMUS, we could look at placements abroad on a short term basis. If we could build on our current links that would be a positive move which would build relationships instead of randomly placing people abroad. He felt an experience abroad rather than a formal placement is more important and an area we should explore.

Andy P felt that there is scope for reciprocal arrangements.

Tony Markus felt sure there are many contacts we could utilise and make a start on this issue. He has a list of appropriate links which he will pass on to Philli.

Public liability, and student safety are issues to be addressed.

Action: International mobility to feature in the School strategic plan; SC to consider options with HSC ISG

Sara Crabtree

4.0 REPORTS

4.1 Dean's Report

Gail T presented her New Year Report. Key issues include:

Academic Communities - are moving forward at varying degrees.

Changes in the NHS - have resulted in the move of our contracts with SHA from South West to South Central as local Education and Training Boards are established. One advantage of this could be that we will have one commissioner to which to report.

Joint Honours – Deputy VC has asked schools to bring together existing programmes to create joint honours degrees. Rosie Read is liaising with App Sci about the possibility of a joint sociology and anthropology programme.

We are also exploring joint honours with DEC around psychology which could present some challenges due to BPS requirements but is a positive move.

Joint Honours allow us to broaden our footprint.

Student and staff achievements - Gail had received some outstanding news stories from both students and staff which are included in her report and the termly message to all students.

4.2 Student Representative Reports

4.2.1 Student Experience Forum – a written report was presented by Barbara Dyer.

This forum is held once a term to look at holistic experiences and is well attended.

Issues raised:

Lack of water fountains: had now been actioned in BU x 2 and Portsmouth

Ground floor toilets had been changed to 2 female and one combined disabled/men's toilet which had caused some confusion, especially on open days. Clearer signs to be produced.

Action: AS to liaise with Estates re: signage

Andy Scott

Lack of microwave and seating: plans to relocate student lounge will include a microwave. Cleaning (lack of) could present a fire risk which needs to be addressed. (Philli volunteered to action this).

Action: SUBU to consider how to ensure the microwave is maintained effectively

SUBU

Library books for social work students and perceived lack of resources: Unit leaders may be recommending publications which aren't available as e-books or hard copies.

Action: unit leaders to liaise with library staff

Unit leaders

Interprofessional Units – it was proposed that student groups could be more location based. Andy P stated that all Portsmouth based midwifery and UCY nursing students are in separate but unique groups so as not to overcomplicate groupings and a more detailed approach on localities (nursing) will be explored for the next academic year. It can never be perfect but perhaps we can phase this in.

Action: AP to consider more locally based groups

Andy Philpott

Lack of gym facilities: Ali Hanks had informed us that students can use B&P college gym for £15 per year in off peak hours

Travel to placements: It was commented that many students, OT in particular, are having to travel a long way to placements, although it is acknowledged that students are advised of this before starting the course. Philli suggested that the distance of travel should be made more specific, especially in rural localities.

Action: BD to discuss with framework leaders about ensuring we are clear in pre course information and at open days that travelling may be significant at times

Barbara Dyer

Next Student Experience Forum meeting to be held on 10th May.

4.2.2 SUBU Synoptic Report - a written report was presented by the four student reps present at the meeting. Some of the issues raised were:

Students would like funding for travel to placements. It was noted that the Student Grant Unit do this and it is not a BU responsibility.

Consistency of quality of teaching to make it the same across units.

Issue around lecturers who are off sick.

Liked the structured feedback they received.

The reps talked through the list the Quantitative Data section on their

questionnaire recognising this only represents 2.6 per cent of students. More responses need to be encouraged by student reps.
Barbara D felt it would be helpful to have a specific break down of feedback rather than across the board.

The possibility of creating a survey once a term rather than for each unit and each year was raised to reduce the number of evaluations students need to do. However, Gail T said they are based on quality monitoring related to each unit which unfortunately means 18 evaluations during the students' time with us. Placement issue around exercise science: there had been a varied experience of placements and students would like more info on what to expect. Also a definite communication from BU staff and a link to confidential feedback regarding their placement would be helpful. It was felt that the academic advisor would be the person to report to. Kate Rowe-Jones is working on these challenges.

84 per cent of responding students were satisfied with course quality.

Action: KRJ and AP to consider how to improve placement experience

**Kate Rowe-Jones
Andy Philpott**

4.2.3 Report from Student Reps – included in previous item.

4.3 Deputy Dean (Education) Report – Barbara Dyer gave a verbal report on behalf of Clive Matthews and distributed stats (4.6).

A useful summary from HESA of HSC enrolments as of 1st December, 2011, to highlight 3,934 total number of students in HSC, 2,455 FTE and 1,780 UG FT, which is positive.

4.4 Deputy Dean (Research) Report – a written report from Jonathan Parker was tabled at the meeting in his absence which contained a few good news stories:

4.5 Student and Academic Services Spring Report

One action item: BU student development award updates – 26 students. HSC to provide Beth Shephard with info by 29th February.

Philli – positive feedback from students about engagement of student experience.

Action: BD to inform BS of HSC awards.

Barbara Dyer

4.6 Student population statistics – covered in 4.3

5.0

5.1 Admissions, Progression and Employment Group (APE) – Barbara Dyer gave a verbal report.

NHS funded degree level programmes have generally attracted an increase in applications, whilst applications to Ad Dip programmes have decreased. A decrease in applications for non professional HEFCE funded degree programmes is of some concern. Acceptances are being closely monitored through APE.

5.2 School Academic Standards Committee – noted; there were no comments

5.3 School Research and Enterprise Committee – noted; there were no comments

5.4 School International Group – noted; there were no comments

5.5 School Health & Safety Committee – Clive Andrewes and Andy Scott

CA reported that the BU risk register includes a risk regarding student safety while on placement but this is not likely to propose problems in HSC where students are well supported.

5.6 School Postgraduate Committee – noted; there were no comments

6.0 ITEMS RAISED BY STAFF

6.1 Senate A written report was submitted in Carol Bond's absence.

Electronic assignments and feedback on health & safety issues were raised which are to be reported back to Senate. Andy S reported that a pilot using different electronic devices has been undertaken and staff will be supported in marking electronically in the way that suits them best; voice activated can be used software in exceptional circumstances.

7.0 FRAMEWORK DEVELOPMENTS

7.1 Joint Honours – Gail Thomas
Covered in Deans' report

7.2 Nursing curriculum – It was reported in Janet Scammell's absence that work is underway, linking with practice colleagues to ensure a high quality curriculum is developed.

8.0 COLLABORATIVE PROVISION – no issues raised in Andy Mercer's absence (on sick leave)

9.0 ITEMS FOR APPROVAL

9.1 Proposed new members of HSC Visiting Faculty

9.1.1 Prof Paul Lewis – Emeritus Professorship (presented by Gail Thomas)
Agreed to submit to Vice-Chancellor for approval.

9.1.2 Dr May Ooi – Visiting Fellow (presented by Michele Board)
Agreed to offer Visiting Fellowship.

9.1.3 Dr David Hewitt – Visiting Fellow (presented by Keith Brown)
Agreed to offer Visiting Fellowship.

9.1.4 John Paisey – Visiting Fellow (Kim Greaves) – deferred in Kim's absence.

9.1.5 Prof Ismail Baba – Visiting Professor (presented by Jonathan Parker)
Deferred in Jonathan's absence.

9.1.6 Dr Azlinda Azman – Visiting Fellow (presented by Jonathan Parker)
Deferred in Jonathan's absence.

9.1.7 Jane Holroyd – Visiting Fellow (presented by Keith Brown)
Agreed to offer Visiting Fellowship.

9.1.8 Richard Field – Visiting Fellow (presented by Keith Brown)
Agreed to offer Visiting Fellowship

9.1.9 Henrik Reschreiter – Visiting Fellow (presented by Tony Markus for Paul Thompson) Agreed to offer Visiting Fellowship.

9.2 Proposed renewals of HSC Visiting Faculty (due 1.4.12)

9.2.1 David Coppini – Visiting Fellow to Professor (presented by Tony Markus for Paul Thompson)
Agreed in principle to propose as a Visiting Professorship to the VC on the grounds of Professional Practice with the proviso that there will be questions over international links, funding, PhD supervision etc, Those present saw the merit in the change to Visiting Professorship but there is a need to identify more specifics before it goes to the VC. Deferred until more information received.

9.2.2 Philip King – Visiting Fellow (presented by Elizabeth Rosser)
Agreed to offer a further three year term as a Visiting Fellowship.

9.2.3 Gwyneth Lewis – Visiting Professor (presented by Sue Way)
Agreed to propose to VC for renewal for a further three year term as a Visiting Professor.

9.2.4 Paul Watts – Visiting Fellow (presented by Lee Ann Fenge for Jonathan Parker) Agreed to offer a further three year term as a Visiting Fellow.

10.0 ANY OTHER BUSINESS

University Strategic Plan

Gail spoke around how we will achieve the BU vision and values including fusion. Schools have been tasked to produce specific Strategic Plans within a succinct time scale, the first due in three weeks, to be presented to UET for discussion and then finalised. The plan to engage staff was raised and it was agreed that an open meeting be planned next week.

Action: GT to organise an open meeting to discuss the strategic plan.

Gail Thomas

Points raised included:

BU Investment to staff is exciting

Student fees and the market, graduate workforce – need discussion in this area

4 year programme (with a one year placement) a possibility to offer to students

Increase awareness of our impact as a School within the University for which we will be recognised and will attract students

Marketing, PR and communicating with students to be improved

Think about about IT infrastructure which will support us in the future and the right media for students to engage here or elsewhere

Advanced Practice CPD: need more employability skills; Physio and OT are concentrating on emerging roles which ties in with changes in the environment and advanced practice.

CPD framework we are developing will allow different groups to slot in to learn and to pay in bite sized chunks.

Widening Participating – marketing ourselves and profile raising, we could do more work with our local schools, a session per term to build aspiration within local schools and colleges.

University Trust status; make this a real partnership with the NHS across all schools and links to build on international activity at hospitals. The merger of Poole and Bournemouth Hospitals is an opportunity for us to link into this. Deans from BU will be part of the steering committee, including GT, Roger Palmer and Jim Roach.

DHUFT – meeting shortly with CEO, VC, Director of OD and GT to explore implications for enlarged Trust including community service provision

11.0 FUTURE MEETING DATES

30th May, 2012 9.30 – 12.00 in S107

BOURNEMOUTH UNIVERSITY

THE MEDIA SCHOOL

SCHOOL ACADEMIC BOARD

**UNCONFIRMED MINUTES OF THE MEETING HELD ON TUESDAY 28 FEBRUARY
2012, 3PM, BOARD ROOM, POOLE HOUSE**

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

Item 2 – Online Assessment Handling

Concerns were expressed that technology should not drive assessment and that mandatory targets would be detrimental to progressing the roll out of online assessment. It was agreed that this would be brought to the attention of Senate.

Item 6 – Media School Student Charter

Members agreed the draft Media School Student Charter and associated resources for implementation in 2012-13 (subject to amendments recommended at the meeting and comments from students at the impending Student Forum). It was recommended to Senate for wider consideration within BU.

2. APPROVALS

Item 3 – International Mobility

Members were in favour of international mobility and supported the moves. SAS were encouraged to review language support.

Item 5 – Nominations for Visiting Fellows

The Board agreed to appoint J Clark and J Wallis Simons as Visiting Fellows.

3. OTHER RELEVANT ACTIONS

Item 7 – Student Conduct

This item would be carried forward to the Summer Term SAB meeting.

Item 10

The International Partnership Strategy would be updated by Professor T Watson.

Final year undergraduate students continue to need to be encouraged to complete the National Student Survey, despite more encouraging results this year. It was agreed a message from the Dean would be appropriate.

SCHOOL ACADEMIC BOARD (SAB)

MINUTES OF THE MEETING HELD ON TUESDAY 28 FEBRUARY 2012

3-5PM, BOARD ROOM

Present:

Stephen Jukes (chair), Mandi Barron, Dr Richard Berger, Dr Elsbeth Caswell (first hour only), Robin Chater, Kathryn Cheshir (Item 1 only), Prof Peter Comminos, Helen Cooper, Fiona Cownie, Dr Sue Eccles, Sharen Everitt, Karen Fowler-Watt (From Item 6), Melanie Gray, Tracy Hixson, Steve Hubbard, Andrew Ireland, Kate Jones (SUBU), Phil MacGregor, Phil Mathews, Marian Mayer, Colin Merrett, Prof Alexander Pasko, Jill Quest, Prof Barry Richards, Dr Richard Scullion, Phillippa Tarry, Prof Tom Watson, Emma Waters (notes), John Gussman (student rep), Zahra Roberts (student rep) Milto Miltiadou (student rep)

ITEM	Action
The Chair welcomed members to the meeting.	
1. Apologies	
Apologies had been received from Justin Reeson, Jill Beard (Item 1), John Brissenden, Dr Dan Jackson, Cheryl Martens, Graham Goode, Dr Shaun Kimber, Dr Neal White, Andrew Fox, Sharon Lewis and Sarah Warren.	
Part 1 – For Discussion/Action	
2. Online assessment handling	
<p>K Cheshir introduced the item on behalf of SAS although there had been previous dialogue at the recent meeting of Senate. Twenty six Media School units were currently involved in the pilot and based on student feedback receipting had been well received.</p> <p>Feedback was sought from members on experience of online assessment handling to date from the viewpoint of both staff and student experience. The key area of concern was that a participation rate of 70% appeared to have been targeted by ULT. While the School was keen to engage and increase participation as part of a mixed economy of both hard and online submission, resistance was felt to be likely if colleagues felt this was being enforced.</p> <p>It was noted that a number of procedural/administrative issues required resolution before the current level of participation was rolled out further. These included:</p> <ul style="list-style-type: none"> • One of the online assessment participating tutors was not offered the opportunity to mark without the centring mechanism. However, the School was confident that this would be addressed and hoped that bringing this to the attention of SAS has been viewed as constructive; • Health and safety issues associated with academic staff marking online; • To what extent a corporate solution would be offered to accommodate academic colleagues who wanted to take part in OLA but wanted to mark in hard copy; • The issue of incomplete student files for references, appeals and quality purposes, including access requests from students who would expect all information held on them to be in one place; 	

<ul style="list-style-type: none"> • The standard electronic receipting wording should reflect the time the work is submitted ie on time or late; • Setting up drop boxes to respond to up-scaling of activity and whether SAS could cope in resource terms with a potentially significant increase in participation; • The Grade Centre spreadsheet is missing key information such as whether on time or late (when the data is printed), first and second marks (not just the agreed mark required), marker and unit names etc; • The problem where grades are visible to students. <p>The student reps were invited to give a view on their experiences and considered that receipting had been helpful, that electronic submission allowed them the flexibility to submit from home and that use of Turnitin was useful in relation to good referencing practice. They also considered that there should be flexibility for tutors to offer units via hard copy or electronic submission.</p> <p>Recommendation for Approval: Concerns were noted that technology should not drive assessment and that mandatory targets would be detrimental to progressing the roll out of online assessment. It was agreed that this would be brought to the attention of Senate.</p>	Senate
3. International Mobility	
<p>The Head of Education tabled a paper which had been presented at the Education & Student Enhancement Committee. There were renewed efforts by BU to encourage international mobility and enable the flexibility for this to take place.</p> <p>MM expressed concern that language support for students going abroad would need review since resources within SAS had been lost.</p> <p>Recommendation for Approval: Members were in favour of international mobility and supported the moves. SAS were encouraged to review language support.</p>	SAS
4. Common Academic Structure (CAS)	
<p>CAS was approved by Senate last year and would comprise 15 week semesters; two for undergraduate programmes and three for postgraduate programmes. Assessment for all units would need to be completed in those semesters although there could be exceptions. CAS would be implemented in September 2013. The Media School was well placed to accommodate CAS as CMC and J&C were already running mainly short fat units. Noted exceptions were:</p> <ul style="list-style-type: none"> • CMC – one at level C, no postgraduate exceptions; • J&C – two undergraduate, one postgraduate exception; • Media – the group were planning to revalidate their undergraduate provision to accommodate CAS and there were no postgraduate exceptions; • Computer Animation – a small number of postgraduate exceptions but significant undergraduate exceptions based on pedagogy for technical units. <p>Issues raised included:</p> <ul style="list-style-type: none"> • The timing of third term postgraduate masters project/dissertation submission and implications for graduation; • Three weeks teaching and two weeks assessment would be an increase in student 	


<p>contact for CMC & J&C and would need a review of course costings;</p> <ul style="list-style-type: none"> Concerns over how the new CEMP part-time BA would fit into this system although it was considered part-time provision would be excluded from CAS. <p>BU's preference would be for incremental introduction but CMC & J&C would 'big bang' with CMC hopeful of introduction in 2012. This would be reliant upon student support. There was concern over NSS scores in some schools/groups as a result of curricula changes in the past but in these two groups it was perceived to be beneficial for the student experience. It was also noted that it would be difficult operationally to run two systems concurrently.</p>	
<p>5. Nominations for Visiting Fellows</p>	
<p>A nomination for Visiting Fellow for Jonathan Clark was proposed by Richard Scullion. Members supported the nomination and the Dean considered that Jonathon was a well respected friend of the Media School.</p> <p>Approved – The Board agreed to appoint J Clark as Visiting Fellow.</p> <p>A nomination for Visiting Fellow for J Wallis Simons was proposed by Karen Fowler-Watt. Members supported the nomination.</p> <p>Approved – The Board agreed to appoint J Wallis Simons as Visiting Fellow.</p>	
<p>6. Media School Student Charter</p>	
<p>The draft Media School Student Charter was tabled for comment. Richard Scullion explained that it was based on teaching and learning principles and was intended to capture mutual expectations between students and academics. Consultation had taken place to inform this draft. Communication and embedding the Charter was felt to be as important as the content. Most other universities had rebranded student handbooks to be a student charter but this was not the favoured approach for the Media School.</p> <p>It was intended to align the Media School Charter with a Charter being developed at institutional level.</p> <p>Phil McGregor stated that the Charter did not seem to be controversial or break new ground. RS agreed that this was deliberate, most colleagues and students would not need to change but it was intended to clarify expectations. It was an attempt to articulate an existing and aspiring culture. The Dean was pleased to see that it was based on academic principles and not commerce.</p> <p>Peter Comminos considered that the 'learning posture' of trusting lecturers to know more than students needed to be made explicit.</p> <p>Helen Cooper felt that students should have to commit to take responsibility for their own independent learning. The Head of Student Experience Fiona Cownie thought that 'being an active member of the learning community' covered this.</p> <p>Concern was expressed by the Head of Education Sue Eccles regarding the promise of resources and it was felt that this reference would benefit from more explicit articulation.</p> <p>The tensions associated with the integration of home and international students was raised by Marian Mayer and a brief discussion followed. Mandi Barron stated that integration as part of the induction period was being looked into.</p>	

<p>The Dean commended RS and FC for the work that they had done and endorsed the Charter for Senate's consideration subject to noted amendments. The motion was agreed by the Board.</p> <p>Recommendation for Approval: Members agreed the draft Media School Student Charter and associated resources for implementation in 2012-13 (subject to amendments recommended at the meeting and comments from students at the impending Student Forum). It was recommended to Senate for wider consideration within BU.</p>	<p>RS/FC</p> <p>Senate</p>
<p>7. Student Conduct</p>	
<p>This item was carried over to the next meeting as John Brissenden was unable to attend.</p>	<p>Clerk</p>
<p>8. Strategy Planning for 2012-13</p>	
<p>The Dean explained that budgets would be planned differently this year (no Stratplan Lite) with a ground-up approach to financial contribution. Associate Deans would collaborate with academic groups to harness ideas about School's future academic footprint and the development of the School.</p> <p>The Dean confirmed the aim was to achieve a Student Staff Ratio no worse than 20:1 by October 2012, with a goal of progressing within two years 18:1. He recommended a year of consolidation with strong expansion planned for the subsequent five years to avoid becoming a niche player and to avoid the dangers of a cyclical downturn in any segment of the Media market. The Media School needed to look for areas to increase its academic footprint. Ideas coming through included the Doctorate in Education and the part-time BA (Hons) Media Practice. Plans to inform the budget would need to be in place by mid April 2012.</p> <p>There was a discussion around some of the plans mentioned, including the shape of planned growth. The Dean reminded members that HEFCE would in future be cutting Student Number Control (regulated numbers), while AAB provision would be flexible as it would be deregulated. Growth could be targeted in undergraduate AAB provision and postgraduate provision, with possible cut-backs on some top heavy courses. However, top students may migrate to Russell group universities, so there may also need to be growth in the portfolio. He also highlighted the need for more space to accommodate new academic staff and student facilities as the School continues to grow. He confirmed that there was additional resource in place for new developments, including an agreed net figure of 80 additional academics across BU. There would also be cuts in professional and support staff although it was hoped that this could be met through normal staff turnover.</p>	
<p>3. Minutes of the last meeting</p>	
<p>9.1 Accuracy The minutes of the meeting held on 19 October 2011 were agreed as an accurate record, with the following amendments: Dr Stephen Bell had not been present, Steve Hubbard's name should have appeared and Dr Roman Gerodimos's surname had been spelled incorrectly.</p>	
<p>9.2 Matters Arising Item 4 The issues arising from the work on Protecting Academic Integrity had been discussed Item 5.2 Jonathan Wardle & Professor Stephen Heppell's report had been produced and would be considered by UET.</p>	

<p>Item 6 Professor Magnenat-Thalman's term as Visiting Professor had been extended. Professor Sean Street had been awarded Professor Emeritus status. Student and staff successes were being successfully highlighted via blogs on the School website. There had been some expressions of interest for overseas country champions but there are still countries requiring support.</p>	
<p>10. Executive Reports</p>	
<p>Dean of School report A Report was tabled, highlights from which included:</p> <ul style="list-style-type: none"> • The Computer Animation group were congratulated on the Queen's Anniversary Prize. • Recruitment – undergraduate applications were down circa 20% (17.6% down for BU as a whole). However, all media courses in the sector appeared to be down so this was in line with trends. A strong clearing period would be needed to meet targets across all courses. The quality of applicants as a whole had been good. Overseas and Island applications were low but overseas recruitment appeared to be performing better than in previous years. Changes in offer style (reduced specificity) was hoped to have a positive effect on applicant conversion. Postgraduate recruitment had started well but tailed off, accepting it is still quite early in the recruitment cycle. Applications were 23% down for Home/EU and 6% down for overseas but offers were considerably lower than the same point last year. 	
<p>Head of Education Report The report submitted was tabled and taken as read. New programme approval for Doctorate of Education would mean a need for additional supervisors. New Graduate School Board with two tracks for supervisors, a fast track and the reintroduction of the PG Cert for a longer more academic route.</p>	
<p>Head of Research (Acting) Report The report submitted was taken as read. Bidding activity had been strong, with good successes from some external bids and a shower of internal schemes which were highlighted in the report. From March 1 2012 a fee waiver for new PhD students would apply, as well as studentships. Decisions on studentships would be agreed 13 March 2012.</p>	
<p>Head of Enterprise Report The report submitted was taken as read. Peter Truckel had been appointed as Director of 'Soho-on-Sea.'</p>	
<p>Associate Dean (CMC) Report The report submitted was taken as read. Staff and student achievements were highlighted. Students have been very active. Blog now online.</p>	
<p>Associate Dean (J&C) Report The report submitted was taken as read. Blog was now online. Relaunch of The Rock newspaper had been a success involving students not only across the Media School but also other Schools. BAMMJ 20 year Hall of Fame wall was underway. Full programme of speakers from industry.</p>	

<p>Associate Dean (Media) Report The report submitted was taken as read. The amount of work involved in the Skillset accreditation by staff was noted and thanks extended to Vanessa Edwards who had coordinated the submission.</p>	
<p>Associate Dean (Computer Animation) Report A report was tabled Skillset accreditation for MA3D & MSC CA was highlighted.</p>	
<p>International Partnership Report A report was tabled Various partnerships and potential partnerships were outlined in the report. It was noted that it was now expedient to review the International Partnership Strategy against university strategy as changes would need to be made such as including Latin America.</p>	TW
<p>CEMP Report The report submitted was taken as read. Doctorate Education (Creative & Media) had been validated and the initial cohort would be comprised of Media School graduates with a proposed launch in May. Call for papers for the Media Education Summit to be held at BU in September 2012. Key note speakers had been confirmed.</p>	
<p>School Research Degrees Committee Minutes The minutes submitted from 5 October 2011 were taken as read.</p>	
<p>Student Union's Report The report submitted was based on first term feedback. Media School had the best level of response rates of any School, although the numbers were not high. Sixteen Media School staff had received You're Brilliant awards. NSS completion was noted as 40%. The University response was greatly enhanced from last year, thanks to hard work from SUBU and staff.</p> <p>Action: Final Year undergraduate students to be encouraged to continue to complete the National Student Survey by the Dean</p>	Dean
<p>SAS Report The report submitted was taken as read</p>	
<p>School Quality Report The report submitted was taken as read</p>	
<p>New Terms of Reference The updated Terms of Reference were noted, with the change in nomenclature and reporting line changes highlighted.</p>	
<p>SASC Minutes The Minutes submitted from 25 January 2012 were taken as read.</p>	
<p>Any other business None</p>	

Approved as a true and accurate record:


.....
S A Jukes

Date: March 5 2012

BOURNEMOUTH UNIVERSITY

MINUTES SUBMITTED TO SENATE COVER SHEET

SCHOOL OF TOURISM ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 15 February 2012

SUMMARY

There were no referrals to Senate.

Bournemouth University

School of Tourism

**Minutes of the Meeting of the School Academic Board
2PM Wednesday 15th February DG02**

Present: Dr Keith Wilkes (Chair), Clive Allen, Andrew Boer, Corinna Budnarowska, Prof Dimitrios Buhalis, Dr Shuang Cang, Dr. Suzanna Curtin, Dr Dorothy Fox, Dr Matthew Frew, Prof Alan Fyall, Kelly Goodwin, Dr Mary Beth Gouthro, Dr Sue Horner, Philippa Hudson, Caroline Jackson, Dr Hanna Janta, Lauren Jarrad, Emma Kavanagh, David Kilburn, Dr Katherine King, Caroline Littlewood, Dr Joanne Mayoh, Prof. Stephen Page, Philip Ryland, Debbie Sadd, Dr Neelu Seetaram, Cathy Symonds, Prof Roger Vaughan, Karen Ward, Amanda Wilding

Attending: Samantha Leahy-Harland (SAS) Phillie Hodgson (SUVP-Lansdowne) Elmira Valiullove (PG Student Rep)

Apologies: Dr Philip Alford, Sean Beer, Prof Adam Blake, Dr Jeff Bray, Stephen Calver, Anne Davey, Julie Edwards, Prof John Fletcher, Maggie Fray, Stacey Gale, Dr Heather Hartwell, Keith Hayman, Jennifer Hudson, Rob Hydon, Kate Jones, Dr. Ian Jones, Dr Hanaa Osman, Dr Vijay Reddy, Ann Sawyer, Dr Richard Shipway, Julia Woodcock

1 Welcome & apologies

Actions

The Chair welcomed everyone to the meeting.

Apologies were received and noted as above.

2 Minutes of the previous meeting – 5 October 2011

The minutes of the previous School Academic Board were confirmed as accurate.

Matters Arising

There were no matters arising from the previous meeting.

3 For Discussion

3.1 Dean's Report

The Dean summarised his report drawing particular attention to the following:

- New academic and administrative appointments had been made, but some posts were still vacant.
- UG Recruitment is down - BU -17.7%, ST -27.3%
- PG Recruitment is very buoyant BU +21.8% ST +30.9%

- NSS currently being undertaken across Level H students – good rates of completion so far.
- Strategic plan & budget for ST being set between 12th March – 6th July in collaboration with UET and Exec.

3.2 Student Representatives' Synoptic Report

The SUVP Lansdowne attended and referred to the synoptic report that had been prepared from the report submitted by Student Reps to Programme Committee Meetings. In addition to the report it was noted:

- 23% Level H ST students had completed the NSS.
- Concerns over clash with SES.
- Requests were received for programme specific feedback regarding lecture slides etc.
- CS noted that students had responded positively to additional sockets etc in library.
- 'Find a PC' app to be trialled at the end of March.
- Questions raised about a specific learning space for ST students, PR suggested ideas for Strategic Plan are referred to KW, CJ, IJ, AB by 12th March.

HOAGs

The School's response to the points raised is copied in below and has been posted on myBU for students to read.

Qualitative data

Q. 1. *Learning and teaching*

Students really like:

- Slides and handouts provided by lecturers, especially when printed

Students would like:

- More interactive lectures
- More detailed lectures
- Less reading from PowerPoint slides
- More lecture slides posted onto MyBU in time for the lectures
- The Exercise Physiology and research Methods lectures to be less challenging

School Response:

Positive comments are much appreciated and suggestions are always welcome.

The School actively promotes good practice across all of its programmes and works hard to provide the required support by providing as much information as possible via myBU, prior to lectures. You are reminded however, that myBU is an on-line resource and that therefore we would assume that you would choose to download documents rather than require hard copies.

Our staff are always encouraged to facilitate fully interactive sessions.

Where you find individual elements/sessions of a unit particularly challenging you should seek advice from the relevant unit tutor.

Q. 2. Assessment & feedback quality

Students would like:

- No group assignments in their final year

School Response:

This is noted and will form part of the School's discussions when we review our portfolio of units as part of the Undergraduate Curriculum Review that is taking place in 2012/13 for 2013/14. You should note, however, that group-work is an integral part of every programme and is a skill you need to master in preparation for the working environment. We appreciate that group-working can be challenging and would advise you to contact your unit tutor if a problem arises.

Q. 4. Organisation & management

Students would like:

- Fewer long gaps between lectures
- Timescale for buying course-related kit to be increased, as it is currently too short
- An improved timetable for Tourism Management

School Response:

The School works hard to produce user-friendly timetables but we ask all students to be aware of how complex and difficult it is to meet all timetabling requirements in view of the finite resources available.

Timescales for buying kit should be referred to the relevant Programme Leader via your student rep.

Q. 5. Learning resources

Students would like:

- Additional resources to be available in the library, in particular course books and PCs to work on

School Response:

You are encouraged to advise Unit Tutors if you encounter limited copies of books or on-line resources. The Library staff use the level of reservations to determine the demand for specific subject material.

In partnership with academic staff the library support team for ST has recently reviewed printed books in highest demand and has spent £5,000 increasing the number of print copies and where possible electronic access to these books. To help you find e-books we have begun introducing QR codes to the bookshelves to route students to the appropriate e-resources. QR codes for Events, Leisure, Retail and Hospitality students were the first to be added to the library shelves.

In response to recent student feedback the University has added 20 PC's and 5 quick browse computers to The Sir Michael Cobham Library. At Easter another 23 more will be added.

As part of the University mobile applications development there is now a free PC display <http://freelibrarypcs.bournemouth.ac.uk/> to help you find computers. During the peak hours of 11.00 to 3.00 you would use the display to spot where the next free PC is located. At other times you will have plenty to choose from. In addition to meet the increasing demand from laptop users for power at every desk 233 power sockets have been added alongside improved Wi-Fi capacity.

3.3 Deputy Dean Education & Student Experience

PR referred to his report which had been circulated prior to the meeting and gave the opportunity for members to comment. Particular attention was drawn to the following:

- The UG & PG curriculum review were now scheduled for 2012/13 academic year, dovetailing with the introduction of the Common Academic Structure in 2013/14.
- SH drew attention to the impact of the CAS could have on improving internationalisation. KW stated that the planned two semester structure should support the opportunity for ST to engage more fully in the Exchange programme.

3.3.1 Education Enhancement Strategy – action plan update

PR referred to the plan which had been circulated before the meeting and invited comments and suggestions.

KW thanked everyone for their contribution to the plan.

3.3.2 Student Population Statistics

PR presented statistical information that had been received at ASC earlier in the day noting in particular:

- Number of ST students progressing to Level I had fallen to 88% in 2011.
- 67.8% ST students attained a 1st Class Honours or 2ii in 2011.
- Discussion took place regarding challenging gifted and talented students.
- There is some evidence that masters students are choosing to leave with PG Dip and work experience rather than full Masters.

3.3.3

No referrals from SASC

No referrals from Masters Framework

No referrals from Partners

No referrals from the following UG programmes: Events Management, Leisure Marketing, Sports Framework, Tourism Management

Referrals from Hospitality Management & Top-up

Study Rooms

Students were experiencing difficulty finding a place to stay and study for several hours at a time. The Acting Chair reminded the students that D204 is available although DG87 is now being used for teaching. However, a new study room is being created on the ground floor of Dorset House and should be ready for use after Christmas. It was agreed, however, that the issue should be raised with the School Academic Board (SAB)

Resourcing

The Team agreed that a dedicated room in or near Dorset House for entertaining guests etc. was required for the following non-exhaustive list of reasons:

- As a place to entertain official visitors and industry speakers
- For consultancy project meetings with clients
- As a place to hold outward facing activities
- As an aid to underpinning the employer engagement strategy
- It will enhance the student experience

It was noted that the Casterbridge Suite used to serve this purpose but had now been put on the timetabling room list. It was agreed this should be taken up to SAB and that the situation needs to be reviewed at the next meeting.

Study Rooms. It was emphasised that D204 is available to all students. It was also acknowledged that the Morgan Reading Room was open, being used and had been publicised on myBU.

Resourcing. HOAG were encouraged to include in or budget for resource activities as part of Strategic Plan.

Referrals from Retail Management

Minute 3.7

The Programme Leader advised the Team that it was felt necessary to ensure that the problems encountered this year with Registry notifying students too early did not happen again. It was therefore agreed by the Team that the matter regarding Registry sending out enrolment invitations to students before students were officially made aware whether or not they had passed their exams should be taken to the School Academic Board.

Minute 3.7. This referred to a particular student and had been resolved by SAS reviewing and amending processes to ensure that this situation does not happen again.

3.3.4 Associate Dean Events & Leisure

CJ referred to the main points in her report, in particular the ongoing staff vacancies within the group and that the School was in the process of re-advertising for new staff. In addition attention was brought to the following:

- Brief discussion about the effectiveness of the newsletters. PR stated these would be given out by PLs to Level H students.
- DB recommended enhanced communication via Social Media.

3.3.5 Associate Dean Hospitality & Retail

AB referred to the main points in his report drawing particular attention to the following:

- Congratulations were extended to Jeff Bray & Charles McIntyre on being awarded their Doctorates.
- Acknowledged that staff are stretched and this would not be sustainable long term.

3.3.6 Associate Dean Sport

Dr IJ presented his report and invited comment.

3.3.7 Associate Dean Tourism

A report was not available for this meeting as the Associate Dean had only just been appointed. The newsletter, however, is in progress and would be going out to students on 12th March.

3.3.8 Associate Dean International Engagement

PR presented the report in the absence of RS.

3.3.9 Deputy Dean: Research & Enterprise

AF presented his report, referring to the main points as follows:

- Acknowledged last date for submission of papers to 4* journals for REF2014 was April 2012.
- Recognised that ST produces very good internal bids in terms of content and bidding but judgements were made on external bids.
- Acknowledged that the BU Research Blog is highly successful and works well. All content to be submitted to Julie Norman (max 250 words).
- Question regarding publicising school and staff research achievement at graduation. PH stated that the graduation publication is split between staff and student achievements.
- Discussion over new strategic plan and implications on number of Research students and KPIs.

3.3.10 There were no referrals from SREC

4 For approval and Endorsement

There was no business under this agenda item.

5 For Note

5.1 Student and Academic Services

The SAS report was received.

5.2 Health & Safety/Director of Operations

The H & S Report and DoOps reports were received.

5.3 Academic Administration Manager

The AAM's Report was received.

5.4 Senate

The Senate report was received.

6 Reporting Committees. Minutes received:

- School Academic Standard Committee – 20 Sep 2011 and 23 Sept 2011
- School Research & Enterprise Committee – 25 Jan 2012
- UG Programmes:
 - BATM – 4 May 2011
 - BAEM – 4 May 2011
 - BALM – 4 May 2011
 - BARM - !! May 2011
 - BAHM and Top Ups – 10 May 2011
 - Sport Framework – 11 May 2011
- Masters Framework – 27 May 2011
- Partners
 - FdA Culinary Arts – 21 June 2011
 - FdA Tourism – 29 June 2011
 - FdSc Sport Development and Coaching – 8 July 2011
 - Framework Cannington – 11 May 2011

7 Any Other Business

SC informed members that she had been investigating possible links between The School of Applied Science and The School of Tourism in terms of potential cross-school collaboration and would keep colleagues informed.

8 Next Meeting

The next SAB will be held on 23rd May 2012 in TAG02.