

**BOURNEMOUTH UNIVERSITY**

**SENATE**

**Wednesday 2 November 2011, 2.15pm**

**The Boardroom, Poole House, Talbot Campus**

**AGENDA**

		<b>Paper</b>	<b>Timing</b>
<b>1</b>	<b>Welcome, apologies and conflicts of interest</b>		
<b>2</b>	<b>Minutes of the Meeting of 22 June 2011</b> • Matters Arising	SEN-1112-12 <i>See minutes note*</i>	<b>2.15</b>
<b>3</b>	<b>Report of Electronic Senate Meeting of 12 to 19 October 2011</b>	SEN-1112-13	
	<b>PART A – Vice-Chancellor’s Communications</b>		<b>2.20</b>
<b>4</b>	<b>OFFA Update</b>	SEN-1112-14	
<b>5</b>	<b>Chair’s Update</b>  5.1 <b>Vision and Values Update on Strategic Planning</b> Verbal report from the Chair.  To view the Vision and Values micro-site please click on the link below:  <a href="http://2018.bournemouth.ac.uk/">http://2018.bournemouth.ac.uk/</a>  5.2 <b>Common Academic Structure</b> Verbal report.  5.3 <b>Student Numbers 2011/12 Recruitment and 2012/13 Planning</b> Verbal report from the Chair.  5.4 <b>National Student Survey</b> Verbal report.		
	<b>PART B – Debate</b>		<b>2.50</b>
<b>6</b>	<b>The BU Promise</b> The new BU Vision and Values set a direction of travel for Bournemouth University to 2018. In the coming years, significant changes in the sector – fees, changes in regulation, deregulation of student numbers and so on – will shape the way in which we deliver the vision. To crystallise our vision for students, we will develop and publish a BU ‘promise’ which will set expectations with students about their experience as part of the BU community. The BU promise will not be a student charter – although it will meet the BIS requirements for a charter – nor will it be a legal contract with the students. Rather, it will be a statement of life as a student at BU and the respective roles of the University, the student and the Students’ Union.  Senate members are invited to debate options for the content of the promise and its implementation.	SEN-1112- 15	
	<b>PART C – Other Reports</b>		<b>4.00</b>
<b>7</b>	None .		
	<b>PART D – Matters raised by members</b>		
<b>8</b>	<b>Issue raised by the Media School</b>		

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

	<ul style="list-style-type: none"> <li>• On-line assignment handling</li> <li>• Student Entry Criteria</li> </ul>	SEN-1112-16 SEN-1112-17	
	<b>PART E – Routine Committee Business</b>	<i>See minutes note*</i>	<b>4.15</b>
<b>9</b>	<b>Minutes of Standing Committees:</b> 9.1 Research & Enterprise Committee, 19 October 2011 9.2 Academic Standards Committee, 21 September 2011 9.3 Academic Standards Committee, 19 October 2011 <b>School Academic Boards:</b> 9.4 Tourism, 5 October 2011	SEN-1112-18  SEN-1112-19  SEN-1112-20  SEN-1112-21	
<b>10</b>	<b>Any other business</b> <b>Please Note:</b> items of any other business should be notified a week in advance to the Secretary of Senate.		
<b>11</b>	<b>Dates of next meeting:</b> <b>Electronic Senate – 9.00am 22 February 2012 to 5.00pm 29 February 2012</b> <b>Senate Meeting – 2.15pm, 14 March 2012</b>		<b>4.25</b>

**Jenny Jenkin**  
**Director of Student & Academic Services**  
**Secretary**  
**November 2011**

## SENATE

## MINUTES OF A MEETING OF SENATE held on 22 JUNE 2011

- Present: Prof J Vinney (**Chair**)  
Mr C Allen; Ms M Barron; Prof M Bennett; Dr C Bond; Dr S Eccles; Prof M Hadfield (for Prof Roach); Mr T Horner; Mr A James; Dr S Jeary; Ms J Jenkin (**Secretary**); Mr S Jukes; Mr P Kneller; Ms Ko Leech; Mr D Newell; Prof B Richards; Prof H Schutkowski; Mr J Tarrant; Prof G Thomas; Dr K Vall; Dr K Wilkes; Mr D Willey;
- Observers: Prof D Buhalis; Mr D Evans; Prof B Gabrys; Mr J Holroyd; Mr A Ireland; Mrs J Mack; Ms J Quest.
- In attendance: Ms C Cherry (Policy Adviser to the VC); Ms N Kett (Policy & Committees Manager); Mr G Rayment (Committee Clerk).
- Apologies received: Ms A Allerston; Mr J Andrews; Prof P Comninos; Prof T Darvill; Prof S Deutsch; Prof S Ersser; Mrs K Everett; Prof P Lewis; Prof D Osselton; Prof J Roach; Prof T Sheppard; Prof R Vaughan; Prof A Webster; Ms J Woodcock.

**1. MINUTES OF THE MEETING OF SENATE HELD ON 16 March 2011**

The Minutes were approved as an accurate record.

**1.1 Matters Arising**

- 1.1.1 Minute 1.1.1 The Secretary informed Senate that guidelines for the employment of Postgraduate Research students in teaching had been finalised and presented to Senate through the Electronic Senate.
- 1.1.2 Minute 2.2 and 5.1: The Senate noted that a new method of recording participation in the electronic Senate meetings had been introduced and the closing time changed from 9.00am to 5.00pm as agreed at the previous meeting.
- 1.1.3 Minute 4.1 The Research & Enterprise Committee terms of reference had been updated and approved by the Board.
- 1.1.4 Minute 6 On 3 week assessment turnaround, the Secretary advised Senate that guidance was being developed on the quality of feedback by the Education Enhancement Committee and would be circulated in due course.

**2 REPORT OF ELECTRONIC SENATE MEETING OF 1 TO 8 JUNE 2011**

- 2.1 The report was noted.

**3. NATIONAL DEVELOPMENTS**

- 3.1 The Chair reported that the Government White Paper on Higher Education had been delayed and was now expected to be published at the end of July, although other intelligence suggested it may still be published before the end of June. Some feedback

had been received from the Office for Fair Access (OFFA) regarding the Fair Access agreement. It was anticipated that the University's draft Fair Access Agreement would be accepted, although initial feedback meant it had been necessary to increase the percentage of income dedicated to expenditure on widening access. It was hoped that OFFA would give approval to the agreement on 11 July.

#### **4. BU VISION AND VALUES**

- 4.1 The Chair tabled a paper setting out the latest version of the Vision & Values which took into account feedback received so far from the various staff and student consultation events. Engagement in the discussions had been very positive and there was broad support for the proposals. Work was ongoing to consider how to communicate the Vision and Values externally and to consider how they could be made more concise for these audiences. Senate were invited to comment on the draft proposals.
- 4.2 Members asked what amendments had been made to the document to date following the consultation events. The Chair explained that the fusion concept had been well-received but there had been a lot of discussion around the use of the term 'unique' in the vision statement and the extent to which this could be evidenced. The current draft suggested amending this to 'distinctive'. It was also clear that further consideration would have to be given to how staff could be fully encompassed within the Vision and strategic themes without detracting from the focus on students and graduates. Some felt that the Vision statement was too long (compared to the ones in use in some private sector organisations). Members also debated the possible use of the term 'inspiring' rather than 'empowering' and whether the concept of 'knowledge generation' should be emphasised through the strategic themes. The Chair reminded members that they were welcome to submit further comments by e-mail or through the final consultation event scheduled for Monday 27<sup>th</sup> June.

#### **5. NEW SENATE COMMITTEE STRUCTURE**

- 5.1 The Policy & Committees Manager presented this report which proposed a revised structure for Senate and Executive committees following a committee audit. This review had been recommended by the Audit & Risk Committee (a sub-committee of the University Board) with a view to rationalising the structures, identifying all committees with formal reporting lines and clarifying responsibilities and delegated authority. A consultation process had been undertaken and the feedback used to inform the proposals. Senate were asked to agree the broad principles and to delegate authority to the relevant committee Chairs to agree amended terms of reference and membership for their own committees in line with the new structure. One member questioned the proposed merger of the Education Enhancement Committee (EEC) with the Student Experience Committee (SEC) on the basis that the current division of responsibilities between these committees worked well. It was explained, however, that there had been widely expressed views through the consultation process that the links between these two strands of work needed to be strengthened and rationalised. It was agreed that the merger of the committees should proceed but under the title Education and Student Experience Committee.
- 5.2 The broad principles were approved and authority delegated to committee Chairs to finalise and approve the relevant terms of reference for submission to the VC for approval on behalf of Senate.

#### **6. SENATE ELECTED MEMBERS**

- 6.1. The Chair welcomed the newly elected Senators (Damian Evans, Jill Quest, Jacky Mack and James Holroyd), who were attending the meeting as observers, and thanked

those who were continuing in their elected roles. He also thanked Paul Kneller, Sue Eccles, Mandi Barron and Julia Woodcock who were stepping down, for their service to Senate.

## **7. COMMON ACADEMIC STRUCTURE**

- 7.1 The Deputy Vice Chancellor (Student Experience, Education & Professional Practice) (DVC SEE&PP) presented this paper and invited Senate's views on the proposals for the introduction of a consistent calendar and common academic structure. The proposals had already been debated at School Academic Boards where much of the discussion had focussed on the issues arising from the introduction of a consistent calendar. The full benefits of a common academic structure could not be realised without the implementation of a new calendar, but the proposals aimed to minimise disruption. It was not intended, for example, that students would have to switch midway through a course. It was recognised that a 'breakpoint' would be necessary for some academic staff to review how they delivered their teaching and make any necessary adjustment.
- 7.2 The Students' Union at Bournemouth University (SUBU) President questioned the primary drivers for the proposed changes and reminded Senate of the University's aims to put the student first and understand their needs. SUBU survey data showed that contact hours and access to tutors were more important to students than consistency. Other Senators noted that some courses currently comprise a mix of long and short units, and that this was preferred by students. It was important, therefore, that this flexibility was not lost. It was also suggested that any changes to the calendar should avoid any unintended negative impacts on students, for example by impacting on their opportunities to seek part-time employment to support their studies. Also, it was important that any new structure took full account of the need to incorporate work placements and the limitations imposed by the need to undertake field-work. The Dean of the School of Health & Social Care (HSC) assured Senate that the proposals would not have major implications for HSC students (whose courses tended to require a significant element of practical work and placements) and that the overall workload would not be affected.
- 7.3 Senators discussed the use of semesters in other institutions. Most agreed that this approach had been successfully implemented across much of the sector and also internationally. Others noted, however, that there was evidence that some institutions had introduced semester only to subsequently revert to their traditional structures.
- 7.4 Senators noted that the University has consistently scored low for 'organisation and management' in the National Student Survey and there was some debate as to the reasons for this and whether the proposals would help to address this issue. There was broad agreement that further data was needed on the meaning of these scores and it was noted that analysis of qualitative data was ongoing.
- 7.5 The DVC (SEE&PP) thanked members for their comments and concerns raised. He stressed that the achievement of administrative efficiencies was not the primary objective of the proposals. Rather they aimed to improve the student experience and the proposals allowed for a high degree of flexibility. The current variation in local approaches was clearly problematic. Hence a move towards, for example, consistent approaches across even 80 per cent of programmes would be a welcome achievement.

## **8. REVIEW OF THE GRADUATE SCHOOL**

- 8.1 The Pro Vice Chancellor (Research, Enterprise & Internationalisation) (PVC RE&I) updated Senate on the outcomes from the Review of the Graduate School following the debate at the previous meeting. The Graduate School would be re-launched in

Summer 2011 with a broader remit encompassing postgraduate taught students as well as postgraduate research students. It would lead on all matters relating to the postgraduate student experience across the University (with the exception of postgraduate supervision which remained within Student & Academic Services). The Head of the Graduate School, Prof Fletcher, had stood down to focus solely on his role within the School of Tourism and the PVC (RE&I) thanked him, on behalf of Senate, for his outstanding contribution to the work of the School over many years. Recruitment of a new Head of School would take place over the coming weeks. Staff in the Graduate School had all been notified of the changes.

- 8.2 Senators noted that the previous minutes recorded that the proposals were to come back to Senate for consultation. The Chair clarified that the decision on the outcomes of the review rested with the University Leadership Team (ULT) and that they had approved the broad changes as described. A paper detailing the outcomes from the review would, however, be circulated to Senate and further views from Senators would be welcomed about how to implement the decision taken by ULT.

**ACTION:** To circulate paper on the outcomes from the review of the Graduate School and Senate to provide comments on the implementation.

**ACTION BY:** PVC(RE&I)/Secretary

## **9. CODE OF PRACTICE – MISCONDUCT IN ACADEMIC RESEARCH**

- 9.1 The Chair of the Academic Standards Committee (ASC) (Dr Wilkes) presented this short paper which sought Senate's agreement to delegate authority for Chair's Action to be taken to approve the revised Code of Practice due to be presented to the ASC on 29 July. The amendments aim to standardise the documentation to ensure parity with other policies, update the terminology and confirm ownership of the policy. Senate approved the recommendation.

## **10. MATTERS RAISED BY MEMBERS**

- 10.1 There were no matters raised.

## **11. PROPOSED CHANGES TO ASSESSMENT REGULATIONS**

- 11.1 The Chair of ASC presented this paper which sought Senate's approval to a number of amendments to the Assessment Regulations. Senators noted the amendment to Section 10.2 of the regulations ('Repetition of Units') and debated whether it was just to insist that the second mark would stand (i.e. where students passed a unit at first attempt but undertook a re-sit due to mitigating circumstances). Senate was informed that students could submit mitigating circumstances again if necessary and that, in practice, it was very rare for marks to fall on a second attempt.

## **12. MINUTES OF STANDING COMMITTEES**

### **12.1 STUDENT EXPERIENCE COMMITTEE**

11 May 2011

The minutes were noted.

### **12.2 RESEARCH & ENTERPRISE COMMITTEE**

8 June 2011

The minutes were noted.

## **SCHOOL ACADEMIC BOARDS**

**12.3 Business School**  
18 May 2011

The minutes were noted.

**12.4 School of Tourism**  
25 May 2011

The minutes were noted.

**12.5 School of Health & Social Care**

The minutes were noted.

**13. ANY OTHER BUSINESS**

- 13.1 On behalf of Senate the Chair recorded his thanks to Professor Steve Ersser (Professoriate Observer) and Ko Leech (SUBU VP Representation) for their contribution to the work of Senate.

**DATE OF NEXT MEETING** – 2 November 2011, 2.15pm Boardroom.

Committee Clerk  
June 2011

SEN-1011-Minutes 22 June 2011

**BOURNEMOUTH UNIVERSITY**

**ELECTRONIC SENATE**

**REPORT OF A MEETING OF ELECTRONIC SENATE held on  
12 OCTOBER 2011 (9AM) TO 19 OCTOBER (5PM)**

**STATEMENT ON QUORUM**

The meeting was quorate (14 members and 2 professoriate observers confirmed their attendance).

**ITEMS FOR NOTING**

**1. MIS-CONDUCT IN ACADEMIC RESEARCH (FORMERLY THE CODE OF PRACTICE:  
MISCONDUCT IN ACADEMIC RESEARCH (COPMAR)) – CHAIR’S ACTION (SEN-1112-1)**

Purpose of the paper: To advise Senate of an amended Code of Practice on Misconduct in Academic Research (COPMAR) as approved by the Chair following recommendation by ASC.

***Chair’s Decision***

Item noted, no further action.

**2. SENATE COMMITTEE ANNUAL REPORT**

Item noted, no further action.

**3. TERMS OF REFERENCE FOR ASC/ESEC – CHAIR’S ACTION (SEN-1112-2)**

Purpose of the paper: To advise Senate of the new terms of reference for the Academic Standards Committee and Education and Student Experience Committee.

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

***Chair’s Decision***

Item noted, no further action.

**4. MEMBERSHIP CHANGES: PROFESSORIAL REPRESENTATION**

Purpose of the paper: To inform Senate of proposed changes to professorial representation on the Senate.

***Chair’s Decision***

Item noted, no further action.

**MATTERS RAISED BY MEMBERS**

**5. ISSUES WITH MYBU BLOGGING**

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

Description of the matter: “There are concerns that new software for blogging in myBU has been installed over the summer and there seems to have been no testing and no support available. Staff using this facility for assessment have had to use trial and error to set things up and don't know what the students are seeing without asking them. This is not very professional and the problems could affect their assessment.”



A response from the Learning and Library Support Service was given with the paper.

***Chair's Decision***

To note the comments and the response given.

**NETWORK PERFORMANCE ISSUES**

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

Description of the matter: "There are concerns about the speed of the network – after the upgrade it takes staff much longer to do elementary operations. It might be due to staff computers not being on Windows 7, but do we have to wait until February or is this a temporary problem?"

A response from the Director of Estates and IT Services was given with the paper.

***Chair's Decision***

To note the comments and the actions being taken by the Director of Estates and IT Services to resolve them. In relation to the additional issue raised during the E-Senate that the Director of Estates and IT Services be asked to investigate and report back through ESEC.

6. **STRESS & WELLBEING AMONG ACADEMIC STAFF**

Raised by: the School Academic Staff Representative, Health and Social Care

Description of the matter: "UCU have recently published a new analysis of the staff survey, Stress & Wellbeing among Academic Staff at Bournemouth University: The evidence, which undertakes a school level analysis of the findings that 'The proportion of academic and non academic staff respondents who reported that overall they are 'unduly stressed at work' was 35%. However, when the data for academic staff is isolated from that of non academics, it reveals that the level of reported stress is substantially higher among the academics with a shocking 44% of academics reporting that they are unduly stressed at work. Similarly, 33% of combined academic and non academic respondents report that they are 'always or frequently stressed at work'. This is an alarmingly high figure in itself and it increases to an appalling 43% for academic staff only.'  
How is the University planning on taking this work forward to ensure that the high levels of stress identified are addressed?"

A response from the Executive Director of Organisational Development was given with the paper.

***Chair's Decision***

To note the comments and the response given.

**TRANSPORT POLICY**

Raised by: the School Academic Staff Representative, Health and Social Care

Description of the matter: "Car tax is now based on vehicle emissions, with lower emission vehicles being taxed at a lower rate than those with higher emissions. Earlier this year the Mayor of London announced that Euro 5 compliant vehicles would be exempt from the London Congestion Charge.  
Will the University also update its environmental and travel policies to promote the use of low emission, energy efficient cars?"

A response from the Head of Facilities Management was given with the paper.

### ***Chair's Decision***

That, as the matter falls outside the Senate's terms of reference, it be referred to the University's Travel Plan Group and be reported back to the representative who raised it.

## **7. ONLINE ASSIGNMENT HANDLING**

Raised by: the School Academic Staff Representative, Media School

Description of the matter: "Having participated in last year's pilot, staff in the Media School have concerns about online assignment handling. As well having concerns about health and safety issues, many also feel that there should be a choice as to whether academics should adopt online assessment or not. To be completely rigorous, would it be possible to publish all the pilot's findings particularly the more negative feedback concerning the grading? This is an important issue for staff, particularly those working with large cohorts of students and high student:-staff ratios"

A response from the Director of Student and Academic Services was given with the paper.

### ***Chair's Decision***

1. To refer the matter to the live Senate meeting for consideration.
2. To refer the health and safety issues to the Health and Safety Committee.

## **STUDENT ENTRY CRITERIA**

Raised by: the School Academic Staff Representative, Media School

Description of the matter: There has been evidence this year that we have taken students at clearing with much lower grades than usually required. Is this damaging our credibility and harming the student experience for those achieving the higher grades on courses that went into clearing?

### ***Chair's Decision***

To note the comments. Information on student entry requirement levels in 2010/11 and 2011/12 is included with the live Senate agenda papers.

## **MINUTES OF STANDING COMMITTEES**

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

## **8. EDUCATION ENHANCEMENT COMMITTEE – 6 JULY 2011 (SEN-1112-7)**

### ***Chair's Decision***

Item noted, no further action.

## **9. UNIVERSITY RESEARCH ETHICS COMMITTEE - 22 JUNE 2011 –(SEN-1112-8)**

### ***Chair's Decision***

Item noted, no further action.

## **10. UNIVERSITY RESEARCH ETHICS COMMITTEE –5 OCTOBER 2011 (SEN-1112-9)**

### ***Chair's Decision***

Item noted, no further action.

11. **ACADEMIC STANDARDS COMMITTEE – 20 JULY 2011 (SEN-1112-10)**

***Chair's Decision***

Item noted, no further action.

12. **SCHOOL ACADEMIC BOARD: MEDIA SCHOOL – 14 JUNE 2011 (SEN-1112-11)**

***Chair's Decision***

Item noted, no further action.

**DATE OF NEXT MEETING**

**Next in-person meeting:** 2 November 2011 at 2.15pm

<b>Committee Name</b>	Senate
<b>Meeting Date</b>	2 November 2011
<b>Paper Title</b>	OFFA Update
<b>Paper Number</b>	SEN-1112-14
<b>Paper Author/Contact</b>	Jenny Jenkin
<b>Purpose &amp; Summary</b>	<p>Senate members are invited to note that:</p> <ul style="list-style-type: none"> <li>• A small steering group chaired by David Willey has been established to monitor implementation of the OFFA agreement. This group reports to ULT.</li> <li>• Schools have nominated WP champions who will form a steering group under the chairmanship of Roger palmer, Dean of the Business School. The group will be at the forefront of the implementation of the Fair Access Agreement.</li> <li>• Outreach plans set out in the BU OFFA agreement have commenced under the management of Stella Lees in Marketing and Communication. A number of AimHigher staff have been retained to support this work.</li> <li>• Communication of information relating to financial support for eligible prospective students has commenced</li> <li>• The BU coaching pilot has commenced, sponsored by Gail Thomas, Dean of Applied Sciences and HSC.</li> </ul>
<b>Decision Required of the Committee</b>	To note
<b>Strategic Links</b>	Underpins our strategic commitment to fair access and retention
<b>Implications, impacts or risks</b>	
<b>Confidentiality</b>	None

<b>Committee Name</b>	Senate
<b>Meeting Date</b>	2 November 2011
<b>Paper Title</b>	The BU Promise
<b>Paper Number</b>	SEN-1112-015
<b>Paper Author/Contact</b>	Jenny Jenkin
<b>Purpose &amp; Summary</b>	To set out the concept of the BU Promise in the context of the national Student Charter initiative and to prompt debate.
<b>Decision Required of the Committee</b>	To make recommendations regarding the BU Promise.
<b>Strategic Links</b>	Supports Vision and Values
<b>Implications, impacts or risks</b>	None at present
<b>Confidentiality</b>	None

## The 'BU Promise' and Student Charters: Background and Context

In January of this year, the Student Charter working group, chaired by Janet Beer, Vice-Chancellor of Oxford Brookes University, published its final report (The Student Charter Group final report is available at <http://www.bis.gov.uk/assets/biscore/higher-education/docs/s/11-736-student-charter-group.pdf>.)

The work was commissioned by David Willetts to inform the development of the HE White paper. Willetts commented that:

*“Too many universities still don’t have a charter. Improving student information is a key priority for the Government. Students have a right to know how they will learn, how they will be supported and what they need to do themselves to reach their potential. At a time of significant change in higher education students have increased expectations of their university experience. I want a system where students have real choice and universities respond to what students need. Institution-specific charters will provide better information and increased transparency. Universities should use the good practice identified in this report to review the information which they currently provide.”*

The purpose of a Charter, according to the group, is to provide Information for students when they are starting a course – and during the course – so they know what they can expect and what is expected of them. The report states that:

*“In short, we consider that, if charters are: kept up to date through regular review, jointly owned by the HEI and the SU, written concisely with clear links to detailed information, and clearly communicated to all staff and all students, then they can be: important communication tools for HEIs to establish clear mutual expectations, and help monitor the student experience and how relationships are working. Charters will do this by acting as a ‘front page’, or the top of a pyramid, of the information which a HEI makes available to its students. They cannot provide a detailed description of how each individual student will learn, but should provide clear pointers to the information which is available, e.g. in programme handbooks and specifications.”*

Crucially, the working group asserts that Student Charters should not be legal documents or contracts.

## The BU Promise

Since the publication of the report, BU has developed a new Vision and Values statement for the period to 2018 and is in the process of realigning underpinning strategies and activities to ensure that we realise the vision. BU is one of the 40% of Universities that does not currently have a Student Charter. For current examples of a HEI charters see:

<https://www.lufbra.net/pageassets/council/papers/Loughborough-Student-Charter-LTC-090611.pdf>  
<http://www.uel.ac.uk/studentcharter/>

Charters are important and useful documents if they engage their audiences (staff and students and external stakeholders) and are relevant and current. However, the history of charters within the HE (and FE) sectors is rather chequered and there has been a tendency for them to be a box to be ticked for external audit purposes and to have little impact on the institution in terms of shared expectations. Against this backdrop, BU has elected to explore an alternative model – a ‘Promise’ which meets the principles and requirements of a charter but which is more aligned to the vision and culture of BU. The idea of a ‘Promise’ is to provide a simple message and statement of commitment by BU and SUBU to its students and to engage students in playing their part in the journey.

The slides which follow set out some headline ideas for a BU Promise. Some of the promises are part of BU now, others are proposed as ‘new promises’.

The intention is that the BU Promise will be an interactive website which has varying levels of detail and signposting with a significant part of the content delivered through videoclips and student examples. It must be a joint endeavour with SUBU.

Senate is invited to debate the concept of the BU Promise and to explore the implications of its implementation.

Jenny Jenkin  
October 2011

## Appendix 1

### Student Charter Principles

- Charters are a joint venture with the Students' Union and must involve students and student representatives at the outset.
- This partnership working must continue after development – with joint monitoring and review.
- Joint monitoring and review should occur regularly – at least annually - with the use of
- other evidence and feedback e.g. student surveys.
- Charters should be signed off by Vice-Chancellors and Students' Union's Presidents.
- Senior staff should demonstrate buy-in at strategic committees, e.g. Learning and Teaching Committees.
- Communication and dissemination of charters needs careful thought, so that they are accessible by all students and staff.
- Charters should be for all staff and should engage and involve all student facing staff. Charters should be for all students, covering both undergraduates and postgraduates.
- The main focus should be on current students – for induction and during their time in higher education.
- Charters should be clear on their purpose, acting as a front page, with links included to more detailed information in university regulations and course handbooks.
- So should be kept as short as possible – suggest 2 pages maximum.
- It should be clear what a charter is not. It is not a detailed personal agreement or contract.
- A charter should communicate the ethos of the institution.
- •The emphasis should be on partnership working between staff and students.



## **Appendix 2**

### **Examples of 'Promises'**

#### **Surrey County Council**

[http://www.surreycc.gov.uk/sccwebsite/sccwspages.nsf/LookupWebPagesByTITLE\\_RTF/Customer+Promise?opendocument](http://www.surreycc.gov.uk/sccwebsite/sccwspages.nsf/LookupWebPagesByTITLE_RTF/Customer+Promise?opendocument)

#### **Student Finance England**

[http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/DG\\_189417TNT](http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/DG_189417TNT)

#### **Go Compare**

<http://www.gocompare.com/about/customer-promise.aspx>

#### **Co-operative Legal**

<http://www.co-operative.coop/legalservices/our-customer-promise/>

#### **TNT**

[http://www.tnt.com/express/en\\_gb/site/home/about\\_us/customer\\_promise.html](http://www.tnt.com/express/en_gb/site/home/about_us/customer_promise.html)

#### **Natwest**

<http://www.natwest.com/global/customer-charter.ashx>



Bournemouth  
University



# The BU 'Promise'





**Bournemouth  
University**

# BU2018 Creating; Sharing; Inspiring

- **The BU Graduate is** highly sought, employable and known for their intellectual rigour, critical thinking, professionalism, adaptability and resilience. BU graduates have high-level skills of analysis, research, reflection, and lifelong learning, alongside professional abilities and attributes. Our graduates are culturally aware and internationally mobile.
- **We achieve this fusion** of graduate attributes by delivering a high quality and distinctive student experience which enables you to develop your personal, professional and academic skills within an active learning community which is rooted in professional practice and research.
- **The successful graduate takes full advantage** of all the opportunities that BU life has to offer and, in so doing, develops the fusion of skills that make our students stand out in the wider world.
- **How do we know it works?** Listen to our graduates, employers and placement hosts.
- Our Promise to our students is based on our [vision](#) of creating, sharing and inspiring and our core values:

**excellence, achievement, authenticity, creativity and responsibility**

We promise to provide a stimulating, challenging and rewarding experience in which to develop your full potential

We will provide highly qualified academic staff who are skilled in supporting students to achieve their academic goals



We will provide a wide range of extra-curricular opportunities to enable you to try new things or develop skills based on your personal interests or strengths.





**Bournemouth  
University**

**We promise to provide an excellent teaching  
and learning experience**

You will receive high quality, interactive and engaging learning experiences with expert academics



We will provide you with experience based learning in addition to developing skills for personal growth, employability and entrepreneurship



# We promise to treat you as an individual

You will have a Student Champion throughout your studies who will support, coach and guide you based on your personal needs

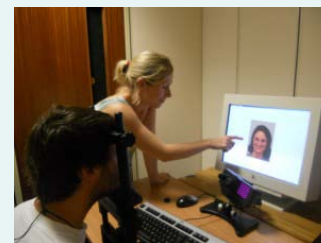


We will support you in developing as an independent learner



We promise to ensure that your course is informed by the latest research and developments in industry

All our staff are active researchers and professionals and this will infuse your learning experience

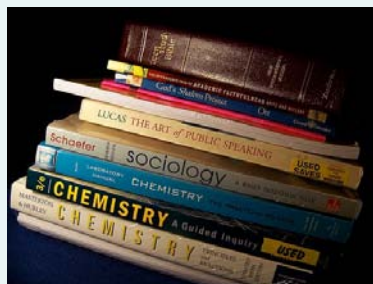


Your course has been developed in partnership with employers and/or professional bodies

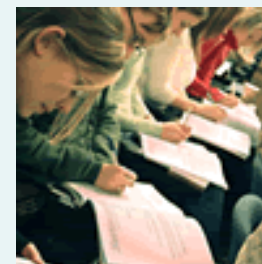


We promise to assess your academic progress appropriately, fairly and transparently

We will phase your assessments in order to help you learn from your progress



We will give you clear and complete information at the start of each unit on your assessment plan





We promise to deal with your problems promptly, courteously and helpfully

You will have Student Champions and Unit Tutors ready to help with any academic problems.



When you tell us a problem, we will get back to you within 3 working days





Bournemouth  
University

We promise to listen and learn

Every year we will ask you what you think of your course and your overall experience at BU



We will ask you your opinion on every unit you study so we can make it better for you and future students



We promise to provide you with relevant,  
real world learning opportunities through  
work placements

All students will have  
the option of  
undertaking a  
placement



You will be given  
access to employers,  
professional bodies  
and leading industry  
figures

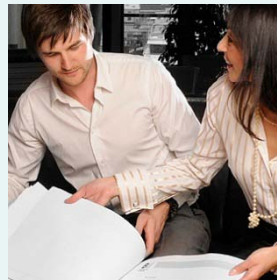


We promise to prepare you for flexible futures with the skills you need to meet the changing demands of the workplace

You will have personal and professional development opportunities on your course



You will receive career coaching throughout your studies



**Placements & Careers Fair**

24-25 October 2011  
Sports Hall, Talbot Campus

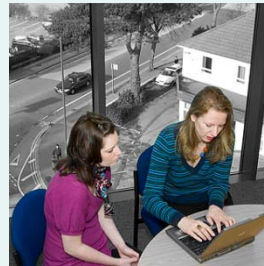
enterprise SCREWFIX ARM

The gateway to your future...



# We promise to support you beyond graduation

After graduation, you are still entitled to use many BU services and get involved



When you join BU, you belong to an international learning community that is with you for life





In order to get the most out of your time as a BU student we would strongly encourage you to :

- Treat staff, other students and fellow members of the BU community with respect and courtesy
- Take full and active responsibility for your learning; engage fully with your course and participate in all learning opportunities such as group work and Peer Assisted learning (PAL)
- Tell us your views on how we are doing
- Inform us of any problems or issues you may be having as quickly as possible
- Make sure that you know when your timetabled sessions are and that you attend them regularly
- Hand in your assessment in time
- Take advantage of all the extra curricular opportunities on offer at BU (Clubs and Societies, BU Student Development Award, RAG, Volunteering, Sports etc.)

<b>Committee Name</b>	Senate
<b>Meeting Date</b>	2 November 2011
<b>Paper Title</b>	Matter raised by Jill Quest, School Academic Staff Representative, The Media School
<b>Paper Number</b>	SEN-1112-16
<b>Paper Author/Contact</b>	Jo Williams, Policy and Committee Manager
<b>Purpose &amp; Summary</b>	To consider a matter raised at the electronic Senate that has been referred to the Senate at the request of members.
<b>Decision Required</b>	Senate is asked to <b>consider</b> and <b>comment</b> on the matter.
<b>Strategic Links</b>	None.
<b>Implications, impacts or risks</b>	
<b>Confidentiality</b>	Non-confidential

## 1. DESCRIPTION OF THE MATTER RAISED FOR E-SENATE

“Having participated in last year’s pilot, staff in the Media School have concerns about online assignment handling. As well having concerns about health and safety issues, many also feel that there should be a choice as to whether academics should adopt online assessment or not. To be completely rigorous, would it be possible to publish all the pilot's findings particularly the more negative feedback concerning the grading? This is an important issue for staff, particularly those working with large cohorts of students and high student:-staff ratios”

## 2 RESPONSE FROM DIRECTOR OF STUDENT & ACADEMIC SERVICES

“The online assignment handling pilot ran during 2010/11 to explore and test ways in which three separate but linked processes:

- assignment submission online
- online marking and
- on line feedback

could be managed in varying academic contexts.

The pilot and post pilot activity engages volunteers from academic Schools, and within the pilot participants choose which elements of the new service to use in their own academic area, tailoring it to suit. This is now a service offered to schools and academic staff. No part of this service is mandated.

The pilot developed health and safety guidance for the specific purposes of the pilot and made this available to all. This will be re-emphasised this year and additional health and safety advice and support made available.

The post pilot review evaluated all feedback and comments - positive and negative and summarised its conclusions in the final report, which is annexed to the E-Senate report.

### 3. **COMMENTS FROM MEMBERS AT THE E-SENATE**

#### **Dr Carol Bond, Health and Social Care**

“The answer mentions health and safety guidance that was developed as part of the pilot. The pilot report enclosed however does not include this guidance. Please could it be made available?”

The answer to the question reassures that ‘The pilot and post pilot activity engages volunteers from academic Schools, and within the pilot participants choose which elements of the new service to use in their own academic area, tailoring it to suit. This is now a service offered to schools and academic staff. No part of this service is mandated.’

The minutes of the Education Enhancement Committee 6<sup>th</sup> July (on this agenda [SEN-112-7](#)) however record that ‘EEC endorsed the pilot outcomes and supported the approach being rolled out across the whole University in a phased and planned way, coordinated through CMB.’

If it is to be rolled out across the university there is an implication that, at some stage, staff may be required to participate rather than volunteer to do so.

This has possible implications for both staff and student satisfaction. Should it be a substantive item on the face to face Senate meeting?”

#### **Jill Quest, Media School**

“Was the pilot specifically designed to consider the health and safety issues? It would be good to see how this was addressed.

If this approach is being rolled out across the university, how can you further reassure staff that it isn't mandatory and they have a choice? Would there ever come a time when all staff would be required to participate? If so, on what basis would such a decision be based? I'd support Dr Carol Bond and request that we discuss this in the face to face senate meeting.”

#### **Anne Allerston, Business School**

“I agree with my colleagues that this should be discussed at Senate.”



#### 4. **HEALTH AND SAFETY**

The health and safety aspects of this matter are being referred to the Health and Safety Committee for consideration.

A link to the Health and Safety guidance developed as part of the pilot is provided below:

[http://bournemouth-ac-uk-prod.campuspack.eu/Users/EECLT.EECLT/Enhancing\\_Experience\\_through/Health\\_and\\_Safety](http://bournemouth-ac-uk-prod.campuspack.eu/Users/EECLT.EECLT/Enhancing_Experience_through/Health_and_Safety)

<b>Committee Name</b>	Senate
<b>Meeting Date</b>	2 November 2011
<b>Paper Title</b>	Student Entry Requirements
<b>Paper Number</b>	SEN-1112-17
<b>Paper Author/Contact</b>	Liam Sheridan/Jenny Jenkin
<b>Purpose &amp; Summary</b>	<p>The following matter was raised by the Academic Representative for the Media School:</p> <p><i>There has been evidence this year that we have taken students at clearing with much lower grades than usually required. Is this damaging our credibility and harming the student experience for those achieving the higher grades on courses that went into clearing?</i></p> <p>The attached student recruitment data is provided in response.</p>
<b>Decision Required</b>	To Note
<b>Strategic Links</b>	
<b>Implications, impacts or risks</b>	
<b>Confidentiality</b>	

Average of SumOfTariff							
		2011/12		2011/12 Total	2010/11		2010/11 Total
Partner Institution	School	Clearing	Exc Clearing		Clearing	Exc Clearing	
<b>BOURNEMOUTH UNIVERSITY</b>	School of Applied Sciences	306.61	296.18	300.78	268.26	273.29	272.79
	School of Design, Engineering & Computing	337.27	324.28	324.88	267.16	299.15	297.84
	School of Health and Social Care	287.16	275.74	277.43	298.57	248.37	249.59
	School of Tourism	263.93	315.13	306.16	268.97	307.53	305.01
	The Business School	341.63	333.01	334.57	310.77	320.82	320.33
	The Media School	324.40	374.02	370.16	310.70	365.30	362.14
<b>BOURNEMOUTH UNIVERSITY Total</b>		<b>309.00</b>	<b>331.28</b>	<b>327.90</b>	<b>288.74</b>	<b>313.23</b>	<b>311.90</b>

Total BU Campus FTUG Tariff Points on entry were 328 for 2011-12, compared with 312 in 2010-11.

Average points for applications received in Clearing were 309 this year, compared with 289 the year before, while within Applied Sciences specifically, points were 301 this year compared with 273 last, and average points of those recruited through Clearing this year were slightly higher than the average for the School at 307.

For BU Campus in general, Tariff Points for 2011 students recruited during Clearing were lower than those recruited through the main cycle (inc UCAS Extra) by c. 20 points, but still higher than the last year's Clearing students by 20 points

**BOURNEMOUTH UNIVERSITY**

**MINUTES SUBMITTED TO SENATE COVER SHEET**

**RESEARCH & ENTERPRISE COMMITTEE**

**UNCONFIRMED MINUTES OF MEETING HELD ON 19 OCTOBER 2011**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

None

**3. OTHER RELEVANT ACTIONS**

The Committee received updates on a number of key R&E activities, including HEIF, REF and Commercialisation of IP. The main debate theme was Building International Partnerships.

**SENATE (with Board representation)**

**RESEARCH & ENTERPRISE COMMITTEE**

**MINUTES OF A MEETING HELD ON WEDNESDAY, 19 OCTOBER 2011**

**Present:** Prof M Bennett (**Chair**);  
Mr D Ball; Prof T Darvill (for Prof Schutkowski); Prof A Fyall; Prof M Hadfield; Dr F Knight; Prof T McIntyre-Bhatty; Ms J Northam (Secretary); Prof J Parker; Prof D Patton; Prof J Roach; Dr J Robson; Ms J Taylor; Mr J Wardle.

**In Attendance:** G Rayment (Committee Clerk).

**Observer:** Mrs J Williams

**Apologies:** Dr P Barnwell; Mr P Breakwell; Mr T Lee; Prof B Richards; Prof H Schutkowski.

**1. MINUTES OF THE PREVIOUS MEETING (8 JUNE 2011)**

The Minutes were approved as an accurate record subject to the revision of Action 2 under Item 4.1.1 to read 'Main clients report'.

**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. BUILDING INTERNATIONAL RELATIONSHIPS**

2.1 The Chair briefly introduced this item and invited comments and suggestions from members on how the University might build on existing work to expand its international relationships. Members discussed current initiatives and some felt that there had been little return on efforts to build partnerships, for example from programmes of visits which had taken place over recent years. Others discussed current partnership arrangements and the difficulties encountered in integrating with other countries' systems. It was broadly agreed that research should be the driver behind international partnerships.

2.2 There were a variety of views on the perceived level of commitment to international partnership working. Some members suggested that the University's processes and culture tended to be UK centric and were sometimes a barrier to effective international relationship building. For example, it was often difficult to obtain internal approvals for contractual arrangements and Memoranda of Understanding (MoUs). Members debated

the perceived requirement for MoUs with international partners entering into arrangements with the University. Whilst not a University requirement, these arrangements were often demanded by international organisations, particular for areas such as South East Asia. Others noted that in some Schools MoUs were in place, but had not resulted in any international student intake. It was important, therefore, that the process be to allow research to be the driver, leading to the development of international contacts and bids before the MoU was finally considered.

- 2.3 Other suggestions for improving opportunities for international partnerships included the possible use of short overseas secondments or sabbaticals for staff and the development of a new designation for international visiting academics. It was also suggested that the Graduate School might also develop contacts with PG Alumni who were engaged in international research.
- 2.4 The Chair also advised members that the presence of international joint authors on published papers could achieve a large increase in the citation rate, particular with authors from the USA, Africa and South East Asia.

### **3. PERIODIC PERFORMANCE REVIEW: RESEARCH & ENTERPRISE KPIs**

- 3.1 The Committee noted the KPI report. As expected, both annual R&E income and fEC recovery had fallen below target for 2010/11. The final outturn for KPI (16) for full time doctoral completions in 4 years (as at 30 June) was expected to increase upon receipt of the final figures due to a flurry of last minute activity. The Chair invited comments from School representatives. Schools had generally worked to increase R&E income and felt they were close to achieving their targets. PhD completions targets had proved challenging for the School of Tourism and HSC had a large number of staff PhDs in the system. Supervisory capacity had been an issue, but this was now being addressed.
- 3.2 The Chair informed the Committee that new KPIs would be developed in line with the new emerging strategies. There would no longer be a separate research strategy. Instead this would be brought together with other strategic elements such as education and professional practice in line with the Fusion concept outlined in the new Vision and Values. Consideration of new R&E KPIs was still in the initial stages, but they might include metrics such as PGR to academic staff ratios or percentage of staff on overseas placements. Members broadly agreed that, whatever KPIs were finally selected, it was essential that they be sustainable in the longer term. Staff would have the opportunity to input into these discussions through the consultation on the new strategy.

### **4. BRIEF UPDATES**

#### **4.1 Research Excellence Framework (REF) Update (including Unit of Assessment (UOA) ranking table)**

- 4.1.1 The Chair tabled a paper containing data on the performance for each of the main UOA themes (against criteria which included income generation from various sources and PhD completions and enrolments). A separate table then showed a ranking for the UOA themes compiled from this data to give an indication of the University's key areas of research strength. It was presented to the Committee for information and to illustrate the type of data which might

be considered, for example for areas of future investment. It was agreed that the paper would be shared with members electronically as well as with UOA leaders. Members were encouraged to share the data with colleagues as appropriate, but agreed that the draft would be annotated 'do not forward to staff without the express consent of the Dean'.

**ACTION** : Circulate the paper as above

**ACTION BY:** Secretary (Julie Northam)

4.1.2 The Chair provided a general update on REF activity and explained that good progress was being made. The UOA Leaders meeting had taken place and mock REF exercises had progressed well. Work was ongoing to consider the Equality and Diversity aspects of the REF as well as the relevant HESA returns. All the main panels would be represented at the second regional event scheduled for 22 February which would be hosted by the University.

#### 4.2 **HEIF-5 Update**

4.2.1 The Chair informed the Committee that the University would shortly be advertising for the post of Business Engagement Leader. Funding had been issued in respect of one of the four main HEIF themes and business cases were being finalised for the remaining three. Some advanced funding had been made available for Tourism, Applied Sciences and the Centre for Entrepreneurship. Deadlines for applications for the Fusion fund and Research Development Fund (small grants scheme) were 1 November and 31 October respectively. It was agreed that Jonathan Parker, Alan Fyall and Dean Patton would form a sub-committee to work with the Chair in considering applications.

#### 4.3 **EU Strategy Update**

4.3.1 Ms Northam presented the draft EU Priorities Operational Plan for 2011/12. She informed members that Dr Corrina Dickson had now been appointed as a dedicated post to work on EU funding matters, with Prof Adrian Newton acting as the academic lead. An EU Academic Development Scheme would be developed providing a structured staff development programme on EU funding, available to 10 staff who would be selected by competition. An EU networking fund of £11,000 was also available to non-participants to support staff preparing bids for EU calls. This was to be awarded on the basis of competitive bids. Other activity highlighted in the paper included the production of a 'Dummies guide' style booklet for staff new to EU funding. Members were encouraged to disseminate this information within Schools.

#### 4.4 **Graduate School and Skills Development Framework**

4.4.1 Dr Knight provided a brief update on Graduate School developments. The formal re-launch of the Graduate School with its widened remit was scheduled to take place in January under the leadership of the newly appointed Prof Zhang. Work on the Skills Development Framework was progressing and it was planned that this would deliver a wide variety of general research skills and that it would be made compulsory for new starters. Development of more specialist subject skills would be provided within Schools as appropriate. Supervisory training would also be offered for both new and more experienced supervisors. The Graduate School would be relocating from Poole House to the Library and a further annual conference was being planned for March 2012.

Prof Fyall informed the Committee that the School of Tourism had successfully partnered with three other universities to host a joint PG conference.

#### **4.5 Open Access Intellectual Property (IP) and commercialisation**

4.5.1 The Chair explained that it was widely recognised that the historic investment by the University in the commercialisation of IP had yielded very poor returns. A shift in policy was being developed, therefore, whereby the University would cease the exploitation of student IP in favour of supporting commercialisation as a broader element of the student experience. To this end it was proposed that the University move towards an open access IP model. Such a model had been developed, with funding from the Intellectual Property Office, by a partnership comprising Glasgow, Kings and Bristol Universities. This model effectively made IP freely available to businesses with the skills and resources to commercialise it effectively, on the basis of a very simple standard contract. It was anticipated that this would lead to the provision of consultancy services by the University to support the subsequent commercialisation. A post was being recruited to support this work. Further consideration was being given to the exploitation of IP in respect of digital assets, which had much shorter lead times and may require a different commercialisation model. Prof Patton informed the Committee that the Intellectual Property Office were currently running a further competition and the University may wish to consider submitting a bid for funding. It was agreed to discuss this further out of Committee.

#### **4.6 R&E Performance and RED reporting**

4.6.1 Ms Northam explained that she had held discussions with Schools on reporting requirements and developments were ongoing. She would report back to Schools in due course. Quarterly reports were made available and would be subject to individual discussions between DD(R&E)'s (or equivalents) and the Chair.

#### **4.7 Fusion Seminars**

4.7.1 The Chair informed the Committee that two seminars on the subject of fusion were scheduled to take place this term, with a further 3 or 4 following next term. A half-day conference would take place in December to take forward key research themes. Further details were available through the research blog.

### **5. ANY OTHER BUSINESS**

5.1 The Chair told members that the new Research & Knowledge Exchange Office was now in place, and these activities no longer fell within Finance & Commercial Services. Support and administration were provided to the whole R&KEO by two posts based within the Research Development Unit. Further details would be communicated through the Research Blog.

#### **Date of next meeting:**

Wednesday, 29<sup>th</sup> February 2012, the Committee Room.



Geoffrey Rayment  
Committee Clerk  
rec-1112-1-\_\_minutes\_19\_october\_2011

**BOURNEMOUTH UNIVERSITY**

**MINUTES SUBMITTED TO SENATE COVER SHEET**

**ACADEMIC STANDARDS COMMITTEE**

**UNCONFIRMED MINUTES OF MEETING HELD ON 21<sup>st</sup> September 2011**

**SUMMARY**

**1 RECOMMENDATIONS FOR APPROVAL**

**None.**

**2 APPROVALS**

**Completed programme reviews, validations and reviews for closure for approval –see section 4.3 of the minutes**

**External Examiner nominations and Examination Teams for Research Degrees approved by Chair's Action- see section 4.4 of the minutes**

**3 OTHER RELEVANT ACTIONS**

**Revised ASC Terms of Reference- see section 2.3 of the minutes**

**Updated Assessment Board Process- see section 3.1 of the minutes**

**Educational Development and Quality Annual Report- see section 3.2 of the minutes**

**Partner Institution Review (PIR) Action Plan - see section 3.3 of the minutes**

**National Student Survey results- see section 3.4 of the minutes.**

**Partner Agreements/ recognition- see section 4.2 of the minutes**

# **BOURNEMOUTH UNIVERSITY**

## **MINUTES SUBMITTED TO SENATE COVER SHEET**

### **ACADEMIC STANDARDS COMMITTEE (EXTRACT)**

#### **UNCONFIRMED MINUTES EXTRACT OF MEETING HELD ON 19 OCTOBER 2011**

##### **SUMMARY**

##### **1. RECOMMENDATIONS FOR APPROVAL**

Note: The full minutes of this meeting are still being finalised, but an extract is provided in respect of the following three recommendations which Senate are asked to approve.

3.1.5 **RECOMMENDED:** that Senate approve the amended Undergraduate (UG) and Postgraduate (PG) Admissions Regulations and the Admissions (Taught Programmes) Policy and Procedure.

3.4.1 **RECOMMENDED:** that Senate approve the proposed changes to the maximum credit limits for postgraduate awards, namely that APCL applications to 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.

4.1.1.4 **RECOMMENDED:** that Senate approve the addition of MEng to the list of awards offered by the University.

##### **2. APPROVALS**

None

##### **3. OTHER RELEVANT ACTIONS**

None

**BOURNEMOUTH UNIVERSITY  
ACADEMIC STANDARDS COMMITTEE**

**EXTRACTS FROM THE MINUTES OF A MEETING HELD ON 19<sup>th</sup> October 2011**

**3.1 Revised Admissions Policy and Regulations**

*Received: Revised Undergraduate and Postgraduate Admissions Policies and the Admission (Taught Programmes) Policy and Procedure*

3.1.1 The Head of Admissions summarised the changes that had been made to the Undergraduate (UG) and Postgraduate (PG) Admissions Regulations and the Admissions (Taught Programmes) Policy and Procedure to update the documents and bring them into line with the latest sector requirements. Comments were invited from members prior to these being forwarded to Senate.

3.1.2 Minimal changes had been made to the UG and PG Admissions Regulations. English language requirements were reworded to reflect new UKBA requirements and allow for greater flexibility. The list of admissions qualifications had been updated and, in the case of the postgraduate regulations, these had been reordered to place the highest qualification upfront. JT requested that this reordering also be applied to the UG regulations to ensure consistency.

**Action: KP**

3.1.3 The Admissions (Taught Programmes) Policy and Procedure would replace the current Code of Practice on Admissions. The content was largely unchanged although had been restructured to ensure that the Policy and Procedure sections were clearly separated and defined. Some content had been updated in line with sector developments and the revised document had also been considered against the QAA Code of Practice.

3.1.4 AJ queried section 5.2.1 of the Admissions (Taught Programmes) Policy and Procedure which states the current Policy on student fees. The Students' Union had ongoing concerns with how information on fees is articulated to students. Section 9.2.1 states that fee information can be located on the BU website, but only a generic statement is available at present. AJ reported that students are concerned with the additional costs entailed in completing a University programme and require more information upfront. VBG informed members of the University's decision to include all costs for essential elements of a programme in the programme fee. SE noted that peer pressure and advice from staff often played a part in what additional costs students incurred. It was agreed that the transparency of the fee information currently provided to students should be revisit in consultation with the Student's Union.

**Action: VBG/AJ**

3.1.5 DB informed members that the Key Information Set (KIS) will help to clarify important programme information to students such as student fees. A link to KIS requirements on the HEFCE website would be circulated to members for information.

**Action: DB**

**RECOMMENDED:** that Senate approve the amended Undergraduate (UG) and Postgraduate (PG) Admissions Regulations and the Admissions (Taught Programmes) Policy and Procedure.

### **3.5 Accreditation of Prior Learning (APL)- proposal for change**

*Received: Paper reviewing BU APL credit limits for PG programmes*

- 3.5.1 The Quality Assurance Standing Group (QASG) had been asked to consider changing the current University APL credit limits. Such changes to current APL limits had been discussed a couple of years ago and not accepted at that time. However, the increase in CPD applications and review of current sector practice had meant it was timely for the issue to be revisited. JT summarised the proposals from QASG for committee consideration.
- 3.5.2 The QASG proposed that APL limits remained unchanged for UG programmes, as the maximum APL credit allowance of two-thirds of a programme were in line with the sector. However the QASG proposed that the PG maximum credit limits be increased from 50% of the taught component to two-thirds of the award. Currently BU offer a maximum of one third of the taught element of the programme (60 credits) for the Accreditation of Certificated Learning (APCL) and no more than 40 credits for the Accreditation of Experiential Learning (APEL). The group proposed that this should be increased to two thirds of the taught award (or 120 credits) for APCL and one third of the award (60 credits) for APEL.
- 3.5.3 Members discussed the impact of the proposed change including the slight reduction in the APEL limit for postgraduate certificate and the implications for classification and for detecting academic offences. It was suggested that allowing credit to be drawn from a dissertation studied elsewhere would alleviate these issues but this was not agreed. Information on other institutions that offer more generous APL allowances was considered and on balance members agreed that the change as presented was appropriate.
- 3.5.4 **RECOMMENDED:** that Senate approve the proposed changes to the maximum credit limits for postgraduate awards, namely that APCL applications to 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.

### **4.1 Framework and programme approval**

#### **Design, Engineering and Computing**

#### **MEng/ BEng Engineering (Part-time and Full-time) (Bournemouth University and Bournemouth and Poole College)**

- 4.1.1.3 JT reported that the MEng qualification was not included in the current list of University awards in the Academic Policies and Procedures. The University had offered such awards in the past and it was agreed that the award should be reinstated.
- 4.1.1.4 **RECOMMENDED:** that Senate approve the addition of MEng to the list of awards offered by the University.

<b>Committee Name</b>	Senate
<b>Meeting Date</b>	2 November 2011
<b>Paper Title</b>	Changes to: Undergraduate and Postgraduate Taught Admissions Regulations Admissions Policy (Taught programmes)
<b>Paper Number</b>	SEN-1112-20 (Annex)
<b>Paper Author/Contact</b>	Karen Pichlmann, Head of Admissions, 61696
<b>Purpose &amp; Summary</b>	<p>Undergraduate and Postgraduate Taught Admissions Regulations</p> <ul style="list-style-type: none"> <li>• New regulations template</li> <li>• Updated English as a second language paragraph</li> <li>• Updated list of 'examples of acceptable qualifications'</li> </ul> <p>Admissions (Taught) Policy</p> <ul style="list-style-type: none"> <li>• Changed to University policy template consistent with move away from Codes of Practice</li> <li>• Strategic intent behind the policy included (scope and purpose) inline with BU Vision &amp; Values</li> <li>• Document split into two sections, Policy and Procedure. Significant layout changes from original to ensure policy and procedure were separate</li> <li>• General principles section is new</li> <li>• Fraudulent applications section has been expanded</li> </ul>
<b>Decision Required of the Board</b>	For Approval
<b>Strategic Links</b>	Ensuring our admissions policies are in line with the UK HE sector, supporting the admission of suitably qualified students to UG and PGT programmes.
<b>Implications, impacts or risks</b>	Our existing regulations and code of practice (replaced with these documents) are out of date and out of line with the sector and the QAA.
<b>Confidentiality</b>	None

<b>Owner:</b>	Head of Admissions, Student & Academic Services
<b>Version number:</b>	1
<b>Date of approval:</b>	
<b>Approved by:</b>	
<b>Effective date:</b>	
<b>Date of last review:</b>	September 2011
<b>Due for review:</b>	September 2012

## **STANDARD ADMISSIONS REGULATIONS FOR TAUGHT POSTGRADUATE PROGRAMMES AND GRADUATE CERTIFICATE/DIPLOMA PROGRAMMES**

### **1. SCOPE AND PURPOSE**

- 1.1 These regulations outline the requirements for applicants to be admitted to Bournemouth University postgraduate taught programmes, including graduate certificate and diploma programmes.
- 1.2 These regulations will inform all admissions decisions including the setting of entry requirements for new programmes.

### **2. KEY RESPONSIBILITIES**

- 2.1 Head of Admissions will review the Admissions Regulations annually.

### **3. LINKS TO OTHER BU DOCUMENTS**

- 3.1 Admissions (Taught Programmes) Policy and Procedures

## **Regulations**

### **4. ENTRY REQUIREMENTS**

- 4.1 Applicants must confirm their ability to study at this level by presenting evidence of:
  - A UK Bachelor's degree or overseas equivalent in a relevant area
- 4.2 Applicants must also have a set of skills required to fulfill the demands of the programme, including:
  - an ability to express themselves satisfactorily in English;
  - numeracy skills
  - understanding of the relevant subject area
- 4.3 These skills must be demonstrated at a minimum of Level 2 of the National Qualifications Framework. To this end applicants may offer any, or a combination, of the following qualifications, or any higher qualification in a relevant subject:
  - GCSE (A\*-C), or GCE (A-E or 1-6), or CSE (1)

- Key skills Level 2;
  - NVQ Level 2;
  - Key skills units within BTEC or Access courses;
  - any other relevant Level 2 Certificate or Diploma
  - an accredited record of using these skills in employment.
  - overseas equivalents to any of the above (with reference to NARIC and the overseas qualifications database managed by the International Marketing & Student Recruitment Team - IMSRT)
- 4.4 Applicants for whom English is not their first language, must offer evidence of qualifications in four components of English: Listening, Speaking, Reading and Writing. As a minimum, results will be in line with UKBA requirements and are, for the majority of courses, IELTS (Academic) 6.0 (with a minimum of 5.5 in each of the four component scores) or equivalent.
- Acceptable qualifications include IELTS (academic) as above, TOEFL (internet based), or direct equivalents.
- 4.5. Alternatively or in addition, applicants may demonstrate learning through experience, via portfolios or records of achievement, and/or by tasks set at interview, and confirmed by employer reference/s.
- 4.6. A combination of academic and experiential learning, to be considered on its individual merits, may also be acceptable.
- 4.7. Applicants may enter a programme with credit and advanced standing on the basis of prior certificated and/or experiential learning within the limits prescribed by the University. Applications for the accreditation of prior learning (APL) must be processed in accordance with Academic Procedure C2.
- 4.8. Applicants should be able to demonstrate capacity to benefit from the programme, based on an understanding of what it involves. Experience of the relevant vocational area or similar work in closely related fields will normally be an advantage and may be required. Potentially suitable applicants may be invited to attend for an interview or other selection process so that their interest and motivation can be assessed.

## General

### 4. REFERENCES AND FURTHER INFORMATION

Student & Academic Services  
 Head of Admissions  
 M101, Melbury House  
 1-3 Oxford Road  
 Bournemouth  
 Dorset  
 BH8 8ES

Tel: + 44 (0) 1202 961696

Email: [askBU@bournemouth.ac.uk](mailto:askBU@bournemouth.ac.uk)



<b>Owner:</b>	Head of Admissions, Student & Academic Services
<b>Version number:</b>	1
<b>Date of approval:</b>	
<b>Approved by:</b>	
<b>Effective date:</b>	
<b>Date of last review:</b>	September 2011
<b>Due for review:</b>	September 2012

## STANDARD ADMISSIONS REGULATIONS FOR UNDERGRADUATE PROGRAMMES

### 1. SCOPE AND PURPOSE

- 1.1 These regulations outline the requirements for applicants to be admitted to Bournemouth University undergraduate programmes, including foundation degrees.
- 1.2 These regulations will inform all admissions decisions including the setting of entry requirements for new programmes.

### 2. KEY RESPONSIBILITIES

- 2.1. Head of Admissions will review the Admissions Regulations annually.

### 3. LINKS TO OTHER BU DOCUMENTS

- 3.1 Admissions (Taught Programmes) Policy and Procedure

## Regulations

### 4. ENTRY REQUIREMENTS

- 4.1 Applicants must have a set of skills required to fulfill the demands of the programme including:
  - an ability to express themselves satisfactorily in English;
  - basic numeracy skills
  - a basic understanding of the relevant subject area
- 4.2. These skills must be demonstrated at a minimum of Level 2 of the National Qualifications Framework. To this end applicants may offer any, or a combination, of the following qualifications, or any higher qualification in a relevant subject:
  - GCSE (A\*-C), or GCE (A-E or 1-6), or CSE (1)
  - Key skills Level 2;
  - NVQ Level 2;
  - Key skills units within BTEC or Access courses;
  - any other relevant Level 2 Certificate or Diploma
  - an accredited record of using these skills in employment.
  - overseas equivalents to any of the above (with reference to NARIC and the overseas qualifications database managed by the International Marketing & Student Recruitment Team - IMSRT)

Applicants for whom English is not their first language, must offer evidence of qualifications in four components of English: Listening, Speaking, Reading and Writing. As a minimum, results will be in line with UKBA requirements and are currently, for the majority of courses, IELTS (Academic) 6.0 (with a minimum of 5.5 in each of the four component scores) or equivalent.

Acceptable qualifications include IELTS (academic), as above, TOEFL (internet based), or direct equivalents.

- 4.3. Applicants must confirm their ability to study at degree level by presenting evidence of achievement to Level 3 of the National Qualifications Framework, normally with a minimum of:

*For Foundation degrees/Higher Nationals*

1 A Level or equivalent in a relevant subject area

*For Honours degrees*

2 A Levels or equivalent in a relevant subject area

Precise tariff point and IELTS/TOEFL requirements will be indicated in the prospectus and on the University's website.

Examples of acceptable qualifications are:

- A Levels (A-E)
- Advanced Extension Awards
- Any other relevant Level 3 Certificate or Diploma
- BTEC or Access courses
- International Baccalaureate
- NVQ Level 3
- Other Level 3 Vocational Qualifications
- Overseas equivalents to any of the above (with reference to NARIC)
- UK Advanced Diploma
- Welsh Baccalaureate Advanced Diploma (Core)
- overseas equivalents to any of the above (with reference to NARIC and the overseas qualifications database managed by the International Marketing & Student Recruitment Team - IMSRT)

Alternatively or in addition, applicants may demonstrate learning through experience, via portfolios or records of achievement, and/or by tasks set at interview, and confirmed by employer reference/s. Minimum entry criteria apply.

A combination of academic and experiential learning, to be considered on its individual merits, may also be acceptable.

- 4.4. Applicants may be admitted to Level H of a programme with credit and advanced standing on successful completion of an HND / Foundation Degree (awarded by a UK HEI, Edexcel or SQA) or an equivalent qualification, the learning outcomes of which are demonstrably appropriate in terms of knowledge, understanding and skills, and which may be valued at, or carry, at least 120 Level C and 120 Level I credits. A minimum level of performance may be specified.

Applicants may enter a programme at other stages with credit and advanced standing on the basis of prior certificated and/or experiential learning within the limits prescribed by the University.

Applications for the accreditation of prior learning (APL), including Direct Entry, must be processed in accordance with the Academic Procedure C2.

- 4.5. Applicants should be able to demonstrate capacity to benefit from the programme, based on an understanding of what it involves. Experience of the relevant vocational area or similar work in closely related fields will normally be an advantage and may be required. Potentially suitable applicants may be invited to attend for an interview or other selection process so that their interest and motivation can be assessed.

## **General**

### **5. REFERENCES AND FURTHER INFORMATION**

Student & Academic Services  
Head of Admissions  
M101, Melbury House  
1-3 Oxford Road  
Bournemouth  
Dorset  
BH8 8ES

Tel: + 44 (0) 1202 961696

Email: [askBU@bournemouth.ac.uk](mailto:askBU@bournemouth.ac.uk)

Owner:	Head of Admissions, Student & Academic Services
Version number:	4 TBC
Date of approval:	
Approved by:	
Effective date	
Date of last review:	November 2011
Due for review	November 2012

## **Admissions (Taught Programmes) Policy and Procedures**

### **1 SCOPE AND PURPOSE**

- 1.1 These policy and procedures outline the University's commitment to the admission of students to taught programmes who will benefit from the challenging, and rewarding university experience offered by Bournemouth University (BU).
- 1.2 These policy and procedures are available to all University staff, and those involved in the admissions process are required to comply with them, as are staff at partner institutions during the course of recruiting to, and delivering, a University validated programme.
- 1.3 Bournemouth University is committed to ensuring that its selection policies and procedures are transparent, followed fairly, courteously, consistently and expeditiously; that information concerning applicants remains confidential between designated parties, and that decisions are made by those equipped to make the required judgements

### **2 KEY RESPONSIBILITIES**

- 2.1 Head of Admissions will review the Admissions Policy and Procedures annually. Academic Standards Committee will recommend any policy changes to Senate for approval.
- 2.2 Student & Academic Services take overall responsibility for the development of admissions policies and procedures. Extensive consultation takes place with Schools and agreed changes are disseminated via Academic Administration Managers to professional and academic staff.
- 2.3 Admissions staff in Schools, International Admissions Team and Partners assess the abilities, aptitudes, skills, qualifications (including English language proficiency) and experiences of applicants that indicate their potential to succeed on each programme and use this as a guideline - along with the University-wide, and subject specific, benchmarks for entry - to determine if a student can be admitted to the University.

- 2.4 All University staff have access to and, are required to comply with, the University's policies and procedures, as are staff at partner institutions during the course of recruiting to, and delivering, a University validated programme.

### **3 LINKS TO OTHER BU DOCUMENTS**

Accreditation of Prior Learning (APL)  
Admissions Appeals Procedure  
Admissions Regulations  
CRB and Criminal Convictions Procedure  
Dignity, Diversity and Equality Policy  
Standards of English for International Students and English Language Qualifications  
Fraudulent Applications Procedure  
Students Complaints Policy and Procedures  
University's Fair Access Agreement

## **Policy**

### **4 GENERAL PRINCIPLES**

- 4.1 Bournemouth University's policies, procedures and guidelines for the recruitment, selection and admission of students are based on the following principles:
- i. the University's commitment to academic standards;
  - ii. the identification of students who are likely to succeed in the University's programmes;
  - iii. the encouragement of broad access to the University's academic programmes by students from diverse backgrounds as emphasised in the University Fair Access Agreement;
  - iv. equity of opportunity for all applicants. There shall be no discrimination against any applicant in relation to age, colour, creed, disability, ethnic origin, gender, marital status, nationality, race, sexual orientation or social class;
  - v. fair, consistent and transparent application by staff who are well trained and have access to, and comply with, the University's policies and procedures, including those at partner institutions.
- 4.2 Policies and procedures related to admissions are reviewed regularly to ensure that they continue to support the mission and strategic objectives of the University, and that they remain current and valid in the light of changing circumstances.
- #### **4.3 Academic Standards**
- 4.3.1 Entry criteria, which may vary from programme to programme, are set by Schools using University-wide and subject-specific benchmarks and are widely published.
- 4.3.2 For University validated programmes that are delivered at Academic Partners, Schools and the Partner should agree recruitment and admissions criteria relating to collaborative provision based on University policies.

- 4.3.3 For programmes that are jointly validated by the University and a Professional Body, criteria for entry will also meet any requirements specified by the Professional Body.
- 4.3.4 Applicants whose first language is not English will be required to demonstrate competency in the four components of English: Listening, Speaking, Reading and Writing, normally by means of a recognised qualification such as IELTS or completion of the University's Preparatory English Programme (BUPEP). As a minimum, results will be in line with UKBA requirements and are currently, for the majority of courses, IELTS (Academic) 6.0 (with a minimum of 5.5 in each of the four component scores) or equivalent. It should be noted that the language requirement may be higher for some programmes, in particular those which require a high level of communication skills.
- 4.3.5 Applicants to certain programmes will be required to undergo selection tests, occupational health and/or Criminal Records Bureau (CRB) checks, the outcomes of which will be taken into consideration as part of the admissions process.

#### **4.4 Success in the University's Programmes**

- 4.4.1 There should be a reasonable expectation that anyone admitted to a programme of study will be able to fulfil the learning outcomes of the programme and achieve the standard required for an award available within the programme.
- 4.4.2 The ability to successfully complete and benefit from a programme should be the basic criterion for admission, and this is not necessarily best evidenced by the highest possible entry grade at A-level or equivalent.
- 4.4.3 In considering each individual applicant for admission to a programme of study, evidence should be sought of personal, professional and educational experiences that provide indications of ability to meet the demands of the programme.

#### **4.5 Fair Access**

- 4.5.1 Bournemouth University's policies and procedures for the recruitment and admission of students are designed to meet the University's Widening Access and Participation Strategy. The University's Access Agreement is approved annually by the Office for Fair Access and includes information about fees, bursaries and scholarships applicable to Bournemouth University.
- 4.5.2 Bournemouth University is committed to Equal Opportunities for both students and staff and to widening participation. The *Dignity, Diversity and Equality Policy* states:
- 4.5.3 'Bournemouth University is committed to both the elimination of unlawful discrimination and the positive promotion and celebration of equality and diversity. The University will not tolerate unfair or unlawful treatment on the grounds of disability, gender, marital status, race, colour, ethnic origin, sexual orientation, age, nationality, trade union membership and activity, political or religious beliefs.'

#### **4.6 Fair, consistent and transparent application of policies and procedures**

- 4.6.1 All applications (including those from staff, ALS, their relatives or others associated with the University) will be considered on equal merit and using transparent entry requirements, both academic and non-academic to underpin the judgements that are made during the selection process for entry.
- 4.6.2 Each School and Academic Partner is responsible for the recruitment and admissions of its students. The number of places within each School/Partner and programme is agreed between the School and the University Management. It is the responsibility of the programme team to ascertain the number of offers that will need to be made in order to fill a programme. The International Admissions Team is responsible for processing all applications from non-UK applicants to School based courses. Partners are responsible for processing non-UK applications.
- 4.6.3 The University reserves the right to pass applications to other suitable programmes for consideration when it is regarded academically beneficial.
- 4.6.4 The University's International Marketing & Student Recruitment Team work with all Schools and Professional Services to implement University policies and admissions criteria in relation to the recruitment of EU (non-UK) and International students.
- 4.6.5 Admission decision will be based on the information supplied by the applicant. It is the applicant's responsibility to ensure that all pertinent information is supplied on his/her application. The omission of such information, or the supply of inaccurate information, may invalidate the application and, where relevant, any subsequent offer of a place.
- 4.6.6 All policies and procedures are published on the University website and are available in hard copy upon request to Student & Academic Services or School Academic Administration Managers.

## **5 RECRUITMENT**

### **5.1 Publication of Information**

- 5.1.1 Bournemouth University strives to ensure that promotional materials are relevant, accessible, accurate at the time of publication, are not misleading, and provide as much information as possible to enable applicants to make informed decisions about their options. The Marketing & Communication department is responsible for developing processes which ensure the accuracy of all information published by the University. Marketing & Communications also produce an annual report on quality for the Academic Standards Committee in the autumn term.
- 5.1.2 Bournemouth University will endeavour to provide information in a suitable alternative format for those applicants with particular disabilities.
- 5.1.3 The International Marketing & Student Recruitment Team plan and co-ordinate recruitment activities aimed at non-UK students, both overseas and in the UK and ensure that all staff attending such events are briefed on appropriate processes and procedures.

5.1.4 Representatives from the UK Marketing & Student Recruitment team are involved in highlighting the University's admissions procedures at schools and Further Education Colleges and at Higher Education Fairs across the UK. General, School and Academic Partner Open days also advise applicants about admissions processes and procedures

## **5.2 Fees**

5.2.1 Bournemouth University is committed to a fair and transparent policy in respect of all fee charges made to students, whether tuition fees or additional programme related costs. The University's Fees Board meets quarterly and is responsible for setting fees.

## **6 SELECTION**

### **6.1 Criteria for Entry**

6.1.1 The University's minimum admissions criteria are set out in the University's Admissions Regulations and published on the University website. The University reserves the right to alter the criteria. However once the criteria are made public for a specified intake/calendar period, they will not be changed except in exceptional circumstances.

6.1.2 Those programmes that lead to a professional qualification or registration may have to satisfy the requirements of the relevant professional body.

6.1.3 Any changes to entry requirements for a programme are agreed by School Academic Boards and the Head of Admissions where appropriate

6.1.4 Any changes to entry requirements for a programme delivered by an Academic Partner are managed by the Academic Partnerships team.

### **6.2 Data Protection**

6.2.1 Information concerning applicants remains confidential to those processing the application at UCAS and relevant educational institutions and no aspect of any application will be disclosed to other parties unless authorised to do so by the applicant. Where a reference is requested directly by the University, the referee will be informed that the applicant is entitled to read any reference that s/he may supply.

6.2.2 In particular applications by members of staff, their relatives or others associated with the University will not be disclosed to anyone not directly involved in the decision-making process.



## **7 APPEALS**

- 7.1 Should an applicant wish to lodge an appeal regarding the University's admissions process, they should follow the guidelines set out in the University's Admissions Appeals Procedure.
- 7.2 It should be noted that appeals may only be raised with regard to the University processes and procedures and not in relation to matters of academic judgement.
- 7.3 The University's Admissions Appeals Procedure is available electronically via the website or on request to Student & Academic Services or Academic Administration Managers.

## **Procedures**

## **8 FAIR ACCESS**

- 8.1 Applicants who require additional learning support (such as those with a disability, specific learning difficulty, medical condition, mental health issues and developmental disorders) will be selected using the standard criteria. However, such applicants must contact the University's Student Services Additional Learning Support to help them make an informed decision about what support may be available before accepting an offer of a place at the University.
- 8.2 When considering the issue of support, EU (non-UK) and international students will have access to the services we offer all students with an additional learning need. Further information about the support available can be found by looking at the Student Services Additional Learning Support website <http://www.bournemouth.ac.uk/disabilities/>. As non-UK students may not be eligible for public funding to support their learning needs, there may be circumstances when the University will ask the student to contribute to the funding of their support. If this occurs students will be asked to confirm in writing that they are aware of the support available from the University and of what they would be expected to provide.

## **9 RECRUITMENT**

### **9.1 Information to Prospective students**

- 9.1.1 As well as written information, the University also holds regular Open Days for applicants at undergraduate and postgraduate level throughout the year. Individual Schools and Academic Partners hold Open Days for their programmes. Details of Open Days are available on the University website, in the Prospectus, in the local press and from [askbuenquiries@bournemouth.ac.uk](mailto:askbuenquiries@bournemouth.ac.uk).
- 9.1.2 Information about welfare, guidance and support available to students is accessible on the website and in the prospectus, via Open Days and by request to Student &

Academic Services or Academic Administration Managers. Specific information on student support is sent directly to applicants at offer stage.

- 9.1.3 Programme information is accessible via the University and UCAS websites. The askBU enquiry service also supplies information on all aspects of the programme.

## **9.2 Fees**

- 9.2.1 Bournemouth University is committed to a fair and transparent policy in respect of all fee charges made to students, whether tuition fees or additional programme related costs. Information on such charges is included with the offer letter to each applicant and on the University's website.

- 9.2.2 Fees are set annually by the University's Fees Board and are subject to the University's Fees Policy.

- 9.2.3 The University's Access Agreement is approved annually by the Office for Fair Access. The Access Agreement includes information about fees, bursaries and scholarships applicable to Bournemouth University and is available from OFFA at [www.offa.org.uk](http://www.offa.org.uk). Full information about fees and bursaries is also available on the University website.

- 9.2.4 Information on the eligibility and application process for scholarships is available on the University website.

## **9.3 The Application Process**

- 9.3.1 All applications for full-time undergraduate programmes should be made via UCAS. Guidance on the UCAS process is available on the UCAS website, [www.ucas.ac.uk](http://www.ucas.ac.uk). Unless otherwise stated, applicants for all part-time undergraduate and all postgraduate programmes should apply via the University's online admissions system, accessible via the University website.

- 9.3.2 Bournemouth University foundation degree students applying for a Top-Up programme should use the University's direct application form. Details on the direct application process are supplied with the application form.

- 9.3.3 CPD students normally complete a CPD Application Form (a shorter version of the standard PG Direct Application form) available at <http://mixtape.bournemouth.ac.uk/Downloads/direct-application-form-short-courses.doc>.

- 9.3.4 Applicants are informed that on acceptance of an offer of a place at Bournemouth University they will be required to abide by the University Rules and all associated regulations, policies and procedures. Applicants are required to familiarise themselves with these before accepting any offer. All University Rules and associated regulations, policies and procedures may be accessed via the University's website or by request to Student & Academic Services or Academic Administration Managers.

- 9.3.5 For some postgraduate programmes a deposit is payable on acceptance of an offer. Failure to pay a deposit by the required deadline may result in the applicant losing their place.
- 9.3.6 Applicants who pay a deposit, meet their offer conditions but fail to enrol will not be eligible for a deposit refund.
- 9.3.7 Deferral of a place to a later intake prior to commencing the course, on one occasion only, may be granted according to the circumstances of the applicant. For postgraduate applicants the deposit is non-refundable in these circumstances. Deferral for two intakes will not normally be possible and is likely to require a new application to be submitted.
- 9.3.8 Postgraduate applicants who fail to meet the conditions of their offer or those who fail to secure a visa will be given one further opportunity to meet those conditions/secure a visa or to have the deposit returned.

## **10 SELECTION**

### **10.1 Criteria for entry**

- 10.1.1 For University validated programmes that are delivered at Partner Institutions, Schools and Partner Institutions should agree recruitment and admissions criteria relating to collaborative provision based on University policies.

### **10.2 Assessment of Eligibility for Entry**

- 10.2.1 Due to the limited number of places on each programme it must be noted that attainment of published indicative entry criteria does not guarantee an offer of a place.
- 10.2.2 Admissions staff assess the abilities, aptitudes, skills, qualifications (including English language proficiency) and experiences of applicants that indicate their potential to succeed on each programme and use this as a guideline - along with the University-wide, and subject specific, benchmarks for entry.
- 10.2.3 Each applicant's personal statement and academic reference(s) are considered alongside their academic profile. Some programmes require applicants to attend selection tests such as interviews. In this case applicants will be informed about the rationale for and requirements of any selection measures.
- 10.2.4 Additional references may also be requested in order to inform the admissions process.
- 10.2.5 If students are unable to attend in person for interview (e.g because they are resident overseas), in some cases it may be possible for a telephone or video interview, or other alternative selection process, to be used.
- 10.2.6 The University will consider the entry with advanced standing to programmes in accordance with the policy and procedures for Accreditation of Prior Learning

(APL). All APL applications must be considered and processed in line with Academic Procedures C2. Subject to the availability of places, students who have successfully completed Bournemouth University foundation degree programmes, met the performance requirement for entry and who perform satisfactorily in any selection measures, will be eligible for entry with advanced standing to named Honours Level programmes (either at Bournemouth University, an Academic Partner or a named programme at another University) and credited with 120 Level C units and 120 Level I units. Applicants undertaking a foundation degree at another institution or those with relevant Level C and I credit from another degree are also eligible to apply.

10.2.7 Unsuccessful applicants wishing feedback on their application should contact the [askbuenquiries@bournemouth.ac.uk](mailto:askbuenquiries@bournemouth.ac.uk).

### **10.3 Timescales for Decision-Making**

10.3.1 For full-time undergraduate applicants, timescales for decision making will be in line with UCAS guidelines.

10.3.2 Postgraduate applicants will be kept informed of the status of their application throughout the admissions process. However, a decision will normally be made on an application within one week of receipt of the full application or following an interview.

### **10.4 Criminal Convictions**

10.4.1 All students applying via UCAS and the University's online admissions system are asked to declare on their application form whether they have any relevant convictions in line with the requirements of the Rehabilitation of Offenders Act (1974), whether they have unspent convictions or are currently in custody. Those applicants who declare a relevant criminal conviction will be considered in line with the University's *Criminal Convictions Procedure*, available on the University website.

10.4.2 All applicants for certain programmes (such as nursing, midwifery, social work etc) and some students on other programmes (those wishing to undertake placements which may bring them into contact with children and/or vulnerable adults) will be Criminal Records Bureau (CRB) checked in accordance with the appropriate guidelines as laid out in the *Criminal Convictions Procedure*.

### **10.5 Fraudulent Applications**

10.5.1 The admission decision will be based on the information supplied by the applicant. It is the applicant's responsibility to ensure that all pertinent information is supplied on his/her application. The omission of such information, or the supply of inaccurate information, may invalidate the application and, where relevant, any subsequent offer of a place. Is it OK to repeat paragraphs?

10.5.2 Where an application has been detected through UCAS plagiarism software and is suspected to be fraudulent or incomplete to the extent that it is misleading,

admissions staff will follow the process in University's Fraudulent Applications Procedure.

10.5.3 If an application is found to be fraudulent after the point of entry to the University, the student will be dealt with under the Student Disciplinary Procedure.

## **11 INFORMATION TO SUCCESSFUL APPLICANTS**

### **11.1 Changes to the Programme**

11.1.1 Where significant changes have been made to a published programme, those applicants holding an offer on that programme will be informed of those changes as soon as possible. Such changes may include:

- i. a programme not being validated or accredited by a professional body or the University;
- ii. a programme gaining validation from a professional body;
- iii. major change (review) to an existing programme;
- iv. major variation to the programme fees;
- v. change of location of programme delivery;
- vi. the closure or suspension of a programme.

11.1.2 Applicants will have the option of withdrawing their acceptance on the programme. Should s/he wish to be considered for an alternative programme his/her application will then be assessed against the entry criteria for that particular programme, provided there is sufficient space to accommodate them.

### **11.2 Programme Suspension/Closure**

11.2.1 In cases where it is necessary for the University to close or suspend a programme for a given period, applicants and offer holders will be notified immediately and given the option of withdrawing their acceptance or considering alternatives as above.

### **11.3 Enrolment and Induction**

11.3.1 All applicants with a confirmed place will receive a welcome pack, in advance of the start of the programme wherever possible. This pack includes information about online registration and enrolment processes including information about the University or Academic Partner facilities, as well as its Rules and Regulations.

## **12 MONITORING AND REVIEW OF RECRUITMENT AND ADMISSIONS**

12.1 All programmes have a nominated member of staff, normally the Programme Co-ordinator, who is responsible for ensuring that policies and procedures are adhered to. In addition, each programme has at least one member of professional staff who can advise applicants about admissions processes and the progress of their

application. The International Admissions Team can advise EU (non-UK) and international applicants.

- 12.2 The profile of students on each programme is monitored annually through Framework Management Team meetings and feeds into the Annual Report on Framework Monitoring (ARFM) process and includes consideration of age, qualifications, gender and ethnicity of new entrants together with progression and achievement statistics. This helps to inform admissions policy as well as future programme design and development. Additionally, each programme undergoes a periodic review, which examines the ongoing validity of the programme, including structure, content, mode of delivery and entry requirements.
- 12.3 The Head of Admissions annually reviews and audits admissions decisions to ensure all admissions policies and procedures are followed.
- 12.4 Annually the University surveys applicants who did not accept an offer of a place, in order to inform the admission process. Admission procedures may be amended in light of any pertinent findings

### **13 STAFF DEVELOPMENT AND TRAINING**

- 13.1 University staff participate in national student admission agendas through membership of various professional bodies, working parties and conferences. This facilitates the dissemination of good admissions practice across the University.
- 13.2 Ongoing staff development is offered to staff involved in admissions, in order to ensure compliance with regulations and consistency of procedures. For example these training sessions include workshops about recruitment strategy, qualifications and entry requirements as well as technical training for staff involved in recording offers. In addition, the University holds annual workshops for staff involved in Clearing and other specific events that occur during the applications cycle

## **General**

### **14 REFERENCES AND FURTHER INFORMATION**

Contact details for further admissions information, policies or procedures:

Student & Academic Services

Head of Admissions

M101, Melbury House

1-3 Oxford Road

Bournemouth

Dorset

BH8 8ES

Tel: + 44 (0) 1202 961696

Email: [askBU@bournemouth.ac.uk](mailto:askBU@bournemouth.ac.uk)

**BOURNEMOUTH UNIVERSITY**

**MINUTES SUBMITTED TO SENATE COVER SHEET**

**SCHOOL OF TOURISM ACADEMIC BOARD**

**UNCONFIRMED MINUTES OF MEETING HELD ON 5 OCTOBER 2011**

**SUMMARY**

**1. RECOMMENDATIONS FOR APPROVAL**

None

**2. APPROVALS**

None

**3. OTHER RELEVANT ACTIONS**

None

## **UNCONFIRMED**

### **Bournemouth University**

#### **School of Tourism**

#### **Minutes of the Meeting of the School Academic Board Wednesday 5 October 2011 at 2 pm in the Shelley Lecture Theatre**

**Present:** Dr Keith Wilkes (Chair), Clive Allen, Andrew Boer, Paul Boyce, Bethany Cleeve, Shelley Broomfield, Corinna Budnarowska, Prof Dimitrios Buhalis, Dr Shuang Cang, Steve Calver, Dr Susanna Curtin, Julie Edwards, Crispin Farbrother, Dr Dorothy Fox, Maggie Fray, Ina Grebliunaite, Dr Mary-Beth Gouthro, Louise Hanlon-Brooks, Dr Heather Hartwell, Joanna Hawkes, Dr Susan Horner, Dr Hanna Janta, Caroline Jackson, Dr Ian Jones, David Kilburn, Caroline Littlewood, Alexis Major, Dr Miguel Moital, Pearl Morrison, Philip Ryland, Debbie Sadd, Dr Neelu Seetaram, Dr Richard Shipway, Catherine Symonds, Karen Ward, Dr Julie Whitfield, Amanda Wilding and Julia Woodcock (Head of Operations – Student & Academic Services)

Prof John Vinney and Prof Matthew Bennett

**Attending:** Dawn Whittam and SU VP Education: Kate Jones

**Apologies:** Sean Beer, Dr Lorraine Brown, Lynda Challis, Prof Alan Fyall, Stacey Gale, Richard Gordon, Chris Hall, Prof Adele Ladkin, Charles McIntyre, Jeff Sadd, Richard Shipway and Prof Roger Vaughan

#### **1 Welcome and Apologies**

The Chair welcomed everyone to the meeting.

Apologies were received and recorded as above.

#### **2 Minutes from the Previous Meeting**

The minutes of the previous School Academic Board were confirmed as accurate, except for the following change.

- The NSS results had been poorer than expected, considering the positive responses from Student Reps at periodic meetings throughout the year. The figures for Management and Organisation indicated there was room for improvement. Semesterisation may address some of the issues but may not necessarily receive an improved response on the NSS. DK pointed out that the DHLE survey would be organised centrally from now on and would not involve School staff. The suggestion that it might be advantageous to have bi-lingual staff available to chase international graduates, who leave the UK after their studies, was noted.



### **3 Matters Arising**

Action points from the previous meeting had been actioned and others were work in progress.

### **4 Dean's Report**

- New School Leadership Structure wef 1<sup>st</sup> October
- Very successful UG and PG recruitment and Induction
- NSS 2011 goodcp other Schools. Still below sector average
- NSS Action Plan 2011-12 and beyond approved by OVC
- Professorial appointments ongoing – formal announcement ASAP
- Additional 5 Lecturer/Senior Lecturer posts to be advertised ASAP
- Vacant Associate Dean posts – Head of Academic Group: Tourism; International Engagement to be advertised ASAP
- Healthy School Budget 2010-11 and 2011-12
- Very successful R & E effort 2010-11. MRG most successful year ever
- Good progress with REF 2014.

### **5 Student Representatives' Report**

Student Representatives are currently being appointed. The SU VP Education Representative attended the meeting and reported good feedback to date.

### **6 Deputy Dean: Education/Associate Dean UG Students Report**

PR referred to his report, which had been circulated before the meeting and gave the opportunity for comment.

#### **AD Hospitality & Retail**

AB gave a verbal report as he had taken up the post very recently.

The identity of the Retail, Hospitality and Top Up Programmes (including Sport) would be reviewed, in line with the DDE's report.

#### **AD Sport**

AW referred to the main points in the report.

#### **AD Events & Leisure**

CJ referred to the report.

The teams were commended for achieving so much, despite levels of staffing still being a major issue, particularly the Sport Academic Group, which currently has four members of staff fewer than at the start of the last academic year. It was noted that Sport had achieved the highest NSS scores, however.

#### **Associate Dean PG Students**

A report was received.

Members discussed how the School website was being presented, noting that important course/subject/Academic Group information was not at the forefront. It appeared that School promotional material was not being added. It was recognised that there used to be a post within the School aimed at passing on such material to BU Marketing & Communication and it was suggested that similar arrangements should be put in place if improvements do not emerge rapidly.

## **7 School Quality Assurance & Enhancement Committee**

The confirmed minutes of SQAEC of 11 May 2011 were received. There were no referrals to SAB from this meeting.

## **8 Deputy Dean Research & Enterprise**

### **Research and Enterprise Committee – minutes**

The unconfirmed minutes of the meeting of the Research & Enterprise Committee, held on 12 September 2011 were received.

### **Head of Business Development Report**

A report was submitted and DK summarised it for members.

He stated that the market was buoyant, despite the recession.

Members were asked to encourage suitable candidates to apply for the KTP Graduate post with Chococo.

## **9 Visiting Professors**

No new nominations received.

## **10 Frameworks/ Programmes – minutes and referrals**

There were no referrals from UG Programme Committees as no meetings had taken place by this point in the academic cycle.

There were no referrals from the PG Programme Committee meeting held on Friday 27 May 2011.

The following confirmed minutes were received:

Graduate School – Services Management Masters Framework 26 November 2010

## **11 Partner Provision**

## **Frameworks/Programmes – confirmed minutes and referrals**

There were no referrals to SAB as no meetings had taken place by this point in the academic cycle.

## **Associate Dean Partnerships & International Development Report**

A verbal report was given.

It was noted that Partnership contracts are being reviewed by UEG.

All programmes had recruited to target, although Cannington was slightly below.

ARFMs had all been returned for further work as had most within the School.

It was announced that an ex-student of the School has been appointed Programme Leader at Bournemouth & Poole College.

CS had recently been appointed as Partnerships Co-ordinator.

## **12 Student and Academic Services Report**

A report was received.

PR would advise of any recommendations to improve facilities. It was recognised, however, that specific issues should be reported to individual sections of SAS, i.e.: Learning Resources, Careers, AskBU, ALNS, Counselling, Financial Support etc.

## **13 Director of Operations Report (inc Health and Safety)**

In the absence of RH, LH-B confirmed that the Annual Report had been submitted in time. CL was commended for the efficiency of the process of reviewing Risk Assessments in The Retreat. A hazard trawl of the Sports Lab had recently been undertaken and it was noted that a refit was proposed under the Gemini project.

## **14 Academic Administration Manager Report**

A report was submitted and JE summarised it for the Board. A recruitment update would be circulated shortly.

The entry requirements for the new academic year would be determined shortly and would be expected to remain grade specific.

## **15 University Committee Reports**

CA referred to the attached report. He pointed out that the Electronic Senate summit decides whether issues would be taken forward to the 'Live' meetings.

**16 Any Other Business**

**BU 2018: Vision and Values**

Prof John Vinney and Prof Matthew Bennett presented the BU 2018: Vision & Values document to the School and opened the floor for general discussion.

Several concerns were raised about IT, timetabling facilities and reprographics which had caused problems during Induction Week and beyond. It was recommended that these issues be reviewed as a matter of urgency.

**17 Next meeting**

The next SAB meeting will take place on Wednesday 15 February 2012 at 1400 in Room DG02.