

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 25 February 2015, 2.15pm

Board Room, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	Welcome, apologies and declarations of interest		
2	Minutes of the Meeting of 29 October 2014 (VC) 2.1 Matters Arising	SEN-1415-30	2.15
3	Report of Electronic Senate Meeting of 4 to 11 February 2015	SEN-1415-31	
	PART A – Vice-Chancellor’s Communications		2.30
4	4.1 BU 2018 and HE Sector Update 4.1.1 Research Excellence Framework 2014 (Prof John Fletcher)	Verbal Report Presentation	
	PART B – Debate		3.00
5	5.1 Shaping our Journey towards a Global BU (Dr Sonal Minocha)	SEN-1415-32	
	PART C – Other Reports		3.45
6	6.1 Annual Review of Assessment Regulations and 6L - Implementation of the Regulations (For approval – Mr R Rogers) 6.2 <i>Integrated Masters Assessment Regulations and 2A – Awards of Bournemouth University: Policy</i> incorporating changes and new titles relating to Integrated Masters Awards (For approval – Mr R Rogers) 6.3 Review of Governance Documents (To consider and note – Ms D Wakely)	SEN-1415-33 SEN-1415-34 SEN-1415-35	
	PART D – Routine Committee Business		4.15
7	Minutes of Standing Committees: 7.1 Education and Student Experience Committee (unconfirmed), 2 February 2015 Academic Boards: 7.2 Faculty of Health & Social Sciences (unconfirmed), 5 February 2015	SEN-1415-36 SEN-1415-37	
8	Any other business Please Note: items of any other business should be notified a week in advance to the Secretary of Senate.		4.30
9	Dates of next meeting: Electronic Senate – 9.00am, Wednesday 13 May 2015 Senate Meeting – 2.15pm, Wednesday 3 June 2015		

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

SENATE

MINUTES OF A MEETING OF SENATE HELD ON 29 OCTOBER 2014

- Present: Prof J Vinney (**Chair**)
Ms M Barron; Dr C Bond; Mr P Briant (SUBU); Prof J Fletcher; Ms J Forster;
Dr R Gunstone; Mr A James; Mr S Jukes; Ms J Mack; Prof S McDougall; Prof
T McIntyre-Bhatty; Prof I MacRury; Dr S Minocha; Prof S Page; Ms J Quest;
Ms C Schendel-Wilson (SUBU); Ms A Stevens; Prof G Thomas; Prof K Wilkes
- In attendance: Dr D Birch (Item 5.2); Prof D Buhalis; Ms M Frampton (Policy & Committees
Officer); Prof B Gabrys; Prof S Heppell (Item 5.2); Mr T Lee (Observer); Dr M
Hutchings (Item 5.2); Prof K Phalp (deputising for Prof Roach); Mr G Rayment
(Corporate Governance & Committee Manager); Dr G Roushan (Item 5.2)
- Apologies received: Mr C Allen; Mr J Andrews; Mr G Beards; Dr C Chapleo; Ms E Mayo-Ward
(SUBU); Prof A Mullineux; Prof J Roach; Prof E Rosser; Dr H Thiel; Prof T
Zhang

1. WELCOMES, APOLOGIES AND DECLARATIONS OF INTEREST

The Chair welcomed members to the meeting and apologies were noted as above.

The Chair also welcomed Mr Tim Lee, Deputy Chair of the University Board, as an observer.

2. MINUTES OF THE MEETING OF SENATE HELD ON 4 JUNE 2014

The minutes were approved as an accurate record.

It was noted that the updated Proposed Assessment Policy Changes stated in section 6.1.6 of the previous minutes would firstly be presented to the Academic Standards Committee for approval and then presented to Senate.

2.1 Matters Arising**2.1.1 Item 4.1.12 – BU2018 Update**

Technology Enhanced Learning (TEL) was on the agenda (Item 5.2) as a debate topic for discussion.

2.1.2 Dorset Healthcare University NHS Foundation Trust (DHUFT) – Designation of the Trust

Prof Vinney, Mr Andrews and Prof Thomas had recently attended a meeting with key people from DHUFT. The DHUFT representatives had confirmed that they would embed the partnership with BU throughout their new strategy, which would be finalised in early 2015. A refreshed Memorandum of Understanding would be presented to the International & UK Partnerships Committee for approval.

Ms Barron confirmed that BU had recently signed a contract with DHUFT for the provision of a Student Emotional Wellbeing Service. This would provide a more collaborative approach to student support, building on the existing student counselling provision.

3. REPORT OF ELECTRONIC SENATE MEETING OF 22 SEPTEMBER TO 26 SEPTEMBER 2014

The report of the Electronic Senate meeting of 22 to 26 September 2014 was noted.

4. VICE CHANCELLOR'S COMMUNICATIONS

4.1 BU 2018 and HE Sector Update

BU 2018 Update

- 4.1.1 The BU 2018 strategic plan had been set in 2011/12, and BU was now a third of the way through the six year plan. The Chair provided some highlights of the last twelve months and expected developments over the coming year.
- 4.1.2 BU had received its highest number of applications to undergraduate programmes which was very positive. The student intake for 2014/15 had been very strong with high quality applications and high levels of demand from ABB+ applicants.
- 4.1.3 BU had submitted a high quality Research Excellence Framework (REF) submission and the results would be announced on 18 December 2014. The work involved in the REF submission had been immense and it was hoped that the results would be a testament to that hard work.
- 4.1.4 Over the last twelve months, a lot of excellent work had been carried out regionally and within the local economy, and thanks were given to SUBU for their work in supporting community engagement.
- 4.1.5 BU was in a very sound financial position and the programme to recruit additional academic staff was continuing.
- 4.1.6 The challenges that BU would face over the next twelve months would include postgraduate student recruitment and international student recruitment. Dr Minocha was leading the development of the Global Engagement Plan and she confirmed the international recruitment challenges faced by BU were sectoral challenges which were encountered by many HEIs. Dr Minocha stated that she will lead the development of key strategic partnerships, promote Fusion globally and develop BU's understanding of the needs of each country. Over the coming months, there would be a number of Global Engagement workshops taking place for staff in order to drive engagement in this important work.

HE Sector Update

- 4.1.7 Following the recent political party conferences and statements regarding immigration there was some concern that the messages communicated globally were not welcoming for overseas students, although it had been noted that there could be a possibility of excluding students from net migration statistics and this could be helpful to international recruitment.
- 4.1.8 Another potential risk to HEIs was changes to future funding models and the possibility of the Conservative Party introducing increased tuition fees of up to £16,000. The Labour Party was not expected to publish any information regarding fees before the next General Election in May 2015.
- 4.1.9 The Conservative Party had already stated its plans to remove student number controls from 2015/16. This proposal was still expected to go ahead. If the Labour Party was successful at the General Election they may lower student numbers in favour of additional measures to widen participation and increase PG support, in addition to lowering the cap on student fees to £6,000 which would give the sector some uncertainty moving forward.

- 4.1.10 A Higher Education Bill was expected to be published in 2017 and the Higher Education Funding Council for England (HEFCE) had recently put UK Quality Assurance out to tender. Further information would be made available to staff when the Bill was published.
- 4.1.11 It was expected that the Autumn Statement given by the Chancellor of the Exchequer on 3 December 2014 would put a lot of pressure on the Business, Innovation and Skills Department budget. There had also been some speculation in the HE sector around changes to REF funding.
- 4.1.12 Dr Bond raised specific issues regarding the use of Audio Visual equipment in lecture theatres, in particular the need for good, reliable connectivity and flexible systems which worked appropriately with students' own devices. The Chair explained that the need to upgrade AV equipment had been recognised and that a c£3 million project to improve the systems was being implemented across the University. The Chair agreed to ask the IT Directorate to investigate Dr Bond's specific points and report back to a future meeting.

ACTION: To respond to Dr Bond's points regarding the AV upgrade.

ACTION BY: Professor John Vinney

- 4.1.13 The Chair invited members to comment on the on-going Faculty consultation. Members had no questions and were content with the consultation process to date. Prof McIntyre-Bhatty confirmed he would scrutinise all consultation responses and feedback, before making his recommendations to the Vice-Chancellor.

5. DEBATES

5.1 National Student Survey 2014 (NSS)

- 5.1.1 All staff were now familiar with the NSS results and the data had been discussed at a recent ESEC meeting. UET members had spoken to Programme Leaders in order to better understand programme issues and plans and how they could be supported further.
- 5.1.2 The DVC explained that there had been a general shift in NSS results away from the 'dissatisfied' responses and towards the 'neither satisfied nor dissatisfied' middle-ground. Following on from the work carried out on the lowest performing areas, further analysis of the results would be undertaken and detailed discussions would take place with Schools/Faculty to improve upon the results.
- 5.1.3 Following discussion at a ULT Away Day and with Head of Departments earlier this year, a number of good ideas and responses were received, however there was one consistent theme which was to enhance relationships with students, to give students more contact time and to have Academic Advisor roles available. It was important for all staff to now focus on the tutor/student relationship this year and Senators were requested to work with colleagues in Schools/Faculty to develop these suggestions further.
- 5.1.4 Prof Phalp advised that Schools/Faculty should be working on the areas where they perform poorly. It was noted that there were courses which were doing very well, and it was important to share and learn from these courses. Susanne Clarke, Head of Service Excellence, was working with academics to help share best-practice across the University.
- 5.1.5 Dr Gunstone suggested that work should be carried out to investigate the differences between staff and student perspectives of the survey as the results could be of consequence to BU.
- 5.1.6 Prof McIntyre-Bhatty advised that some benchmarking had been carried out and it had been identified that high performing universities had a very strong drive for cohort identity, resilience in their staff teams and a strong team based approach and sense of programme 'ownership'. This could already be seen in some programmes within BU. The need for

consistent feedback loops was also highlighted and the newly implemented mid-cycle feedback system would help to shed further light on any areas of good practice and those where further enhancements need to be secured, whilst also providing an early warning system to inform swift corrective action within individual units.

- 5.1.7 Prof Thomas suggested the issue could be around the language used and the possibility of students not understanding the term 'personal development'. Moving forward, it may be best for all staff to use language more effectively within units in order to clearly signal formative assessment. Dr Roushan informed Senators that within the Business School, there was a campaign to use the term 'feedback' more explicitly, and that for example, 'surgery times' had been renamed 'feedback times'.
- 5.1.8 Ms Schendel-Wilson suggested that students need academic staff to be mentors and to provide a challenge in order for students to excel and to have an excellent student experience, and to be able to improve their work. It was also suggested that BU should highlight the fact that students were able to raise concerns about minor issues in order to assist with improving BU.
- 5.1.9 Prof MacRury suggested that possibly a discussion should take place to explore the different meaning of satisfaction within relationships and dissatisfaction. Prof MacRury had recently worked with Dr Fiona Cownie to discuss the areas which had not scored well, and there appeared to be a correlation with those areas and higher proportions of Widening Participation students. Further work could be carried out to help students understand what will happen when they leave BU, to discuss how they feel about their own future and to reassure students they are prepared for a career after leaving BU.
- 5.1.10 Prof Thomas advised that the Centre for Excellence in Learning (CEL) had been developing a learning strategy and setting out how BU could assist students on their own individual journeys through university.
- 5.1.11 In summary, Prof McIntyre-Bhatty reminded Senators of the importance of disseminating the discussion which had taken place with colleagues in order to improve student experience.

5.2 Technology Enhanced Learning and its role in facilitating innovation in learning

- 5.2.1 Prof Thomas introduced the Technology Enhanced Learning (TEL) discussion and was joined by Dr Roushan, Dr Birch, Dr Hutchings and Prof Heppell. Dr Roushan provided information regarding the forthcoming TEL Review and explained how BU uses TEL and offered some ideas on areas for further development or new approaches.
- 5.2.2 There had been a number of specific themes around TEL over the last 18 months, and work was now underway to get an understanding of current practice, as there were some misconceptions around TEL. An area which was investigated last year was Technology Enhanced Assessment and a number of very important issues resulted from the investigation. Consequently, there were a number of areas of good practice and colleagues were working on transforming assessment and feedback with various technologies.
- 5.2.3 Work was now being carried out to look at the value of the VLE and its capabilities, and also looking at its current adoption at BU and how it was being used.
- 5.2.4 Dr Birch gave an overview of student engagement with TEL and how TEL could facilitate innovative learning and support students with an enriched and engaging learning experience through inspiring software. TEL facilitates both cognitive and social learning outcomes and could also be used to encourage students to become more independent, self-directed and resourceful learners, and allow for the convenient delivery for both on-campus and distance learners. When designing an e-learning programme, BU should use those technologies which replicate the on-campus learning experience and keep students involved and also provide interactive learning.

- 5.2.5 Dr Hutchings introduced Technology Enhanced Assessment for promoting student learning with large groups of students and explained the context and technologies adopted. With Computer Assisted Assessment (CAA), students would receive immediate scoring and feedback and this reduced the marking workload for academics. Audience Response Systems (ARS) engaged students in more active learning in large groups and offered the facility to provide multiple choice questions to a whole class. Group Blogs utilised myBU and encouraged group engagement. An overview of the weekly student experience was provided. This would typically include lectures, ARS and group work. Students would then build their knowledge with further reading, videos and podcasts.
- 5.2.6 Prof Heppell provided an overview of the Education Technology Action Group and the areas the group would be working on e.g. new and emerging teaching and learning, such as personal or wearable technology. It was anticipated that in the future, technology could be introduced to BU which provided data such as which students were on campus and how long they stayed on campus. There was a definite need to develop models in order for BU to use this data.
- 5.2.8 Mr Briant suggested that much of the technology under discussion was already commonplace, and the University needed to look further ahead. Prof Heppell suggested that further cultural change was required and that an entitlement to on-line learning was not yet universally recognised.
- 5.2.9 Prof Thomas stated that students have a lot of information and are data rich. The role of education was helping students to use the information learned in a professional context and to also understand how BU uses technology. The quality of the interaction through technology was important to students, and technology was now helping to process information in order for students to take their knowledge forward for their life after university.
- 5.2.10 Prof McDougall commented that the vital thing which would underpin how effective this model was and the extent to which students were motivated. Quality interactivity and motivation was important for encouraging students to work effectively through their programmes. When considering distance learning it was important to not overlook the fact that students value personal contact with academic staff.
- 5.2.11 Members debated the use of social networks by students to discuss their programmes. Some members were concerned that academics could be excluded from these discussions, whereas others felt that academics should participate in their on-line conversations as this was be valued by students.
- 5.2.12 Dr Roushan advised that a cultural shift was taking place in how students expect academic staff to share knowledge with them. Interaction should not stop when staff and students leave the classroom as students continue to learn between lectures.
- 5.2.13 Prof Thomas thanked Senators for the engaging discussion and advised that the TEL Review would allow everyone to think about what BU could change for the better for the future.

6. OTHER REPORTS

There were no other reports.

7. ROUTINE COMMITTEE BUSINESS

Terms of Reference

7.1 Academic Standards Committee Terms of Reference

- 7.1.1 The Terms of Reference were **approved**.

7.2 Education and Student Experience Committee Terms of Reference

7.2.1 The Terms of Reference were **approved**.

7.3 University Research and Knowledge Exchange Committee Terms of Reference

7.3.1 The Terms of Reference were **approved**.

Minutes of Standing Committees**7.4 Education and Student Experience Committee (unconfirmed), 23 September 2014**

7.4.1 The minutes were **noted**.

7.5 University Research and Knowledge Exchange Committee (unconfirmed), 24 September 2014

7.5.1 The minutes were **noted**.

7.5.2 A discussion took place regarding Section 8.1 of the minutes titled Academic Publication Policy Review and the possible change of processes for academic staff using BRIAN and BURO. Prof Fletcher confirmed that a Communication Plan had been published and a number of opportunities would be provided during 2014 to advise staff of the changes in practice and the enhancements.

School Academic Boards**7.6 School of Health and Social Care (unconfirmed), 9 October 2014**

7.6.1 The minutes were **approved**.

8. ANY OTHER BUSINESS

8.1 There was no other business.

9. DATE OF NEXT MEETING:

Electronic Senate – 9.00am, Wednesday 4 February 2015

Live meeting – 2.15pm, Wednesday 25 February 2015

BOURNEMOUTH UNIVERSITY

ELECTRONIC SENATE

**REPORT OF A MEETING OF ELECTRONIC SENATE held on
4 February 2015 (9AM) TO 11 February 2015 (5PM)**

STATEMENT ON QUORUM

1. The meeting was quorate with 19 members confirming attendance.

MATTERS RAISED BY MEMBERS

2. There were no matters raised for consideration.

OTHER REPORTS

3. An update was provided by Tom Hollingum (IT User Support Team Leader) in response to the Action noted in Section 4.1.12 of the Senate minutes dated 29 October 2014.

Chair's Decision

Item noted, no further action.

MINUTES OF STANDING COMMITTEES

4. **ACADEMIC STANDARDS COMMITTEE, 20 OCTOBER 2014 (SEN-1415-20)**

Decision required: Senate is asked to **note** the minutes.

Chair's Decision

Item noted, no further action.

5. **ACADEMIC STANDARDS COMMITTEE, 10 DECEMBER 2014 (SEN-1415-21)**

Decision required: Senate is asked to **note** the minutes.

Chair's Decision

Item noted, no further action.

6. **EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 26 NOVEMBER 2014
(SEN-1415-22)**

Decision required: Senate is asked to **note** the minutes.

Chair's Decision

Item noted, no further action.

MINUTES OF ACADEMIC BOARD MEETINGS

**7. ANGLO-EUROPEAN COLLEGE OF CHIROPRACTIC ACADEMIC BOARD,
19 NOVEMBER 2014 (SEN-1415-23)**

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

Chair's Decision

Item noted, no further action.

8. BUSINESS SCHOOL ACADEMIC BOARD, 20 OCTOBER 2014 (SEN-1415-24)

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

Chair's Decision

Item noted, no further action.

9. GRADUATE SCHOOL ACADEMIC BOARD, 22 OCTOBER 2014 (SEN-1415-25)

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

Chair's Decision

Item noted, no further action.

10. MEDIA SCHOOL ACADEMIC BOARD, 8 OCTOBER 2014 (SEN-1415-26)

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

Chair's Decision

Item noted, no further action.

11. SCHOOL OF TOURISM ACADEMIC BOARD, 26 NOVEMBER 2014 (SEN-1415-27)

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

Chair's Decision

Item noted, no further action.

**12. FACULTY OF SCIENCE & TECHNOLOGY ACADEMIC BOARD, 20 NOVEMBER 2014
(SEN-1415-28)**

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

The Faculty of Science & Technology Staff Representative questioned whether UET could consider an access control system pilot project for the Faculty of Science & Technology laboratories and shared facilities.

As this issue was not a matter for Senate response the Deputy Vice-Chancellor would discuss the subject with the Faculty of Science & Technology Management Team.

Chair's Decision

Item noted, no further action.

MINUTES OF RESEARCH STANDING COMMITTEE MEETINGS

13. UNIVERSITY RESEARCH ETHICS COMMITTEE, 8 OCTOBER 2014 (SEN-1415-29)

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

Chair's Decision

Item noted, no further action.

DATE OF NEXT MEETING

Next in-person meeting:

Wednesday 25 February 2015 at 2.15pm in the Board Room

Next Electronic Senate meeting:

9.00am on Wednesday 13 May 2015 to 5.00pm on Wednesday 20 May 2015

Committee Name	Senate
Meeting Date	25 February 2015
Paper Title	Annual Review of Standard Assessment Regulations
Paper Number	SEN-1415-33
Paper Author/Contact	Netta Silvennoinen
Purpose & Summary	<p>To consider the outcome of the annual review of the University's standard assessment regulations for taught programmes.</p> <p>To consider an amendment to the current classification bands. This amendment is brought forward now so that, subject to approval, it can be implemented alongside the new Student Record system.</p>
Decision Required	To approve the changes recommended by ASC.
Implications, impacts or risks	If approved, the proposed changes will be introduced for the 2015-16 academic year.
Confidentiality	None

ANNUAL REVIEW OF STANDARD ASSESSMENT REGULATIONS

Academic Standards Committee, February 2015

1 Background and process

- 1.1 Academic Standards Committee (ASC) considered the outcome of an annual review of the University's standard assessment regulations in its February meeting. The review had been carried out by the Quality Assurance Standing Group (QASG) and focused on the implementation of regulatory and procedural changes for reassessment for the 2013-14 academic year. This include capping of formal element marks (rather than whole unit marks) following successful reassessment; introducing an equal reassessment entitlement for all students to ensure parity of assessment outcomes; guidance on Board discretion to determine reassessments/repeats; and Board discretion to carry forward a capped mark for a late submission as the reassessment mark.
- 1.2 Overall, the changes had been well received. Most concerns related to the way Boards processed late submissions but other feedback on the regulations was also received. Having considered the issues, ASC endorsed QASG's recommendations which are now put forward for University approval. In addition, a change to the current classification bands which received ASC endorsement in July 2013 in preparation for the new Student Record System is also enclosed.
- 1.3 **Senate is now asked to consider and approve the proposed changes in Section 2 below.** If approved, the changes will be introduced for the 2015-16 academic year for all continuation students and new entrants and the full set of regulations for taught provision and associated procedural guidance will be updated accordingly.

2 Recommended changes

- 2.1 The proposed changes have been referenced to the corresponding sections of 6A - *Standard Assessment Regulations* (undergraduate programmes). The relevant 6A extracts, including the proposed revisions are included in Appendix 1. A full set of standard assessment regulations for taught awards is available on the [Staff Intranet](#).

2.1.1 Compensation, Regulation 6A Section 7.1

Credit limit for compensation and failed Pass/Fail elements:

The compensation regulation currently allows compensation for up to 40 credits as long as the student achieves a mark of 40 in other units for the level.

ASC supported QASG's proposal to clarify in the regulation that where a Pass/Fail element has been failed, it should also be taken into account when units are considered for compensation even though a Fail does not alter the numerical mark profile for the unit.

ASC RECOMMENDATION TO SENATE:

That Section 7 'Compensation' of 6A - *Standard Assessment Regulations* (all awards) be amended to make explicit that failed Pass/Fail elements must be considered in the same way as units with failed numerical elements when compensation decisions are made (*see proposed amendment to Section 7.1 of Appendix 1*).

2.1.2 Submission of coursework, Regulation 6A Sections 9.1-9.2

Late submission of coursework

Since 2013-14, Assessment Boards have had discretion to accept a late piece of work as the reassessed work if it falls within 3 weeks of the deadline and would have achieved a pass mark

had it been submitted on time. The capped mark is currently carried forward to the next Board as the reassessment mark. The mark is then ratified and the credits awarded to the student.

ASC accepted that this practice is cumbersome for both students and staff and does not work for Boards considering reassessments. A simpler process is now recommended to ensure transparent and effective Board decisions as per below recommendation.

ASC RECOMMENDATION TO SENATE:

That Section 9, 'Submission of Coursework and Attendance at Examinations' of *6A - Standard Assessment Regulations* (all awards) be amended to stipulate that a maximum mark of 40 (UG) or 50 (PG) will be awarded to coursework if submitted within 72 hours after the deadline. That Section 12, 'Provision for Failed Candidates' be amended to make it explicit that a late submission accepted in this way forms part of the reassessment allowance (*see proposed amendments to Sections 9.1-9.2 and 12.3 of Appendix 1*).

2.1.3 Classification, Regulation 6A Sections 11.1-2

Proposed classification bands

ASC approved a number of changes relating to Board reporting in July 2013 in order to prepare for the move to the new Student Record System. In addition, one regulatory change was endorsed for Senate approval. This related to bridging the current 1% 'gap' between classification bands. The process to seek Senate approval was delayed to allow the regulations to align with the next implementation phase of the new Student Record System which has now commenced. If approved, the change will be implemented for the 2015-16 academic year.

ASC RECOMMENDATION TO SENATE:

To recommend to Senate that Section 11, 'Classification' of *6A - Standard Assessment Regulations* (all awards) be amended to incorporate the proposed new classification bands (*see proposed amendments to Sections 11.1 and 11.2 of Appendix 1*).

2.1.4 Provision for failed candidates, Regulation 6A Section 12

Equal reassessment limit for all students

The 2013-14 regulations introduced an equal reassessment limit alongside the new capping rule to ensure parity of assessment outcomes for all students.

ASC endorsed the proposal to exceptionally allow Board discretion to determine a lower limit where students exceed the level entitlement for reassessment and it is not in the student's academic interest to be reassessed in a large number of credits at one time. A detailed rationale for the decision should be recorded in the Board minutes and the student counselled accordingly.

ASC RECOMMENDATION TO SENATE:

To recommend to Senate that Section 12, 'Provision for Failed Candidates' of *6A - Standard Assessment Regulations* (all awards) be amended to allow Boards to exceptionally determine a lower reassessment limit for students who exceed the level entitlement for reassessment if this is perceived to be in their academic interest (*see proposed amendments to Sections 12.4 and 12.7 of Appendix 1*).

Appendix 1

Extract 6A - Standard Assessment Regulations: Undergraduate (starting from Section 6)

6. PASS MARK

- 6.1 The pass mark for each unit will be 40%. Where the unit is assessed by a combination of formally defined separate elements of assessment a pass will be awarded where the total unit mark is at least 40% and the mark in each separate element of the unit assessment is not less than 36.0%.
- 6.2 Where a formally defined separate element is assessed on a Pass/Fail basis, an overall unit pass will be awarded where the total unit mark is at least 40% and a pass is achieved in the Pass/Fail element(s). Where a unit is assessed entirely on a Pass/Fail basis, a pass must be achieved in all formally defined separate elements of assessment.

7. COMPENSATION

7.1
Proposed clarification on the 40-credit compensation on rule and failed Pass/Fail elements

- 7.1 When the total mark for a unit is less than 40%, but not normally less than 38.0%, and providing that no formally defined element contributing to the unit assessment has a mark of less than 36.0% (or a fail where assessed on a Pass/Fail basis), the Assessment Board will normally compensate for up to 40 credits at any one level, ~~and award~~ A pass will be awarded provided that the student to date has obtained a pass mark of 40% (or a pass where assessed on a Pass/Fail basis) in the remaining credits in the same level as the unit or units for which compensation is considered. Such compensation will only apply to the first attempt (including any subsequent attempt taken as a first attempt due to mitigation) and may not normally apply to a unit or units with a total value of more than 40 credits at any one level. Where compensation has taken place the pre-compensation unit mark will be recorded.
- 7.2 As compensation is based on the appraisal of the student's performance to date in the level for which compensation is considered, it cannot be applied before the student has attempted a minimum of 60 credits at that level.

9. SUBMISSION OF COURSEWORK AND ATTENDANCE AT EXAMINATIONS

Submission of coursework

9.1 and 9.2
Proposed inclusion of a 72-hour cut-off point for late submissions to be accepted by the Board

- 9.1 Failure to submit a piece of coursework by the required deadline will result in a mark of zero (0%) being recorded. Where the coursework is submitted within 72 hours after the deadline, it will be awarded a maximum mark of 40% by the Assessment Board. Where the coursework is submitted after this time, the mark of zero (0%) will stand.
- 9.2 Extensions, without penalty, may be allowed in cases of illness or genuine mitigating personal circumstances provided that an application is made before the submission deadline, normally before the submission date, and there is good supporting evidence. The application must be made in writing and the signed form submitted to the relevant administrator for authorisation before the deadline. Coursework submitted after the extended deadline will result in a mark of zero (0%) being recorded as in 9.1 above.

11. CLASSIFICATION

11.1 and 11.2
Proposed changes to the classification bands.

- 11.1 For a **Certificate of Higher Education** and **Diploma of Higher Education** classification will be based on the credit-weighted aggregate mark as follows:

Distinction	70% or more
Merit	60% to less than 70%
Pass	40% to less than 60%

Pass	40 – 59%
Merit	60 – 69%
Distinction	70% or more

11.2 For a **Bachelors degree with Honours**, Level H units will normally have a weighting of 70% towards final degree classification, with 30% weighting for Level I units. Honours classification will be based on Level H units only, in the case of candidates with advanced standing admitted directly to Level H. Degree classification will be calculated in whichever of the following is more advantageous to the student:

- Credit-weighted aggregate mark related as follows:

First Class	70% or more
Second Class, Upper Division	60% to less than 70%
Second Class, Lower Division	50% to less than 60%
Third Class	40% to less than 50%

First Class	70% or more
Second Class, Upper Division	60 – 69%
Second Class, Lower Division	50 – 59%
Third Class	40 – 49%

- Mark profile: where a student achieves an aggregate mark which is not more than 3 marks below a classification boundary (50, 60 or 70) and has at least 80 credits at Level H in a higher classification than the aggregate mark, the Assessment Board will recommend that the higher classification be awarded.

11.3 A **Bachelors degree without Honours** is unclassified.

12. PROVISION FOR FAILED CANDIDATES

12.1 Normally students will be required to make good a failure prior to the commencement of the next stage of the programme in one of the following ways.

Failure and reassessment

12.3 Proposed wording to link late submissions received within 72 hours to the reassessment allowance

12.2 The Assessment Board will permit a student who fails at the first attempt to be reassessed within the limit for reassessment for the level (up to and including 60 credits at Level C, 40 credits at Level I or 40 credits at Level H), on one occasion only, in one of the following ways:

- resit the examination;
- resit the examination and resubmit coursework;
- resubmit the coursework;
- resubmit a piece of work of equal weight and comparable standard as directed by the Assessment Board.

12.4 and 12.7 Proposed change to equal reassessment limit for all students to include exceptional decisions

12.3 **Any late coursework submitted within 72 hours after the deadline will be included in the above level entitlement (see 9.1 above).**

12.4 **Where a student exceeds the level entitlement for reassessment as detailed above, the Assessment Board may exceptionally determine a lower reassessment limit on academic grounds.** The Board will act in accordance with 12.7 thereafter.

12.5 Where a reassessment has taken place, the formal element mark will not exceed 40%.

- 12.6 Any late resubmission(s) will be regarded as a fail. A mark of zero (0%) will be recorded for coursework resubmitted after the specified resubmission deadline.

Repetition of units

- 12.7 Once a student's reassessment allowance has been exhausted, i.e. the total amount of credits of failed units is beyond the credit limit for reassessment entitlement for the level, **or the Board has determined a lower reassessment limit for the student** (see 12.2-12.4 above), the Assessment Board will normally permit the student to repeat the remaining failed unit(s) for that amount of credit once only, or to withdraw from the programme. The Assessment Board should decide how reassessment and repetition should be applied to the student's profile.
- 12.8 Where a student fails in a reassessment for a unit as described in 12.2 above, the Assessment Board will normally permit them to repeat the failed unit(s) once only, or to withdraw from the programme.
- 12.9 In the case of unit(s) which are no longer current or available, an acceptable alternative will be identified.
- 12.10 Where a unit has been repeated, the unit mark will not exceed 40%. The Assessment Board will permit a student who fails at the first attempt in a repeated unit, to be reassessed, on one occasion only up to the reassessment limit for the level, in one of the ways identified in 12.2 and the unit mark will not exceed 40%.



Committee Name	SENATE
Meeting Date	25 February 2015
Paper Title	<i>Integrated Masters Assessment Regulations and 2A – Awards of the University: Policy</i> (incorporating changes and new titles relating to Integrated Masters awards)
Paper Number	SEN-1415-34
Paper Author/Contact	Ricky Rogers – Educational Development and Quality, Academic Services
Purpose & Summary	To consider the draft Integrated Masters Assessment Regulations and the recommendations from Academic Standards Committee. To consider revised sections within <i>2A – Awards of the University: Policy</i>
Decision Required of the Committee	To approve <i>6A – Standards Integrated Assessment Regulations</i> To approve changes to <i>2A – Awards of the University: Policy</i> including the addition of new Integrated Masters award titles: <ul style="list-style-type: none"> • Master of Nutrition • Master of Literature • Master of Design (with Honours) And to give in principle approval for the addition of the following new Integrated Masters award titles (following approval from ASC): <ul style="list-style-type: none"> • Master of Management (with Honours) • Master of Business (with Honours)
Implications, impacts or risks	It is proposed that <i>6A - Standard Integrated Masters Assessment Regulations</i> are implemented for new entrants from September 2015.
Confidentiality	None

INTEGRATED MASTERS ASSESSMENT REGULATIONS

1 BACKGROUND AND PROCESS

- 1.1 To align with Bournemouth University's (BU) strategic aim to introduce Integrated Masters awards across its taught provision, Educational Development and Quality (EDQ) has developed a set of standard assessment regulations for this purpose based on the principles within 6A - *Standard Assessment Regulations* for both undergraduate and postgraduate – taught programmes; available within section 6.1 of the [Academic Regulations, Polices and Procedures](#).
- 1.2 The structure of the BU Integrated Masters award will be as follows:
 - 120 credits at Level C/4
 - 120 credits at Level I/5
 - 120 credits at Level H/6
 - 120 credits at Level M/7
The structure may also incorporate a one-year placement between Levels I/5 – H/6 or Levels H/6 – M/7.
- 1.3 BU already has a Master of Engineering (Hons) (MEng (Hons)) Integrated Masters award and previously a Master of Chiropractic (MChiro) award was delivered at the Anglo-European College of Chiropractic (AECC) and is currently in the process of being reapproved. In addition to this, three new award titles have been approved by the Academic Standards Committee (ASC) for development during 2014-15, as follows:
 - Master of Nutrition (MNutr)
 - Master of Literature (MLit)
 - Master of Design with Honours (MDes (Hons))
And a further Master of Management with Honours (MMan (Hons)) is currently under development within the Faculty of Management.
- 1.4 Quality Assurance Standing Group (QASG) and Academic Standards Committee (ASC) considered issues within section 2 below and have made recommendations to Senate for approval. These particular issues have been organised below to correspond with the headings in 6A - *Standard Assessment Regulations: Integrated Masters programmes* (see Appendix 1).
- 1.5 EDQ considered sector research from 17 HEIs' regulations and processes to inform these regulations, which demonstrated that there is much variance across the sector. These regulations were also informed by the current non-standard assessment regulations for the (MEng (Hons)) award.
- 1.6 A working group was set up to consider the development of Integrated Masters awards at BU, but the development of standard assessment regulations was not within their remit.

2 ISSUES FOR DISCUSSION

2.1 Periods of Registration (Section 5 of the Regulations)

- 2.1.1 The periods of registration for the undergraduate component of the award are the same as those within 6A – *Standard Assessment Regulations: Undergraduate programmes*. The periods of registration for the full-time postgraduate component are based on the (MEng (Hons) and the previous MChiro.
- 2.1.2 With particular reference to part-time routes, where HEIs documented that they offered a part-time route, the period of registration varied between 7 and 12 years (where this information was made available), although several HEIs stipulated 10 years. (The MEng (Hons) award at BU does offer a part-time route, although students enter at Level H/6. The previous MChiro award was only delivered in full-time mode.)

- 2.1.3 BU *Standard Assessment Regulations* currently advise that: Periods of registration may be formally adjusted by the Assessment Board on reasonable grounds. On this basis, ASC agreed that a period of 7 years should be set for the maximum period of registration for part-time integrated masters awards as there was not an expectation that this provision would be delivered in a part-time mode, but exceptionally, due to circumstances, a student may be required to move from a full-time to a part-time route.

ASC RECOMMENDATION TO SENATE:

To approve the Period of Registration be set at 7 years for part-time Integrated Masters awards.

(As per section 5.1 of Appendix 1)

2.2 Progression (Section 8 of the Regulations)

- 2.2.1 Where students progress from one award to a higher award, for example a student on a Foundation degree progressing to a Level H/6 programme, a progression hurdle may be stipulated to ensure the student is both able to study at the higher Level and is not being set up for potential failure. The MEng (Hons) award at BU stipulates a progression hurdle between Level H/6 and Level M/7 of 50% (equivalent to a 2:2 classification).
- 2.2.2 The *Standard Postgraduate Admissions Regulations* currently requires 'a UK Bachelors degree or overseas equivalent in a relevant area' for entry to PG taught provision. However, a number of PG taught programmes across BU actually stipulate a 2:1 or 2:2 UG degree classification as part of their entry requirements.
- 2.2.3 The sector research greatly varied in regards to progression hurdles; some HEIs did not document anything and some advised progression hurdles may be subject to programme-specific requirements. From the remaining HEIs considered, some required hurdles between Levels I/5 and H/6, between Levels H/6 and M/7 or between all of those listed. Where hurdles were stipulated, the Level aggregates varied, although 50% or 55% were the preference.
- 2.2.4 QASG recommended there should be a progression hurdle placed between Levels H/6 and M/7 with an aggregate pass mark of 50%, as per the current MEng (Hons) award. ASC agreed with this recommendation.

ASC RECOMMENDATION TO SENATE:

To approve a progression hurdle be set between Levels H/6 and M/7 with an aggregate pass mark of 50%.

(As per section 8.4 of Appendix 1)

2.3 Classification – Aggregate weightings (Section 11 of the Regulations)

- 2.3.1 Classification weightings at BU, relevant to the award of Integrated Masters are as follows:
- The classification weighting for a Bachelors degree is calculated based on a weighting of 30% Level I/5 units and 70% Level H/6 units;
 - Where students enter a Bachelors degree at Level H/6, the classification is based only on the Level H/6 units;
 - The classification of the MEng (Hons) award is based on 15% Level I/5 units, 35% Level H/6 units and 50% Level M/7 units;
 - Where MEng (Hons) students enter directly to Level H/6 (part-time students), classification is based only on the Level H/6 and Level M/7 units with an equal weighting of 50% and 50%.
- 2.3.2 The sector research greatly varied when determining classification weighting of the Integrated Masters award. Some HEIs use Levels I/5 to M/7, some only use Levels H/6 and M/7 and some only use Level M/7 units. However, the sector research tended to favour incorporating Levels I/5, H/6 and M/7 and where this was the case, there was a preference towards incremental increases in weighting as per the approach used within our current MEng (Hons) regulations, although some HEIs did weight Levels H/6 and M7 equally e.g. 40% and 40% where Level I/5 is (for example) weighted at 20%.

- 2.3.3 QASG recommended that a standard classification based on 15% Level I/5 units, 35% Level H/6 units and 50% Level M/7 units (as per the MEng (Hons) award) was appropriate. ASC agreed with this recommendation.

ASC RECOMMENDATION TO SENATE:

To approve that a standard classification be set based on 15% Level I/5 units, 35% Level H/6 units and 50% Level M/7 units.

(As per section 11.6 of Appendix 1)

- 2.3.4 Dependent upon the Level students enter the award, the aggregate weighting may need to be altered:
- Entering at Level I/5 – classification weighting would not be affected;
 - Entering at Level H/6 – classification weighting would only be based on Level H/6 and Level M/7 units and an alternative aggregate weighting would need to be considered (the MEng (Hons) award allows entry to Level H/6 based on a weighting of 50% and 50%);
- 2.3.5 QASG considered aggregate weightings for students entering at Level H/6, and recommended it should be on a ratio of 40% and 60% to allow students the opportunity to embed into their studies. ASC agreed with this recommendation.
- 2.3.6 QASG considered entry to the award via RPL/UKCT and agreed that students should be allowed to enter an Integrated Masters award at Levels I/5 or the start of Level H/6 which would align with *3P – Recognition of Prior Learning (RPL) and UK Credit Transfer: Policy and Procedure*. However, whilst the full RPL / UK Credit Transfer limits for certificated learning (up to 2/3s of the award) would permit students to enter the Integrated Masters award with only 40 credits to complete at Level H/6, QASG did not think this would align with the nature of the Integrated Masters award, but could be exceptionally considered for Professional Body purposes. QASG discussed the appropriateness of entry to the final year and noted that it would not align with *ARPP 3P* and may impact upon recruitment to the University's postgraduate provision. ASC agreed with this recommendation.

ASC RECOMMENDATIONS TO SENATE:

1. To approve a standard classification be based on 40% Level H/6 units and 60% Level M/7 units for students entering at Level H/6.
2. To approve that students should not enter an Integrated Masters award after the commencement of Level H/6 (unless Professional requirements specifically permit this).

(As per sections 11.3 & 11.7 of Appendix 1)

2.4 Classification – Aggregate mark (Section 11 of the Regulations)

- 2.4.1 Classification for a Bachelors degree is based on the credit-weighted aggregate marks of:
- | | |
|--------------------------------|-------------|
| ▪ First Class | 70% or more |
| ▪ Second Class, Upper Division | 60 - 69% |
| ▪ Second Class, Lower Division | 50 - 59% |
| ▪ Third Class | 40 - 49% |
- 2.4.2 Classification for a postgraduate degree is based on the credit-weighted aggregate marks of:
- | | |
|---------------|-------------|
| ▪ Pass | 50 – 59% |
| ▪ Merit | 60 – 69% |
| ▪ Distinction | 70% or more |
- 2.4.3 The MEng (Hons) award is classified as per the UG classification. The sector research greatly supports this approach providing Level H/6 is included in the weighting of the award, even where award titles do and do not include (Hons).
- 2.4.4 Due to the pass mark for PG provision being set at 50% there is no Third class equivalent documented within Appendix 1 as an Integrated Masters classification (although there is at UG level). Other HEIs demonstrate this approach too.

- 2.4.5 The sector research does highlight that some HEIs award their Integrated Masters on a Pass, Merit or Distinction basis, although it does not clearly explain the rationale why they have chosen this option. However, some of these HEIs offer this when their award contains 180 credits at Level M/7 or classification is based only on Level M/7 units.
- 2.4.6 QASG recommended that the aggregate mark classification should be based on the UG classification. ASC agreed with this recommendation.

ASC RECOMMENDATION TO SENATE:

To approve that the University adopts the UG Classification as the standard approach to classify Integrated Masters Awards.

(As per section 11.8 of Appendix 1)

2.5 Classification – Board Discretion for the award of Bachelors degree (Section 11 of the Regulations)

- 2.5.1 Students who have performed at a higher classification than their aggregate mark in at least 2/3rds of their final Level credits will be awarded the higher classification if the aggregate mark is no more than 3.0% below the classification boundary. Equally, where the aggregate mark falls more than 0.5% below the classification boundary but remains within 1.0% of it, the Assessment Board may use its discretion and award the student the higher classification as long as this is justified by the student's overall performance. This will apply as standard to the Integrated Masters award.
- 2.5.2 QASG noted that the intermediate Bachelors award was ordinarily a final award in its own right and recommended that the profile regulation and the 1% Board discretion should apply to this intermediate award. ASC agreed with this recommendation.

ASC RECOMMENDATION TO SENATE:

To approve that the Profile Regulation be applied to the Intermediate Bachelors degree award.

(As per section 11.4 of Appendix 1)

3.0 OTHER CONSIDERATIONS

3.1 2A – Awards of the University: Policy

- 3.1.1 QASG is also tasked to consider whether the proposed wording in *2A – Awards of the University: Policy* (Appendix 2) to support the development of Integrated Masters awards within the University is appropriate for inclusion which will require Senate approval. With the ongoing development of Integrated Masters awards across BU, one generic statement for all Integrated Masters awards has been proposed using a definition from the *Framework for Higher Education Qualifications (FHEQ)* (October 2014).
- 3.1.2 QASG and ASC recommended the wording be forwarded to Senate for approval. It was noted that within the Faculty of Management a Master of Management (with Honours) (MMan (Hons)) and a Master of Business (with Honours) (MBus (Hons)) was currently being developed and should be added to *ARPP 2A* for Senate approval (subject to pending subsequent ASC approval for the proposal).

ASC RECOMMENDATION TO SENATE:

To approve the amended wording in *2A – Awards of the University: Policy* for inclusion within the *Academic Regulations Policies and Procedures*.

(As per Appendix 2)

- 3.1.2 For clarity, section 7.5.1.3 (*Masters Degrees MA, MSc, MBA*) has also been updated to remove the requirement that students entering the Master of Business Administration (MBA) must have appropriate professional experience. (This had been modified within the Business School and admission requirements would not normally be included within this document).

3.2 Changes to Standard Assessment Regulations

- 3.2.1 These proposed regulations will also need to align with changes to 6A - *Standard Assessment Regulations* made through the January 2015 assessment regulations review and earlier changes from ASC which are also presented to Senate for approval in line with SITS changes.

APPENDIX 1

6A - Standard Assessment Regulations: Integrated Masters Programmes

1. SCOPE AND PURPOSE

- 1.1 Every Bournemouth University programme which leads to an award of the University, including the award of credit, is governed by a set of standard assessment regulations. The University has six sets of standard assessment regulations (Higher National, Foundation degree, Undergraduate, Graduate Certificate/Diploma, Integrated Masters and Postgraduate taught programmes) which form part of the University's *Academic Regulations, Policies and Procedures*.
- 1.2 The regulations in this document govern Integrated Masters taught programmes and are intended for Bournemouth University staff and students. The regulations must be followed by the Assessment Board which is authorised to assess candidates in accordance with the relevant assessment regulations, and to recommend that awards of the University be conferred on those who achieve the standards required for an award.
- 1.3 The standard regulations are applicable, without modification, unless:
- i) exceptions have been approved by the University for whole programmes, e.g. to accommodate the requirements of Professional, Statutory or Regulatory Bodies (PSRBs). Where this is the case, the exceptions are recorded in the Framework/Programme Specification and the Level/Programme Handbook and must be clearly articulated to the Assessment Board at the beginning of the meeting.
 - ii) an individual student's entry profile and/or study choices necessitate changes, e.g. where units undertaken as part of a student exchange replace credit-bearing Bournemouth University units. As marks for units undertaken elsewhere will not be used to calculate classification of the University's own award, the final award is calculated solely on the basis of the units undertaken at Bournemouth. Similarly, where a student is granted credit exemptions towards a Bournemouth University programme¹, award classification is calculated solely on the basis of the units undertaken at Bournemouth².
- 1.4 All students sign up at enrolment to accept the assessment regulations prevailing at the time and any subsequent approved modifications during their registration period. The assessment regulations are made available to students on the Portal and are provided on enrolment in their Programme Handbooks. All students are notified of any changes made to the assessment regulations during their studies.

¹ Exemptions may be granted to students on the basis of Recognition of Prior Learning (RPL) or UK Credit Transfer (UKCT). These terms were referred to as the 'Accreditation of Prior Learning' (APL) up until September 2014.

² Therefore, the number of credits on which the profile regulation is based for classification purposes is fixed as outlined in the relevant Standard Assessment Regulations and cannot be adjusted for students who have undertaken credit-bearing units on a pass-fail basis as part of a student exchange or those who have exemptions on the basis of RPL/UKCT.

2. KEY RESPONSIBILITIES

- 2.1 **Senate:** to approve the standard assessment regulations and any amendments to these.
- 2.2 **Academic Standards Committee (ASC):** to review the assessment regulations periodically and recommend amendments to Senate.
- 2.3 **Assessment Boards:** to implement the assessment regulations. The Assessment Board derives its authority from the University Senate.

3. LINKS TO OTHER BU DOCUMENTS

- 3.1 These regulations should be read in conjunction with the *6L - Assessment Board Decision-Making, including the Implementation of Assessment Regulations: Procedure* which provides information on the application of the assessment regulations and outlines standard practice within the University in dealing with issues that commonly arise at Assessment Boards.
- 3.2 Functions and operation of Assessment Boards are as detailed in the *6K - Assessment Boards: Policy and Procedures*.

Regulations

4. PRINCIPLES

- 4.1 These regulations conform to the principles set out in the current version of the University's *Academic Regulations, Policies and Procedures*.

5. PERIOD OF REGISTRATION

- 5.1 The maximum periods which a student may take to complete the programme, from first registration, are normally as follows:

	Full-time maximum (years)	Full-time sandwich maximum (years)	Part-time maximum (years)
CertHE	2	2	4
DipHE	4	4	6
BSc/BA/LLB (Hons)	5	6	8
Integrated Masters	7	8	7
CPD	As above from first registration to a CPD framework		

- 5.2 Periods of registration may be formally adjusted by the Assessment Board on reasonable grounds. Maximum periods of registration may be set for students who enter with credit.

6. PASS MARK

- 6.1 The pass mark for each unit will be 40% at undergraduate level and 50% at postgraduate level. Where the unit is assessed by a combination of formally defined separate elements of assessment a pass will be awarded where the total unit mark is at least 40% at undergraduate level and 50% at postgraduate level and the mark in each separate component of the unit assessment is not less than 36.0% at undergraduate level and 46.0% at postgraduate level.
- 6.2 Where a formally defined separate element is assessed on a Pass/Fail basis, an overall unit pass will be awarded where the total unit mark is at least 40% at undergraduate level and 50% at postgraduate level and a pass is achieved in the Pass/Fail element(s). Where a unit is assessed entirely on a Pass/Fail basis, a pass must be achieved in all formally defined separate elements of assessment.

**Comment [RR1]:
ASC RECOMMENDATION TO SENATE:**

To approve the Period of Registration be set at 7 years for part-time Integrated Masters awards.

(Section 2.1 of Senate paper)

7. COMPENSATION

- 7.1 When the total mark for a unit is less than 40% at undergraduate level and 50% at postgraduate level but not normally less than 38.0% at undergraduate level and 48.0% at postgraduate level, and providing that no formally defined element contributing to the unit assessment has a mark of less than 36.0% at undergraduate level and 46.0% at postgraduate level the Assessment Board will normally compensate for up to 40 credits at any one level and award a pass provided that the student to date has obtained a pass mark of 40% at undergraduate level and 50% at postgraduate level in the remaining credits in the same level as the unit or units for which compensation is considered. Such compensation will only apply to the first attempt (including any subsequent attempt taken as a first attempt due to mitigation) and may not normally apply to a unit or units with a total value of more than 40 credits at any one level. Where compensation has taken place the pre-compensation unit mark will be recorded.
- 7.2 As compensation is based on the appraisal of the student's performance to date in the level for which compensation is considered, it cannot be applied before the student has attempted a minimum of 60 credits at that level.

8. PROGRESSION

- 8.1 Progression requirements are defined in the Programme Specification for the programme concerned and include, where appropriate, successful completion of the specified work experience.
- 8.2 To proceed to Level I/5, students must normally achieve 120 Level C/4 credits and, where appropriate, successfully complete the specified work experience.
- 8.3 To proceed to Level H/6, students must normally achieve 120 Level I/5 credits and, where appropriate, successfully complete the specified work experience.
- 8.4 To proceed to Level M/7, students must normally achieve 120 Level H/6 credits, achieve an overall aggregate mark of 50% and, where appropriate, successfully complete the specified work experience.

9. SUBMISSION OF COURSEWORK AND ATTENDANCE AT EXAMINATIONS

Submission of coursework

- 9.1 Failure to submit a piece of coursework by the required deadline will result in a mark of zero (0%) being recorded.
- 9.2 Extensions, without penalty, may be allowed in cases of illness or genuine mitigating personal circumstances provided that an application is made before the submission deadline, normally before the submission date, and there is good supporting evidence. The application must be made in writing and the signed form submitted to the relevant administrator for authorisation before the deadline. Coursework submitted after the extended deadline will result in a mark of zero (0%) being recorded.

Attendance at examinations

- 9.3 Failure to attend an examination will result in a mark of zero (0%) being recorded.
- 9.4 Examination postponement requests, without penalty, may be allowed in cases of illness or genuine mitigating personal circumstances provided that an application is made before the start time of the examination, normally before the examination date, and there is good supporting evidence. The application must be made in writing and the signed form submitted to the relevant administrator for authorisation before the deadline. Failure to attend an examination on a revised date will result in a mark of zero (0%) being recorded.

Comment [RR2]:

ASC RECOMMENDATION TO SENATE:

To approve a progression hurdle be set between Levels H/6 and M/7 with an aggregate pass mark of 50%.

(Section 2.2 of Senate paper)

10. AWARDS

- 10.1 All named awards are based on credit. The credits required for each named award are defined in the Programme Specification for the programme concerned.
- 10.2 A **Certificate of Higher Education** will normally be awarded to a student who has been credited with at least 120 credits at Level C/4, and who does not wish to progress further on the programme, or who fails a subsequent level.
- 10.3 A **Diploma of Higher Education** will normally be awarded to a student who has been credited with at least 120 credits at Level C/4 and 120 credits at Level I/5 and who does not wish to progress further on the programme, or who fails a subsequent level.
- 10.4 A **Bachelors degree without Honours** will normally be awarded to a student who has been credited with at least 120 credits at Level C/4, 120 credits at Level I/5 and 80 credits at Level H/6 and who does not wish to progress further on the programme, or who fails to complete Level H/6. Before such an award is made, the student must have signified that he or she is willing to accept the award.
- 10.5 A **Bachelors degree with Honours** will normally be awarded to a student who has been credited with at least 120 credits at Level C/4, 120 credits at Level I/5 and 120 credits at Level H/6 and who does not wish to progress further on the programme, or who fails to complete the subsequent level
- 10.6 An **Integrated Masters degree** will normally be awarded to a student who has been credited with at least 120 credits at Level C/4, 120 credits at Level I/5, 120 credits at Level H/6 and 120 credits at Level M/7.
- 10.7 Candidates who meet the criteria for the award of degree in sandwich mode, including a satisfactory completion of the specified work experience, will normally receive an award in this mode.
- 10.8 An **Aegrotat award** may replace any of the above awards when the student has not achieved the required number of credits for the level they are considered (see section 13.3). An Aegrotat award is always unclassified.
- 10.9 Where defined as a requirement for the award, the student must have successfully completed the specified work experience.
- 10.10 In the absence of a named award, or eligibility for a named award, the award of credit is given for the successful completion of individual units.

11. CLASSIFICATION

- 11.1 For a **Certificate of Higher Education** and **Diploma of Higher Education** classification will be based on the credit-weighted aggregate mark as follows:

Pass	40 – 59%
Merit	60 – 69%
Distinction	70% or more

- 11.2 For a **Bachelors degree with Honours**, Level H/6 units will normally have a weighting of 70% towards final degree classification, with 30% weighting for Level I/5 units.
- 11.3 **Honours classification** will be based on Level H/6 units only, in the case of candidates with advanced standing admitted directly to Level H/6.

Comment [RR3]:

For students who are permitted to enter an Integrated Master award via Recognition of Prior Learning / UK Credit Transfer to Level H/6.

(Section 2.3.3 of Senate paper)

11.4 Degree classification will be calculated in whichever of the following is more advantageous to the student:

- Credit-weighted aggregate mark related as follows:

First Class	70% or more
Second Class, Upper Division	60 - 69%
Second Class, Lower Division	50 - 59%
Third Class	40 - 49%

- **Mark profile.** Where a student achieves an aggregate mark which is not more than 3 marks below a classification boundary (60 or 70) and has at least 80 credits in a higher classification than the aggregate mark, the Assessment Board will recommend that the higher classification be awarded.

Comment [RR4]:

ASC RECOMMENDATION TO SENATE:

To approve that the Profile Regulation be applied to the Intermediate Bachelors degree award.

(Section 2.5 of Senate paper)

11.5 A **Bachelors degree without Honours** is unclassified.

11.6 For **Integrated Masters**, Level M/7 units will normally have a weighting of 50% towards final degree classification, with 35% weighting for Level H/6 units and 15% weighting for Level I/5 units.

Comment [RR5]:

ASC RECOMMENDATION TO SENATE:

To approve that a standard classification be set based on 15% Level I/5 units, 35% Level H/6 units and 50% Level M/7 units.

(Sections 2.3.1 - 2.3.3 of Senate paper)

11.7 In the case of candidates with advanced standing admitted directly to Level H/6, degree classification will be based on Level H/6 and Level M/7 units only in the ratio 40% and 60%

11.8 For the award of **Integrated Masters** classification will be calculated in whichever of the following is more advantageous to the student:

- Credit weighted aggregate mark as follows:

First Class	70% or more
Second Class, Upper Division	60 - 69%
Second Class, Lower Division	50 - 59%

- **Mark profile.** Where a student achieves an aggregate mark which is not more than 3 marks below a classification boundary (60 or 70) and has at least 80 credits in a higher classification than the aggregate mark, the Assessment Board will recommend that the higher classification be awarded.

Comment [RR6]:

ASC RECOMMENDATIONS TO SENATE:

To approve a standard classification be based on 40% Level H/6 units and 60% Level M/7 units for students entering at Level H/6.

To approve that students should not enter an Integrated Masters award after the commencement of Level H/6 (unless Professional requirements specifically permit this).

(Sections 2.3.4 – 2.3.6 of Senate paper)

11.9 A *viva voce* examination may be required, at the discretion of the Assessment Board, at any stage of assessment at Level M/7.

12 PROVISION FOR FAILED CANDIDATES

12.1 Normally students will be required to make good a failure prior to the commencement of the next stage of the programme in one of the following ways

Failure and reassessment

12.2 The Assessment Board will permit a student who fails at the first attempt to be reassessed within the limit for reassessment for the level (up to and including 60 credits at Level C/4, 40 credits at Level I/5, 40 credits at Level H/6 and 40 credits at level M/7), on one occasion only, in one of the following ways:

- resit the examination;
- resit the examination and resubmit the coursework;
- resubmit the coursework;
- resubmit a piece of work of equal weight and comparable standard as directed by the Assessment Board.

Comment [RR7]:

ASC RECOMMENDATION TO SENATE:

To approve that the University adopts the UG Classification as the standard approach to classify Integrated Masters Awards.

(Section 2.4 of Senate paper)

Where a student exceeds the level entitlement for reassessment as detailed above, the Assessment Board will act in accordance with 12.5 thereafter.

- 12.3 Where a reassessment has taken place, the formal element mark will not exceed 40% at undergraduate level and 50% at postgraduate level.
- 12.4 Any late resubmission(s) will be regarded as a fail. A mark of zero (0%) will be recorded for coursework resubmitted after the specified resubmission deadline.

Repetition of units

- 12.5 Once a student's reassessment allowance has been exhausted, i.e. the total amount of credits of failed units is beyond the credit limit for reassessment entitlement for the level (see 12.2 above), the Assessment Board will normally permit the student to repeat the remaining failed unit(s) for that amount of credit once only, or to withdraw from the programme. The Assessment Board should decide how reassessment and repetition should be applied to the student's profile.
- 12.6 Where a student fails in a reassessment for a unit as described in 12.2 above, the Assessment Board will normally permit them to repeat the failed unit(s) once only, or to withdraw from the programme.
- 12.7 In the case of unit(s) which are no longer current or available, an acceptable alternative will be identified.
- 12.8 Where a unit has been repeated, the unit mark will not exceed 40% at undergraduate level and 50% at postgraduate level. The Assessment Board will permit a student who fails at the first attempt in a repeated unit, to be reassessed, on one occasion only up to the reassessment limit for the level, in one of the ways identified in 12.2 and the unit mark will not exceed 40% at undergraduate level and 50% at postgraduate level.

13 PROVISION FOR FAILED CANDIDATES WITH VALID REASONS FOR POOR PERFORMANCE

- 13.1 If it is established to the satisfaction of the Assessment Board that a student's absence, failure to submit work or poor performance in all or part of an assessment for an award was due to illness, or other cause found valid on production of acceptable evidence, the Assessment Board will act as follows.
- 13.2 Where mitigating circumstances are confirmed, a student may be reassessed as if for the first time in any or all of the elements of assessment, as specified by the Assessment Board. If an assessment affected by illness was itself, a second attempt the student will be permitted to be reassessed as if for the second time. Where a student has passed a unit at a first attempt but his/her performance has been affected by mitigation, the Assessment Board may allow the student an opportunity to be assessed as for the first time. In such cases the second mark will stand.
- 13.3 In exceptional cases, where the student's ability to complete his/her studies is affected by serious circumstances (such as terminal illness of the student), and it is established that the student is likely to be unable to complete/return to complete his/her studies within a reasonable time period, the Assessment Board may act in one of the following ways:
- where the Assessment Board is satisfied that there is sufficient evidence of the student's achievement to determine the classification of an award, the student may be recommended on the basis of the available evidence for the award for which he or she is a candidate, or for an intermediate award specified in the Programme Specification. The decision of the Assessment Board must be ratified by the Chair of Senate.
 - an Aegrotat award may be recommended when the Assessment Board does not have enough evidence of the student's performance to recommend the award for which the

student is a candidate, or an intermediate award specified in the Programme Specification. Before such a recommendation is made the student must have demonstrated achievement at the level for which an Aegrotat award is considered. The Assessment Board must be satisfied that on the balance of probabilities but for illness or other valid cause the student would have reached the standard required. The decision of the Assessment Board must be ratified by the Chair of Senate. Where appropriate, the student must have signified that he or she is willing to accept the award.

- 13.4 The above awards in 13.3 may only be considered when the student has not achieved the required number of credits. Although the award title is conferred, the student will only be accredited with the credits achieved.

14 ACADEMIC OFFENCES

- 14.1 Where an assessment offence has been committed, the Academic Offences Panel/Board will stipulate the mark to be awarded for the affected unit or element of assessment and the Assessment Board should consider whether the student is eligible for reassessment under Section 12 above.
- 14.2 Where the Academic Offences Panel/Board has stipulated that no opportunity of reassessment shall be permitted, the Assessment Board will withdraw the student from the programme. In such cases, the Academic Offences Panel/Board will stipulate whether the student may or may not be considered for an intermediate award in accordance with the assessment regulations.

General

15 REFERENCES AND FURTHER INFORMATION

- 15.1 Details of the Academic Offences and Appeals Procedures are given in the current version of the University's [Academic Regulations, Policies and Procedures](#), including *6H - Academic Offences: Policy and Procedure for Taught Awards* and *11A - Academic Appeals: Policy and Procedure for Taught Awards*. These are also available via the Student Portal at [Rules and regulations](#).
- 15.2 The QAA's [Part A: Setting and maintaining academic standards](#): (incorporating the Framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)) describes the level and achievement represented by all taught and postgraduate research awards (other than honorary degrees and higher doctorates) granted by the University. Also see [Chapter B6: Assessment of students and the recognition of prior learning](#).
- 15.3 The QAA [Higher education credit framework for England: guidance on academic credit arrangements in higher education in England](#) provides guidance and information on the use of credit in programmes leading to a higher education qualification in England.
- 15.4 These Regulations have been mapped against the requirements outlined in the *Meeting the equality duty in policy and decision-making at Bournemouth University*.

APPENDIX 2

2A - Awards of Bournemouth University: Policy

AWARDS OF THE UNIVERSITY

- 7.4 **Integrated Masters degrees (Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications (FHEQ)).**

7.4.1 Some Masters degrees, for example, in science, engineering and mathematics, comprise an integrated programme of study spanning several levels. Such programmes typically involve study equivalent to at least four full-time academic years. Of this, study equivalent to at least one full-time academic year is at level M/7 of the FHEQ and the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level M/7 in full. Study at Bachelors Level is integrated with study at Masters Level and the programmes are designed to meet the qualification descriptors in full at Level H/6 of the FHEQ as well as those at Level M/7 of the FHEQ. Such qualifications are often termed 'Integrated Masters' as an acknowledgement of the prior period of study at lower Levels (which typically meets the expectations of the descriptor for a higher education qualification at Level H/6.

- i. Master of Engineering (MEng (Hons))
- ii. Master of Chiropractic (MChiro)
- iii. Master of Nutrition (MNutr)
- iv. Master of Literature (MLit)
- v. Master of Design (MDes (Hons))
- vi. Master of Management (MMan (Hons))
- vii. Master of Business (MBus (Hons))

Comment [RR8]: Both of these awards are still subject to ASC approval, but have been included here for in-principle approval from Senate (to be added to 2A following ASC approval)

7.4.1 Masters of Engineering (MEng (Hons))

~~An MEng is a first degree which provides an extended programme of study which integrates undergraduate study with a period of study at masters level, leading to a single award. The MEng award has an emphasis on the engineering profession and may be linked to relevant professional bodies. The standard of the MEng is that expected of a graduate who has successfully completed a programme of study attracting at least 120 credits at each of Levels C/4, I/5, H/6 and M/7.~~

7.4.2 Master of Chiropractic (MChiro)

~~An MChiro is a first degree which provides an extended programme of study which integrates undergraduate study with a period of study at masters level, leading to a single award. The MChiro award has an emphasis on the chiropractic profession and is linked to relevant professional bodies. The standard of the Master of Chiropractic is that expected of a student who has successfully completed a programme of study attracting at least 120 credits at each of Levels C/4, I/5, H/6 and M/7.~~

7.5 Postgraduate taught awards

7.5.1.3 Masters Degree (MA, MSc, MBA)

- iii The title Master of Business Administration (MBA) is used in programmes which focus on the general principles and functions of management and the development of management skills. These may be developed in the context of a specific sector indicated in the award title. Students entering MBA programmes must have appropriate professional experience.

Comment [RR9]: Removed as this is no longer applicable.

LIST OF AWARDS

Integrated masters awards (Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications (FHEQ)).

- Master of Engineering (with Honours)
- Master of Chiropractic
- Master of Nutrition
- Master of Literature
- Master of Design (with Honours)
- Master of Management (with Honours)
- Master of Business (with Honours)



SENATE

Meeting Date	25 February 2015
Paper Title	Review of Governance Documents
Paper Number	SEN-1415-35
Paper Author/Contact	Deborah Wakely, Clerk to the University Board
Decision Required	<p>Senate are invited to note and comment on the following revised constitutional documents, prior to them being submitted for Board approval:</p> <ol style="list-style-type: none"> 1) The Instrument of Government to be presented to the Privy Council 2) The Articles of Government to be presented to the Privy Council
Confidentiality	Not restricted

EXECUTIVE SUMMARY

1 BACKGROUND AND CONTEXT

- 1.1 The key governance documents at BU are due for review. The Instrument of Government dates back to April 1993 and has not been amended since. The Articles of Government date from January 1996 and have not been amended since. The Chairman and Deputy Chairman of the Board and members of the Executive have been discussing operational issues that require updating for some time. The conclusion of a thorough review is also timely now that The Higher Education Code of Governance, December 2014, has been published by the Committee of University Chairs ('2014 CUC Code').
- 1.2 A schedule of the extent of the review and the different approval routes for primary and supporting documentation is set out at Appendix 5.1. The Instrument and Articles will require approval by the Privy Council. Once these documents have been finalised, a second tranche of supporting University documents will be reviewed and aspects relating to Senate will be presented to Senate for comment. These documents, including a *Board, Senate and Committees Policy and Procedures* and a *Scheme of Delegation* will contain detail on operational matters and levels of authority and responsibilities within the Committee structure.
- 1.3 Much of this documentation sets out the rules and responsibilities in respect of the University Board and matters of corporate governance rather than matters of Academic Governance. Specific matters which do relate to Senate's responsibilities have been highlighted below.
- 1.4 The Board's Audit, Risk & Governance Committee is due to review the documents on 20th February and make recommendations to the Board, subject to wider consultation (including with Senate) taking place before the Board is asked to give approval in May. Due to the timing of meetings if the Audit, Risk and Governance Committee raise any comments on the drafts which are pertinent to Senate a verbal update will be provided to Senate.

2 KEY RISKS AND ISSUES

- 2.1 The Instrument of Government and Articles of Government are attached with proposed revisions shown in track changes at Appendices 5.2 and 5.3. A summary of all changes to the Instrument and Articles by section, with a rationale and impact is attached at Appendix 5.4.
- 2.2 The 2014 CUC Code contains the Seven Primary Elements of Higher Education Governance. Key element four is, "(t)he governing body receives assurance that academic governance is effective by working with the Senate/Academic Board or equivalent as specified in its governing instruments". The Code also states that the governing body, "must satisfy itself that academic governance is operating effectively".
- 2.3 In order to give effect to the Code the Board's Statement of Primary Responsibilities (which acts as the Terms of Reference for the Board) will contain the slightly amended statement that the Board is required "to receive assurance that appropriate processes are in place to monitor and evaluate the performance and effectiveness of Senate". It is proposed that, as a minimum, this assurance would be given in the Senate report on its activities which is provided to the Board on an annual basis.
- 2.4 Instrument of Government
The only amendments being proposed to the Instrument of Government are in respect of updates to nomenclature and the use of the University Seal. These are shown in track changes at Appendix 5.2 and are presented to Senate for completeness.
- Articles of Government
- 2.5 The most substantive changes are proposed to the Articles of Government. There are two driving principles: to improve ease of updating by removing procedural detail to policy documents; and to better reflect actual practice at BU. The opportunity has also been taken to update nomenclature and remove outdated sections, for example the upper age limit for Board members. There is precedent for extensive removal of detail. This has been approved by the Privy Council in relation to at least one other post-1992 University's revised Articles which are now less than four pages.

- 2.6 Operational concerns have been raised regarding the practicality of having the detail around HR matters set out in the Articles, in unamendable form, when law and best practice have moved on and will continue to do so. For this reason detail regarding HR matters will be addressed in HR policies. Revisions have been proposed to the responsibilities of the Board at Section 4 to reflect this.
- 2.7 The bulk of procedural meeting and administrative detail will be moved to a revised *Board, Senate and Committee Policy and Procedures*. Senate's attention is particularly drawn to the following recommended amendments:
- 2.8 Section 4.3 on Senate's responsibilities has been amended to reflect the removal of procedural detail to the policy document, and consolidate and update those points which are being retained from the deleted Section 5 (such as the specification that the Vice Chancellor will be the Chair and will appoint a Secretary). 4.3(a) has been amended to replace the reference to '*...research, scholarship, teaching and courses...*' with '*...research, education and professional practice...*' to better reflect the University's terminology.
- 2.9 New section 4(b) has been extracted from 4(a) and amended to confirm the existing University practice of matters relating to Honorary Doctorates being a joint Senate/Board responsibility.
- 2.10 It is proposed that Section 5, which previously detailed the membership of Senate, will in future be set-out in the Board, Senate and Committees Policy and Procedures and Senate's own Terms of Reference. Senate's membership structure is currently being reviewed to ensure it remains representative and effective in light of the new Faculty structure. A paper setting out recommendations for any changes will be presented to the June meeting of Senate.
- 2.11 Section 10.2 (now 8) on Academic Freedom has been amended to read 'policies and procedures' rather than 'rules' and widened to include the Senate and the Vice Chancellor. This reflects current BU practice and ensures that even if the Board are not approving all policies and procedures directly themselves others are reminded of the statutory requirement to consider Academic Freedom.
- 2.12 Section 13 (now 9) on Students will be amended to omit 13.2 and 13.3 which are already covered under the revised Board and Senate responsibilities in 4.1(g) and 4.3(a) respectively. Approval responsibilities will be set out in the Scheme of Delegation.

3 PRIOR SCRUTINY AND RECOMMENDATIONS OF OTHER COMMITTEES

- 3.1 UET have considered the revised documents and recommended them to the Audit, Risk & Governance Committee for consideration at their meeting on 20th February. The Clerk to the Board will update Senate on the outcomes of that discussion at the Senate meeting.

4 DECISION REQUIRED

- 4.1 Senate are invited to comment on the proposed amendments to the Articles and Instrument as they relate to Senate business. Any comments will then be fed back to the Board, along with any other consultation responses, when they consider the drafts for approval and, where necessary, submission to the Privy Council.
- 4.2 Once the top level documents are in settled form internally, Senate will be invited to comment on the Senate aspects of the following, prior to Board consideration:
- Updated Scheme of Delegation;
 - The Board, Senate and Committee Policy and Procedures ;

5 APPENDICES

- 5.1 Schedule of Documents to be reviewed with review and approval details.
- 5.2 Revised Instrument of Government.
- 5.3 Revised Articles of Government.
- 5.4 Schedule of Changes to the Instrument and Articles of Government.

Scope of Review**Appendix 5.1**

The review includes the following documents which are all inter-linked or required as a result of proposed changes to the Articles:

Document	Final Approver	Approval/Review Process	Next step and timescale	Other consultation required or recommended
1. Instrument of Government	Privy Council	UET ARG Committee Board Draft to PC Board	Draft to UET 3 rd February 2015. Then to ARG Committee on 20 th February 2015	Senate. Head of Academic Services and HR. Unions/ICE.
2. Articles of Government	Privy Council	UET ARG Committee Board Draft to PC Board	Draft to UET 3 rd February 2015. Then to ARG Committee on 20 th February 2015.	Senate. Head of Academic Services and HR. Unions/ICE.
3. Statement of Primary Responsibilities	Board	UET ARG Committee Board	Draft to ARG Committee on 20 th February 2015. May Board.	Senate – to note and action.
4. Scheme of Delegation	Board	UET ARG Committee Board	Draft to UET. Then to ARG Committee once settled 1-3.	Head of Academic Services, HR and Finance. University Leadership Team
5. Board, Senate and Committee Policy and Procedures	COO and Clerk to the Board/Head of Legal Services and Corporate Governance. (Too procedural for ARG in full but Board content will have ARG/Board approval. Used to be approved by Head of SAS).	Corporate Governance and Committee Manager to update. Clerk/HofLS/CG to review with COO and approve. Some Board aspects, e.g. appointment of Board Chair will have Board/Committee input.	Some updates can be made now but final updates will need to take effect from PC approval of revised Articles as procedural content to be moved down to this document to make it easier to update.	Head of Academic Services for Senate and Senate Committee references. Business Support Manager for UET/ULT and Committee references. Scope to include Faculty/Service execs at UET request.

	Scheme of Delegation to confirm who has power to approve Senate membership and Procedures. It could be Senate.			
6. Terms of Reference of Board/ Committees	Board	The relevant committee (notably Rem Com and Nom Com) and then Board.	Once revised Articles and Instrument approved by PC.	
7. HR Policy for Holders of Senior Posts	Board	UET HR Nominations Committee Board	Required to be in force once amended Articles approved by PC as this will replace the detailed sections set out in there.	COO and Associate Director of HR
8. Other HR policies (where sections are being removed from Articles)	COO or Associate Director of HR	To be discussed. Review of Grievance, Disciplinary, Capability aspects. Board to receive assurance that appropriate policies in place, probably via reporting to F and R.	As above.	COO and Associate Director of HR Unions/ICE

At the Council Chamber, Whitehall

THE 26TH DAY OF APRIL 1993

**BY THE LORDS OF HER MAJESTY'S MOST HONOURABLE
PRIVY COUNCIL**

WHEREAS section 124A(3) and (4) of the Education Reform Act 1988(a) (hereinafter referred to as "the Act") provide that the Privy Council may by Order make an instrument of government of any higher education corporation with respect to which Schedule 7 to the Act has effect, and that the said instrument of government shall comply with the requirements of Schedule 7A to the Act and may make any provision authorised to be made by the said Schedule 7A and such other provision as may be necessary or desirable:

AND WHEREAS the Bournemouth University higher education corporation is a higher education corporation with respect to which the said Schedule 7 has effect:

NOW, THEREFORE, Their Lordships, in exercise of the powers conferred on Them by the said section 124A(3) are pleased to, and do hereby, make an instrument of government for the Bournemouth University higher education corporation as set out in the Schedule to this Order, which shall come into force forthwith.

N H Nicholls

SCHEDULE

**INSTRUMENT OF GOVERNMENT REFERRED TO IN THE FOREGOING
ORDER**

1. INTERPRETATION

- (1) In this Instrument, the following words and expressions shall have the meanings indicated in the paragraph:

"the Act" means the Education Reform Act 1988 as amended from time to time;

"the Corporation" means the Bournemouth University higher education corporation;

"the Board of Governors" means the members of the Corporation;

-
- (a) 1988 c.40; section 124A was inserted by section 71 of the Further and Higher Education Act 1992 (c.13)

"the University" means the Bournemouth University conducted by the Corporation;

Appendix 5.2

~~“the Principal” means the Vice-Chancellor of the University;~~

~~“the Academic Board” means the Senate of the University constituted in accordance with the Articles;~~

“the Instrument” means the Instrument of Government of the Corporation;

“the Articles” means the Articles of Government in accordance with which the University is conducted;

“the Clerk” means the person appointed to the office of the Clerk to the Board of Governors under the Articles;

“the Secretary of State” means the Secretary of State for Education; and

“the appointing authority” means the Corporation unless otherwise specified.

- (2) References in this Instrument, in relation to the Board of Governors, to a variable category of members are references to any category of members in relation to which the number applicable in accordance with paragraph 3 below is subject to variation.

- (3) Statutory references to “the Principal” are to the Vice-Chancellor of the University; and statutory references to “the Academic Board” are to the Senate of the University.

2. NAME OF THE CORPORATION

- (1) The Board of Governors may, by resolution, change the name of the Corporation, with the consent of the Privy Council.

3. MEMBERSHIP OF THE BOARD OF GOVERNORS

- (1) The Board of Governors shall consist of –
- (a) not less than twelve and not more than twenty-four members appointed in accordance with the following provisions; and
 - (b) the ~~Vice-Chancellor~~Principal, unless she/he chooses not to be a member.
- (2) Of the appointed members –
- (a) up to thirteen shall be independent members;
 - (b) up to two may be ~~academic~~teachers at the University nominated by the ~~Senate~~Academic Board and up to two may be students of the University nominated by the students thereof; and
 - (c) at least one and not more than nine shall be co-opted members nominated by the members of the Board of Governors who are not co-opted members.
- (3) Independent members shall be persons appearing to the appointing authority to have experience of, and to have shown capacity in, industrial, commercial or employment matters or the practice of any profession.
- (4) The co-opted member required by sub-paragraph 3(2)(c) above shall be a person who has experience in the provision of education.
- (5) A person (other than a person appointed in pursuance of sub-paragraph 3(2)(b) above) who is –

Appendix 5.2

- (a) employed at the University (whether or not as [an academia teacher](#));
- (b) a full-time student at the University; or
- (c) an elected member of any local authority

is not eligible for appointment as a member of the Board of Governors otherwise than as a co-opted member.

- (6) For the purposes of this paragraph, a person who is not for the time being enrolled as [a](#) student at the University shall be treated as such a student during any period when [she/he](#) has been granted leave of absence from the University for the purposes of study or travel or for carrying out the duties of any office held by [her/him](#) in the Students' Union at the University.
- (7) It shall be for the appointing authority to determine any question as to whether any person is qualified in accordance with the preceding provisions of this paragraph for appointment as a member of the Board of Governors of any description or category.

4. DETERMINATION OF MEMBERS NUMBERS

- (1) The Board of Governors shall make a determination with respect to their membership numbers.
- (2) Such a determination shall fix the number of members of each variable category of which the Board of Governors are to consist, subject to the limits applicable in relation to that category in accordance with paragraph 3(2) above.
- (3) In making such a determination, the Board of Governors shall secure that at least half of all the members of the Board of Governors, when constituted in accordance with the determination, will be independent members.
- (4) Such a determination shall not have effect so as to terminate the appointment of any person who is a member of the Board of Governors at the time when it takes effect.
- (5) Such a determination may be varied by a subsequent determination.

5. APPOINTMENT OF MEMBERS OF THE BOARD OF GOVERNORS

- (1) Subject to the provisions of section 124C of the Act, no appointment of members of the Board of Governors may be made before the first determination of the membership in accordance with paragraph 4(1) above takes effect.
- (2) The Board of Governors are the appointing authority in relation to the appointment of any member of the Board of Governors other than an independent member.
- (3) Where an appointment of any additional independent member of the Board of Governors falls to be made in consequence of a determination in accordance with paragraph 4 above, the appointing authority in relation to the appointment –
 - (a) shall be the Board of Governors if the appointment is made within the period of three months beginning with the date of determination; or
 - (b) if the appointment is not made within that period, shall be the current independent members of the Board of Governors.
- (4) Where a vacancy in the office of an independent member of the Board of Governors arises on any existing independent member ceasing to hold office on the expiry of [her/his](#) term of office –

Appendix 5.2

- (a) her/his successor shall not be appointed more than six months before the expiry of that term; and
 - (b) the appointing authority in relation to the appointment of her/his successor-
 - (i) shall be the Board of Governors if the appointment is made not less than three months before the expiry of that term; or
 - (ii) if the appointment is not so made, shall be the current independent members of the Board of Governors.
- (5) Where a vacancy in the office of an independent member of the Board of Governors arises on the death of any such member or on any such member ceasing to hold office in accordance with the Instrument, the appointing authority in relation to the appointment of her/his successor –
- (a) shall be the Board of Governors if the appointment is made within the period of three months beginning with the date of death or the date on which the office becomes vacant (as the case may be); or
 - (b) if the appointment is not made within that period, shall be the current independent members of the Board of Governors.
- (6) No appointment of an independent member of the Board of Governors by the Board of Governors in accordance with sub-paragraph 5(3)(a), 5(4)(b)(i) or 5(5)(a) above shall be made unless the appointment has been approved by the current independent members of the Board of Governors.
- (7) If the number of independent members of the Board of Governors falls below the number needed in accordance with the Articles for a quorum, the Secretary of State is the appointing authority in relation to the appointment of such number of independent members as is required for a quorum.

6. TENURE OF OFFICE OF MEMBERS OF THE BOARD OF GOVERNORS

- (1) The Board of Governors shall determine the period of office of members in each of the variable categories set out in paragraph 3(2) above. Such members shall hold and vacate office in accordance with the terms of their appointment and shall, on ceasing to be a member on completion of their period of office, be eligible for reappointment.
- (2) A member of the Board of Governors may at any time by notice in writing to the Clerk resign her/his office, which will thereupon become vacant from the date of receipt of the notice or date of resignation specified therein whichever shall be the later.
- (3) If at any time the Board of Governors are satisfied that any member of the Board of Governors –
 - (a) has been absent from meetings of the Board of Governors for a period of ~~six~~ twelve months without the permission of the Board of Governors; or
 - (b) is unable or unfit to discharge the functions of a member,
 the Board of Governors may by notice in writing to that member remove her/him from office; and thereupon the office shall become vacant.
- (4) Where a member of the Board of Governors appointed as ~~a Senatean Academic Board~~ nominee or a student nominee, or a member of staff or student appointed as a co-opted member of the Board of Governors, ceases before the end of her/his period of office to be a member of staff or a student of the University, as the case may be, her/his office shall thereupon become vacant.

Appendix 5.2

7. OFFICERS

- (1) The Board of Governors shall appoint from among their members a Chairman and any other officers which the Board may determine.

8. COMMITTEES

- (1) The Board of Governors may establish committees and permit such committees to include persons who are not members of the Board of Governors.

9. ALLOWANCES

- (1) The Board of Governors shall determine any allowances to be paid to members of the Board of Governors.

10. SEAL OF CORPORATION

- (1) The application of the seal of the Corporation shall be authenticated by the signature of ~~the two people being members of the Board of Governors or employees of the Corporation who are Chairman of the Board of Governors or some other member~~ authorised generally or specially by written resolution of the Board of Governors to act for that purpose. ~~together with that of any other member of the Board of Governors.~~
- (2) The Corporation Seal shall be held under secure arrangements by the Clerk.

11. COPIES OF INSTRUMENT OF GOVERNMENT

- (1) Copies of the Instrument of Government shall be provided to each member of the Board of Governors.

ARTICLES OF GOVERNMENT FOR BOURNEMOUTH UNIVERSITY

HIGHER EDUCATION CORPORATION

In exercise of the powers conferred upon it by section 125 of the Education Reform Act 1988, the Bournemouth University higher education corporation makes the following Articles of Government in accordance with which the Bournemouth University shall be conducted:

1. INTERPRETATION

1.1 In these Articles, words and expressions shall have the meanings ascribed to them in paragraph 1 of the Instrument of Government made by the Privy Council on 26 April 1993 and;

The “holders of senior posts” means ~~the Vice-Chancellor~~Principal, the Clerk and the holders of such other senior posts as the Board of Governors may determine and “holder of a senior post” shall be construed accordingly;

“the staff” includes both academic teaching and other staff of the University;

“policies and procedures” includes policies, procedures, regulations, rules, bye laws and codes of practice;

~~“staff Governor” means a member of the Board of Governors appointed on the nomination of the Academic Board or as co-opted staff nominee;~~

~~“student Governor” means a member of the Board of Governors appointed as a student nominee or as a co-opted student nominee;~~ and

a “Students’ Union” means any association of the generality of students formed to further the educational purposes of the University and the interests of students as students.

1.2 The Interpretation Act 1978 shall apply for the interpretation of these Articles as it applies for the interpretation of an Act of Parliament.

2. CONDUCT OF THE UNIVERSITY

The University shall be conducted in accordance with the provisions of the Education Acts 1944 to ~~2004~~1993, any subsequent Education Acts, any relevant regulations, orders or directions made by the Secretary of State, or by the Privy Council, and subject thereto, in accordance with the provisions of the Instrument, these Articles and any policies rules or procedures~~bye laws~~ made under these Articles.

3. THE CHANCELLOR AND PRO-CHANCELLORS

The Board of Governors shall have the power to appoint a suitable individual as Chancellor of the University and one or more suitable individuals as Pro-Chancellors of the University, and may determine the duration and other terms of such office and the functions and duties to be carried out by the Chancellor and Pro-Chancellors.

4. RESPONSIBILITIES OF BOARD OF GOVERNORS, VICE-CHANCELLOR PRINCIPAL AND SENATE ACADEMIC BOARD

The Board of Governors

4.1 The Board of Governors shall be responsible for:

- (a) the determination of the educational character and mission of the University and for oversight of its activities;

- (b) the effective and efficient use of resources, the solvency of the University and the Corporation and for safeguarding their assets;
 - (c) approving annual estimates of income and expenditure;
 - ~~(d) the appointment or dismissal of the Vice-Chancellor and of the Clerk to the Board;~~
 - ~~(e) approving policies and procedures relating to the appointment, grading, assignment of duties to, appraisal of, suspension, dismissal and determination of the pay and conditions of the holders of senior posts;~~
 - ~~(f) approving the framework for employing all other staff and regulating their employment;~~
 - ~~(g) ensuring that there are in place policies and procedures for the government and conduct of the institution, including, for all other staff, staff performance, discipline, dismissal and grievance, and for dealing with student discipline, complaints and academic appeals.~~
- ~~(d) (i) the appointment, grading, suspension, dismissal and determination of the pay and conditions of service of the holders of senior posts;~~
 - ~~(ii) the assignment of duties to and appraisal of the Principal, the Clerk and other holders of senior posts; and~~
 - ~~(e) setting a framework for the pay and conditions of service of all other staff.~~

The Vice-Chancellor ~~Principal~~

4.2

Subject to the responsibilities of the Board of Governors, the Vice-Chancellor~~Principal~~ shall be the chief executive of the University and shall be responsible to the Board of Governors for the conduct of the University, including responsibility for:

- (a) making proposals to the Board of Governors about the educational character and mission of the University and for implementing the decisions of the Board of Governors;
- (b) the organisation, direction and management of the University and leadership of the staff;
- (c) the appointment, assignment of duties, grading, appraisal, suspension, dismissal, and determination – within the framework set by the Board of Governors – of the pay and conditions of service of staff other than the holders of senior posts;
- (d) the determination, after consultation with Senate~~the Academic Board~~, of the University's academic activities, and for the determination of its other activities;
- (e) preparing annual estimates of income and expenditure, for consideration by the Board of Governors, and for the management of budget and resources, within the estimates approved by the Board of Governors; and
- (f) the maintenance of student discipline and, within the policies~~rules~~ and procedures provided for within these Articles, for the suspension or expulsion of students on disciplinary grounds and for implementing decisions to expel students for academic reasons.

Senate~~The Academic Board~~

- 4.3 There shall be a Senate of the University, whose membership and procedures for meetings shall be set out in policies and procedures. The Vice-Chancellor shall be the Chairman of the Senate and will appoint a Deputy Chairman and a Secretary. Senate may establish such committees as it considers necessary to enable it to carry out its responsibilities, subject to the approval of the Vice-Chancellor and the Board of Governors.

Subject to the provisions of these Articles, to the overall responsibility of the Board of Governors, and to the responsibilities of the Vice-Chancellor~~Principal~~, Senate~~Academic Board~~ shall be responsible for:

- (a) general issues relating to research, education and professional practice~~the research, scholarship, teaching and courses~~ at the University, including criteria for the admission of students; the appointment and removal of internal and external examiners; policies and procedures for assessment and examination of the academic performance of students; the content of the curriculum; academic standards and the validation and review of courses; the procedures for the award of qualifications; ~~and honorary academic titles (jointly with the Board of Governors in some cases);~~ and the procedures for the expulsion of students for academic reasons. Such responsibilities shall be subject to the requirements of validating and accrediting bodies;
- (b) jointly with the Board of Governors, the procedures for the award of honorary academic titles;
- ~~(c)~~ considering both the development of the academic activities of the University and the resources needed to support them and for advising the Vice-Chancellor~~Principal~~ and the Board of Governors on those matters~~thereon~~; and
- ~~(d)~~ advising on such other matters as the Board of Governors or the Vice-Chancellor~~Principal~~ may refer to the Senate~~Academic Board~~.

- 4.4 ~~The Academic Board may establish such committees as it considers necessary for purposes enabling it to carry out its responsibilities provided that each establishment is first approved by the Principal and Board of Governors. The number of members of any such committee and the terms on which they are to hold and vacate office shall be determined by the Academic Board.~~

5. ACADEMIC BOARD

- 5.1 ~~There shall be an Academic Board of no more than 34 members, comprising the Principal (who shall be Chairman) and such other numbers of staff and students as may from time to time be approved by the Board of Governors. At least half of the members of the Academic Board shall be holders of management posts (as specified in paragraphs 5.2(a) to (d) (inclusive) below) and the remainder will be staff and student members (as specified in paragraphs 5.2(e) to (g) (inclusive) below). The period of appointment of members and the selection or election arrangements shall be subject to the approval of the Board of Governors.~~

- 5.2 ~~The membership of the Academic Board shall consist of:~~

- ~~(a) the Principal;~~
- ~~(b) the Deputy Principal(s), the Director of Personnel, and any other Assistant Principal(s);~~
- ~~(c) Deans and Heads of Academic Departments;~~
- ~~(d) Heads of Central Service Departments (from those Central Service Departments~~

established by the Board of Governors);

(e) ~~one member of the full time teaching staff from each Academic Department freely elected biennially by members of that Department, in accordance with such regulations and procedures as the Academic Board shall from time to time approve;~~

(f) ~~two members of the full time non-teaching staff freely elected biennially by members of such staff, in accordance with such regulations and procedures as the Academic Board shall from time to time approve; and~~

(g) ~~two students of the University elected annually from the student body.~~

5.3 ~~The Principal shall appoint a Deputy Chairman from among the members of the Academic Board to take the chair in his place.~~

5.4 ~~The Academic Secretary shall act as Secretary to the Academic Board.~~

5.5 ~~The quorum and procedures for the Academic Board shall be as determined by the Academic Board from time to time and as expressed in its standing orders.~~

56. DELEGATION OF FUNCTIONS AND COMMITTEES

56.1 Subject to the following provisions of this Article, the Board of Governors may establish committees for any purpose or function, other than those assigned elsewhere in these Articles to the ~~Vice-Chancellor~~Principal or to ~~Senate~~Academic Board, and may delegate powers to such committees or to the Chairman of the Board of Governors or to the Vice-Chancellor~~Principal~~.

56.2 The Board of Governors or any relevant committee of the Board may co-opt as members of the committee any appropriate individual who is not a member of the Board of Governors except ~~that~~; the majority of the membership of the committee shall always comprise members of the Board of Governors.;

(b) ~~as provided for in Article 6.3 below.~~

56.3 The Board of Governors shall establish an audit committee. It may establish such other committees as it deems appropriate. ~~The membership of committees and their terms of reference shall be as determined by the Board of Governors, committee or committees to determine or advise on such matters relating to employment policy or finance as the Board of Governors may remit to them. The members of the committee or committees shall be drawn from the Board of Governors other than staff or student Governors. The committees will include an Audit Committee to be established in accordance with the requirements of any relevant funding authority.~~

56.4 The Board of Governors shall not, however, delegate the following:

(a) the determination of the educational character and mission of the University;

(b) the approval of the annual estimates of income and expenditure;

(c) ensuring the solvency of the University and the Corporation and the safeguarding of their assets;

(d) the appointment or dismissal of the Vice-Chancellor and of the Clerk to the Board~~Principal~~;

(e) the varying or revoking of these Articles.;

(f) the appointment of members of the Board of Governors;

~~(g) the approval of the Scheme of Delegation setting out the delegations made by the Board of Governors.~~

67. APPOINTMENT OF CLERK TO THE BOARD OF GOVERNORS

The Board of Governors shall appoint a Clerk to act as secretary to the Board of Governors.

78. PROCEDURES FOR MEETINGS

~~7.1 The Board of Governors shall make policies and procedures for the conduct of meetings of the Board and its committees.~~

~~7.2 The Board of Governors shall make policies and procedures for the appointment of officers who shall include a Chairman and Deputy Chairman; and for the appointment of members.~~

~~7.3 The Board of Governors shall determine the quorum for the Board and Board Committees with due regard to the determination of membership numbers made by it under the Instrument of Government.~~

~~7.4 Members of the Board of Governors have the duties of a Charity Trustee of the University and shall not be bound in their speaking and voting by mandates given to them by other bodies or persons, except where the Board of Governors has approved the use of proxy for other members of the Board of Governors.~~

~~8.1 (a) The Board of Governors shall elect a Chairman biennially. Nominations for the office of Chairman shall be submitted to the Clerk prior to the meeting at which the appointment will be determined. In the event of more than one nomination being received an election will take place at that meeting.~~

~~(b) The Board of Governors shall elect a Deputy Chairman biennially to act in the absence of the Chairman.~~

~~(c) If both the Chairman and Deputy Chairman are absent, the members present shall choose one of their number as chairman for the meeting. A member of the Board of Governors who is employed by the University or a student thereof, who is a student nominee or a co-opted member of the Board of Governors, is not eligible for appointment as Chairman or Deputy Chairman or as chairman of a meeting of the Board of Governors.~~

~~8.2 (a) The quorum for meetings of the Board of Governors shall be the numbers of members (who may be present in person or by proxy) determined in accordance with the table set out below. If a meeting is quorate, but less than half the members present are independent members, a majority of the independent members present shall be able to require that a decision be deferred to the next meeting. No decision shall be deferred more than once under this provision.~~

<i>Total actual membership of Board of Governors</i>	<i>Minimum number of members to be present for quorum</i>	<i>Minimum number of independent members within the total to be present for quorum</i>
<i>12 or 13</i>	<i>5</i>	<i>3</i>
<i>14 to 16</i>	<i>6</i>	<i>4</i>
<i>17 or 18</i>	<i>7</i>	<i>4</i>
<i>19 to 21</i>	<i>8</i>	<i>5</i>
<i>22 or 23</i>	<i>9</i>	<i>5</i>
<i>24 or 25</i>	<i>10</i>	<i>6</i>

- (b) ~~If at the expiration of half an hour after the time appointed for a meeting a sufficient number of Governors to form a quorum is not present (in persons or by proxy), or if at any meeting the business is not completed the meeting shall stand adjourned sine die and a further meeting shall be summoned as soon as conveniently may be. Any meeting may be adjourned by resolution.~~

8.3 ~~Conduct of Meetings~~

- (a) ~~The Board of Governors shall hold a meeting at least once in every academic term.~~
- (b) ~~All meetings of the Board of Governors shall be convened by the Clerk.~~
- (c) ~~A meeting of the Board of Governors may be requisitioned by any three of their number or by the Chairman.~~
- (d) (i) ~~At least five clear days' notice (exclusive of the dates of service and meeting) shall be given of every meeting of the Board of Governors. A meeting may be called at shorter notice only if so agreed by at least three quarters in number of the members entitled to attend and vote thereat.~~
- (ii) ~~The notice shall specify the time, date and place of the meeting and the general nature of the business to be transacted.~~
- (iii) ~~Notice shall be given to all members entitled to attend and vote at the meeting, but accidental omission to give, or failure to receive notice shall not invalidate the proceedings at the meeting.~~
- (iv) ~~Notice of a meeting or any other notice may be sent by post to any member at the address registered by him with the Clerk to the Board of Governors, and is deemed served 24 hours after posting. Proof of posting shall be deemed proof of service.~~
- (e) ~~The proceedings of the Board of Governors or any committee of the Board of Governors shall not be invalidated by any vacancy in their number or by any defect in the election, appointment or qualification of any Governor.~~
- (f) (i) ~~Subject to paragraph (ii) below every question to be determined at a meeting of the Board of Governors or of any committee of the Board of Governors shall be determined by a majority of the votes of the Governors present and voting on the question and where there is an equal division of votes the Chairman of the meeting shall have a second or casting vote.~~

- (ii) A proposed alteration of the Articles of Government shall be approved only if supported by not less than three quarters of members present and voting.
- ~~(g) Any resolution of the Board of Governors may be rescinded or varied at a subsequent meeting if due notice as required by Article 8.3(d) of the intention to rescind or vary the same has been given to all the Governors.~~
- 8.4 (a) If a Governor has a direct or indirect pecuniary interest, family or other personal interest in any matter under discussion, and is present at a meeting of the Board of Governors or a committee of the Board of Governors at which the matter is to be considered, he shall, as soon as practicable after the commencement of the meeting, disclose that he has such an interest. He shall withdraw from the meeting during consideration of the relevant item, unless the other members of the Board of Governors, or of the committee of the Board of Governors, decide that he shall remain or the matter is before the Board of Governors as part of a report and is not itself the subject of debate, and in either case he shall not speak or vote upon the matter.
- (b) The foregoing shall not prevent the Board of Governors considering and voting upon proposals for the Corporation to insure the members of the Corporation against liabilities incurred by them arising out of their office of the Corporation obtaining such insurance and paying the premiums.
- ~~8.5~~ **Governors employed as staff of the University**
- ~~Members of staff who are members of the Board of Governors:~~
- ~~(a) shall not, unless invited to be present by a resolution of the Board of Governors, attend any part of any meeting of the Board of Governors or of a committee of the Board of Governors at which there is consideration of the appointment or promotion of a person to a post senior to that being held by them, or consideration of the suspension, dismissal, resignation, or retirement of a person holding such a post;~~
- ~~(b) shall not, unless invited to be present by a resolution of the Board of Governors, attend any part of any meeting of the Board of Governors at which there is consideration of his/her own promotion, suspension, dismissal, resignation, or retirement (except as provided for in the Articles of Government relating to suspension and dismissal);~~
- ~~(c) shall not, at any time after notice of the termination of his/her contract shall have been given by or to him/her, attend at any such meeting as aforesaid at which there is consideration of the appointment of his/her successor.~~
- 8.6 Any student being a Governor shall not, unless invited to be present by a resolution of the Board of Governors, attend any part of any meeting of the Board of Governors at which there is consideration of the appointment, promotion, suspension, resignation, retirement or dismissal of any member of the University staff or, except as provided in these Articles of Government, of any matter concerning his/her own expulsion.
- 8.7 Minutes of the proceedings of the Board of Governors shall be kept by the Clerk and, together with the agendas and papers, be reasonably available to students and staff for reference, except where material relates to named members of staff or students, or prospective members of staff or students, or to matters which the Board of Governors has resolved shall be confidential. All such minutes will be signed by the Chairman of the Board of Governors or his deputy as a correct record of the proceedings.

~~8.8 — Members of the Board of Governors shall not be bound in their speaking and voting by mandates given to them by other bodies or persons, except where acting as a proxy for a member.~~

~~8.9 — **Proxy Representation**~~

~~(a) — Members of the Board of Governors shall be entitled to appoint another member of the Board of Governors as his/her proxy at any meeting or adjourned meeting of the Board of Governors.~~

~~(b) — The appointment of the proxy shall be in writing and may direct the proxy to vote on behalf of the appointor for or against any specific resolutions to be proposed, or as the proxy may think fit, or to abstain.~~

~~(c) — The member who is appointed the proxy shall, in addition to his or her own vote, be deemed to have an additional vote on any resolution for any person for whom he/she has been appointed proxy.~~

~~(d) — The instrument appointing a proxy must be deposited with the Clerk not less than 48 hours before the time for holding the meeting or the adjourned meeting for which the proxy is appointed and an instrument of appointment which is not so deposited will be invalid.~~

~~(e) — A member of the Board of Governors who has appointed a proxy will be entitled to attend any meeting notwithstanding the appointment, but the proxy may not be exercised whilst the appointor is present at the meeting.~~

~~(f) — Arrangements for proxies will not apply to meetings of committees of the Board.~~

~~8.10 — A resolution in writing signed by at least three quarters of the members (with at least half of those signing being independent members), each of whom would have been entitled to vote on it if it had been proposed at a meeting of the Board of Governors at which he or she was present, shall be as effective as if it had been passed at a duly convened meeting of the Board of Governors and separate copies of any documents may be sent to individual members for their signature.~~

~~8.11 — The quorum and procedures for meetings of committees of the Board of Governors shall be as determined by rules or bye laws made from time to time by the Board of Governors but, subject thereto, such committees shall determine their procedures for meetings as they consider appropriate.~~

~~8.12 — **Appointment of new members of the Corporation**~~

~~(a) — Where the Corporation is the appointing authority, the provisions for the calling and conduct of meetings shall be as set out in Articles 8.1 to 8.10.~~

~~(b) — Where the current independent members are the appointing authority, they shall form a committee of the Board of Governors for this purpose. There shall be a quorum for this committee when half the independent members in office are present.~~

~~(c) — The voting will proceed as in 8.3(f) save that where the appointment is of an independent member by the Corporation, a majority of the current independent members, whether or not taking part in the vote, agree; and the appointment of a member over the age of 70 shall require an absolute majority of all the members of the appointing authority, whether or not taking part in the vote.~~

~~9. APPOINTMENT AND PROMOTION OF STAFF~~

~~9.1 Each member of staff shall serve under a contract of employment with the Corporation.~~

~~9.2 Upon the occurrence of a vacancy or expected vacancy for the post of Principal, and for other senior posts, the post shall be advertised nationally.~~

~~10. CONDUCT OF STAFF~~

~~10.1 After consultation with the staff, the Board of Governors shall make rules relating to the conduct of staff.~~

~~810.2 Academic Freedom~~ **ACADEMIC FREEDOM**

In making ~~policies and procedures~~ **rules** under ~~these Articles~~**Article 10.1**, the Board of Governors, ~~Senate and the Vice-Chancellor~~ shall have regard to the need to ensure that academic staff of the University have freedom within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy or losing their jobs or any privileges they may have at the University.

~~11. SUSPENSION AND DISMISSAL OF STAFF~~

Suspension

~~11.1 The Chairman of the Board of Governors, or in the absence of the Chairman, the Deputy Chairman, may suspend from duty, with pay, the holder of a senior post for misconduct or other good and urgent cause. The Chairman, or Deputy Chairman, shall report such suspension in writing to the Board of Governors within two working days or as soon thereafter as practicable.~~

~~11.2 The Principal may suspend from duty, with pay, any member of the staff, other than the holder of a senior post, for misconduct or other good and urgent cause.~~

~~11.3 Anyone who is suspended from duty under Articles 11.1 or 11.2 shall be entitled to receive from the Principal, or in the case of the holders of senior posts, from the Chairman or Deputy Chairman of the Board of Governors, written notification of the suspension, setting out the grounds on which the decision to suspend has been taken.~~

~~11.4 Procedures for the suspension of staff under Articles 11.1 or 11.2 shall be specified in rules made by the Board of Governors after consultation with the staff. The rules shall include provision that:~~

~~(a) any person who has been under suspension for three weeks or more may appeal in writing to the Board of Governors against the suspension, save that no such right of appeal shall lie if the person is the subject of a reference to a Special Committee under Article 11.5 or of a notification from the Principal under Article 11.12;~~

~~(b) any appeal made under 11.4 (a) shall be considered as soon as practicable;~~

~~(c) a suspension against which an appeal is made shall continue to operate pending the determination of the appeal.~~

Dismissal

Holders of senior posts including the Principal and the Clerk

~~11.5 If the Chairman of the Board of Governors, or in his absence the Deputy Chairman, or a majority of the members of the Board of Governors, consider that it may be appropriate for~~

the Board of Governors to dismiss the holder of a senior post, the Chairman, Deputy Chairman, or Board of Governors as appropriate, shall refer the matter to a Special Committee of the Board of Governors, which shall be convened as soon as possible to examine the facts, otherwise investigate the grounds for dismissal and make a report to the Board of Governors.

- ~~11.6 — The person whose dismissal is to be considered by the Special Committee shall have the right to make representations to the committee, including oral representations, for which purpose he or she may be accompanied and represented as specified in the University's Disciplinary Procedures, as approved from time to time by the Board of Governors.~~
- ~~11.7 — The Special Committee shall prepare a written report for consideration by the Board of Governors, a copy of which shall be sent to the person to whom it relates. The report shall set out the facts relating to the case, and any considerations which the committee considers should be taken into account in the Board of Governors' consideration of the matter. The report should not contain recommendations as to the decisions to be taken by the Board of Governors.~~
- ~~11.8 — The Board of Governors shall consider the report of the Special Committee and take such action as it considers appropriate, which may include the dismissal of the person concerned. The person concerned shall have the right to make representations to the Board of Governors, including oral representations, for which purpose he or she may be accompanied and represented as specified in the University's Disciplinary Procedures, as approved from time to time by the Board of Governors.~~
- ~~11.9 — The Special Committee shall consist of three members of the Board of Governors. The Chairman of the Board of Governors, the Deputy Chairman and the Principal shall not be eligible for membership of the Special Committee.~~
- ~~11.10 — The Board of Governors shall make rules specifying procedures for the conduct of the Special Committee and other aspects of the procedure set out in Articles 11.5 to 11.9.~~

Other Members of Staff

- ~~11.11 — The Principal may dismiss any member of the staff of the University other than the holder of a senior post. If the circumstances are such that he is entitled to do so by virtue of the conduct of that member of staff that dismissal may take immediate effect without any need for prior notice.~~
- ~~11.12 — Where the Principal proposes to dismiss such a member of staff and the circumstances described in Article 11.11 do not prevail he shall notify the member of staff concerned of that proposal. That staff member shall be given an opportunity to make representations to the Principal (including oral representations, for which purpose the staff member may be accompanied and represented as specified in the University's Disciplinary Procedures, as approved from time to time by the Board of Governors) before any decision to dismiss is taken by the Principal.~~
- ~~11.13 — Where a staff member has been dismissed pursuant to Article 11.11 or a decision to dismiss has been taken pursuant to Article 11.12 that staff member may appeal against the dismissal or decision, as the case may be, to the Board of Governors. In the case of an appeal against a decision to dismiss the dismissal shall not take effect until the appeal has been determined.~~
- ~~11.14 — Procedures for the dismissal of staff by the Principal and for the consideration of appeals against dismissals shall be specified in rules made by the Board of Governors after consultation with the staff. The rules will make provision for rights of representation.~~
- ~~11.15 — **Delegation of Principal's Powers of Dismissal and Suspension**~~

~~The powers of the Principal to suspend and/or dismiss staff under Articles 11.2, 11.11 and 11.12~~

~~above may be delegated by the Principal to the holder of a senior post. The delegation of any such powers shall be in accordance with any regulations relating to such delegation made by the Board of Governors. In the case of any such delegation, the references to "the Principal" will, where applicable in Article 11 above, also be deemed to include any person to whom such powers have been delegated.~~

~~12. GRIEVANCE PROCEDURES~~

~~After consultation with the staff the Board of Governors shall make rules specifying procedures according to which staff may seek redress of any grievances relating to their employment.~~

~~13. STUDENTS~~

~~13.1~~ A Students' Union shall conduct and manage its own affairs and funds in accordance with a constitution approved by the Board of Governors and shall present audited accounts annually to the Board of Governors. No amendment to or rescission of that constitution, in part or in whole, shall be valid unless and until approved by the Board of Governors.

~~13.2~~ The Board of Governors, after consultation with the Academic Board and representatives of the students, shall make rules with respect to the conduct of students, including procedures for suspension and expulsion.

~~13.3~~ In exercise of their responsibilities under Article 4.3(a), the Academic Board, after consultation with the Board of Governors and representatives of the students, shall determine procedures for the expulsion of a student for an unsatisfactory standard of work or other academic reasons.

~~9.213.4~~ The Board of Governors, after consultation with Senate and representatives of the students, shall ensure that there are procedures allowing make provision for students to have an appropriate opportunity to raise matters of proper concern to them at all the appropriate levels in the University, including the Board of Governors and the Principal.

~~104. FINANCIAL MATTERS~~

~~Fees~~

~~104.1~~ The Board of Governors shall determine the tuition and other fees payable to the Corporation (subject to any terms and conditions attached to grants, loans or other payments paid or made by any appropriate funding authority). The Board of Governors may delegate the determination of some or all of these tuition and other fees provided that the delegation is recorded and approved by the Board of Governors.

~~Accounts, Estimates and Audit~~

~~104.2~~ The Board of Governors shall keep accounts and records and appoint auditors, in accordance with the provisions of the Act.

~~14.3~~ Annual estimates of income and expenditure shall be prepared by the Principal for the consideration and approval of the Board of Governors.

~~15. RULES AND BYE LAWS~~

~~The Board of Governors shall have power to make rules and bye laws concerning such matters with regard to the government and conduct of the University as it shall think fit. Such rules and bye laws shall be subject to the provisions of these Articles of Government.~~

~~16. COPIES OF ARTICLES, RULES AND BYE LAWS~~

~~A copy of these Articles, and any rules or bye laws, shall be given to every member of the Board of Governors and shall be available for inspection upon request to every member of staff and every student.~~

117. AMENDMENT OF ARTICLES

These Articles may be amended or replaced by a resolution of the Corporation, provided that a proposed alteration of the Articles shall be approved only if supported by not less than three quarters of members present and voting, passed in accordance with Article 8.3(f)(ii) either with the approval of the Privy Council or as required by the Privy Council, after consultation with the Corporation, ~~in accordance with section 125 of the Act.~~

128. DATE OF ARTICLES

These Articles shall come into operation on [2015] ~~30 January 1996.~~

Analysis of differences between the current and proposed Instrument and Articles of Government

Section	Current Instrument	Proposed Instrument	Change	Rationale and impact
1. Interpretation and throughout.	Contains definitions for Principal and Academic Board and refers to Principal and Academic Board.	Retains the link to the statutory references “the Principal” and “the Academic Board”. Replaces Principal and Academic Board throughout with Vice-Chancellor and Senate.	Nomenclature updated.	For consistency with BU practice and the Articles.
Throughout	Uses ‘He’ and ‘him’.	Uses ‘she/he’ and ‘her/him’, ‘her/his’.	Terminology updated.	Preferred BU practice.
Throughout	Uses ‘teacher(s)’.	Uses ‘academic(s)’.	Nomenclature updated.	For consistency with BU practice and the Articles.
6. Tenure of Office of Members of the Board of Governors	Provides that the Board may give notice in writing to remove a member if the member “has been absent from meetings of the Board of Governors for a period of six months with the permission of the Board of Governors”.	Reduces the period to “six months”.	Twelve months reduced to six months.	Reduction suggested due to the number of meetings that would be missed in a 12 month period and the impact on the Board.
10. Use of the Seal	Requires the application of the seal to be authenticated by the signature of the Chairman of the Board or some other member authorised generally or specially by the Board of Governors to act for that purpose together with any other Board member.	The application of the seal of shall be authenticated by the signature of two people being members of the Board of Governors or employees of the Corporation who are authorised generally or specially by written resolution of the Board of Governors to act for that purpose.	The seal will no longer require signature by two Board members. Employees of BU could be authorised by the Board. The detail of who is authorised and when will be set out in a written resolution of the Board so there is formal evidence of authorisation.	An increasing number of routine documents and those below the Board financial authority limit require the application of the seal. This can lead to delays and/or time cost for Board members to attend. The authority of the seal will be protected by the requirement for a Board written resolution and the Clerk holding the seal under secure arrangements still as required by 10 (2).

Appendix 5.4

Section	Current Articles	Proposed Articles	Change	Rationale and impact
Throughout	Reference is made to 'Principal' and 'Academic Board'.	'Vice-Chancellor' used in place of 'Principal' and 'Senate' used in place of 'Academic Board'.	Updated nomenclature.	Reflects BU practice and is more accessible for wider BU audience. No material impact as the Instrument defines 'Principal' as VC and 'Academic Board' as Senate.
Throughout	Reference is made to teaching staff.	Reference is made to academic staff.	Updated nomenclature.	Reflects BU practice and for consistency with the Instrument.
1. Interpretation	Includes definition of 'holders of senior posts', 'the staff', 'staff Governor', 'student Governor' and 'Students' Union'	Definitions retained with the exception of 'staff Governor' and 'student Governor' which are omitted. Addition of definition "policies and procedures" includes policies, procedures, regulations, rules, bye laws and codes of practice;	The proposed Articles will not require those definitions due to the deletion of the corresponding sections. The additional definition is intended to deal with the fact that the majority of current BU practice is to adopt policies and procedures however, there remain a number of areas where reference is made to "rules" and other nomenclature.	No material impact. Intention is to preserve the validity of current documentation but to reflect the current practice of adopting most corporate documents as policies and procedures and to allow for future updates.
2. Conduct of the University	Cites Education Acts 1944 to 1993. Refers to 'rules' and 'byelaws'.	Cites Education Acts 1944 to 2004. Refers to 'policies' and 'procedures'.	Proposed Articles will include references to updated legislation. Reflects BU practice.	No impact. Under 1.2 the Interpretation Act 1978 already includes amended legislation in interpretation. Reflects current BU practice but catches older BU practice, variations to standard practice and the statutory wording in the definition at 1 above.

Appendix 5.4

Section	Current Articles	Proposed Articles	Change	Rationale and impact
3. The Chancellor	Board has power to appoint a Chancellor and determine duration and other terms.	<p>Section title: The Chancellor and Pro-Chancellors</p> <p>Power extended to include "one or more suitable individuals as Pro-Chancellors"</p>	Reflects BU practice of appointing Pro-Chancellors in addition to The Chancellor.	No material impact. Reflects current practice and Board retains flexibility to determine duration and functions and duties.
4. Responsibilities of Board of Governors, Principal and Academic Board	<p><u>The Board of Governors</u></p> <p>Includes the 'appointment, grading, suspension, dismissal and determination of the pay and conditions of service of the holders of senior posts' ... and</p> <p>'the assignment of duties to and appraisal of the Principal, the Clerk and other holders of senior posts' and</p> <p>'setting a framework for the pay and conditions of all other staff'</p>	<p><u>The Board of Governors</u></p> <p>The three listed in the column to the left are omitted and replaced with:</p> <p>'responsible for... the appointment or dismissal of the Vice Chancellor and of the Clerk to the Board'</p> <p>'approving policies and procedures relating to the appointment, grading, assignment of duties to, appraisal of, suspension, dismissal and determination of the pay and conditions of the holders of senior posts';</p> <p>'approving the framework for employing all other staff and regulating their employment'</p> <p>A new, wide-ranging</p>	<p>These roles are Board appointments as set out elsewhere in the existing Articles. Dismissal of the VC is non-delegable under the current and proposed Articles. The 2014 CUC Governance Code states that where arrangements for removal of the Clerk are not set out in the governing documents it must be a decision for the governing body as a whole.</p> <p>The detailed sections regarding suspension and dismissal of holders of senior posts are replaced by this responsibility.</p> <p>Approving the framework rather than setting it is a more accurate reflection of the practice at BU and the approval of national frameworks in the sector.</p>	<p>Policy and procedures in relation to all senior post-holders, will be set out in documents approved by the Board after consideration by Nominations Committee.</p> <p>This will ensure that delegations can be appropriately addressed and that best practice and legal requirements are reflected in updateable form. The principle that the VC and the Clerk are Board appointments is retained.</p>

Appendix 5.4

		<p>responsibility for:</p> <p>‘ensuring that there are in place policies and procedures for the government and conduct of the institution, including for all other staff, staff performance, discipline, dismissal and grievance, and for dealing with student discipline, complaints and academic appeals’</p>	<p>This replaces the detailed sections regarding suspension and dismissal of other staff.</p>	<p>Pay, conditions etc of all other staff will be covered by the Board’s new responsibilities in the proposed Articles for ‘approving the framework of employing staff...’ and ensuring policies and procedures are in place. The Board will receive assurance, usually via Finance and Resources Committee, that appropriate policies and procedures are in place.</p>
	<p><u>The Principal</u></p>	<p><u>The Vice Chancellor</u></p> <p>Explicitly states that the VC ‘shall be responsible to the Board of Governors for the conduct of the University’</p>	<p>Clarification of chain of responsibility.</p> <p>List of responsibilities is unchanged.</p>	<p>No impact – clarification only. Also consistent with V-C’s status as “Accountable Officer” to HEFCE.</p>
	<p><u>The Academic Board</u></p>	<p><u>Senate</u></p> <p>New preamble stating that Senate’s membership and procedures for meetings will be set out in policies and procedures.</p> <p>Provides that the VC shall be Chairman of Senate and will appoint a Deputy Chairman and a Secretary.</p> <p>Retains the ability of Senate</p>	<p>This provision in the proposed Articles negates the need for Section 5, Academic Board in the current Articles which details membership composition and officers.</p>	<p>Less prescriptive and easier to keep current. Scheme of Delegation approved by the Board can address approval authority for Senate membership and procedures which will be contained within the revised Board, Senate and Committee Policy and Procedures. Provides more flexibility and autonomy to Senate and the Board can</p>

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	<p>4.3 (a) Senate shall be responsible for “the research, scholarship, teaching and courses”.</p> <p>4.3 (a) refers to procedures for the award of academic qualifications and honorary academic titles.</p>	<p>(currently under Section 5) to establish such committees as it considers necessary with the approval of the VC and Board.</p> <p>Amended to “research, education and professional practice”.</p> <p>4.3 (b) “jointly with the Board of Governors, the procedures for the award of honorary academic titles”.</p>	<p>Re-statement in light of current BU practice and terminology.</p> <p>Making express provision that honorary awards are a joint Senate and Board matter.</p>	<p>review the Scheme of Delegation to ensure that it is meeting the duty under the 2014 CUC Governance Code that it must satisfy itself that academic governance is operating effectively.</p> <p>More accurate reflection of current BU terminology. No material impact in terms of scope of activity covered.</p> <p>No material impact as this is already BU standard practice. HATG is a joint Senate and Board Task Group.</p>
5. Academic Board	<p>Details of membership of Academic Board listed. States Principal will be Chair and will appoint a Deputy Chair. States Academic Secretary will be Secretary. Quorum and procedures to be determined by Academic Board.</p>	<p>Section omitted in proposed draft.</p>	<p>New preamble in 4. above negates the need for this section.</p>	<p>As above.</p>
6. Delegation of Functions and Committees	<p>The Board may establish committees and may delegate to committees and the Vice-Chancellor.</p> <p>The Board <u>shall</u> establish committee or committees to determine or advise on matters relating to employment or finance. The Committees will include an Audit Committee.</p>	<p>The Board <u>shall</u> establish an Audit Committee.</p> <p>The Board <u>may</u> establish such other committees as it deems appropriate.</p>	<p>Clarifies that the only committee required by HEFCE is Audit Committee.</p> <p>Permissive language rather than prescriptive.</p>	<p>No impact.</p> <p>Clarifies that the Board has flexibility to determine which committees it establishes, except in the case of Audit Committee. This means it will be able to comply with best practice from time to time.</p>

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	There are matters listed as non-delegable.	The ability to delegate is not amended other than “the appointment or dismissal of the Vice-Chancellor and of the Clerk to the Board” and Insertion of: “the appointment of members of the Board of Governors” and “the approval of the Scheme of Delegation setting out the delegations made by the Board of Governors”.	Amended to include express reference to the Clerk to the Board and two further non-delegable items.	Compliance with the 2014 CUC Governance Code which states where the governing instruments do not define the arrangements for removal of the Clerk it must be a decision for the Governing Body as a whole. Included for clarity as in practice these matters are treated as non-delegable and is consistent with the provisions of the Instrument and good governance.
7. Appointment of Clerk to the Board of Governors	States that the Board ‘shall appoint a Clerk to act as secretary to the Board of Governors’.	No change.	No change.	N/A
8. Procedures for Meetings	Includes: Quorum for Meetings of the Board Election of Chairman and Deputy Chairman Conduct and Arrangement of Meetings Governors not to have financial or personal interests Staff and Student Governors Access to Papers Appointment of Members Proxies	States that the Board shall make policies and procedures for the conduct of meetings of the Board and committees, the appointment of officers who shall include a Chairman and Deputy Chairman and for the appointment of members. The Board shall determine the quorum for the Board and Board Committees with due regard to the determination of membership numbers made by it under the Instrument.	The large section in the current Articles which sets out in more detail the conduct and arrangement of meetings and prescribes how and when the Chair etc shall be elected are removed.	The Policy and Procedures will be set out in the Board, Senate and Committees Policy and Procedures providing greater flexibility for updating as appropriate. The Board will retain control of approvals for such matters as they will be specified in the Scheme of Delegation. Audit, Risk and Governance Committee can assist on matters of governance and Nominations Committee can advise on matters of appointments.

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		Members duties are summarised as 'Members of the Board of Governors have the duties of a Charity Trustee of the University and shall not be bound.....by mandates given to them by other[s]....except where the Board...has approved the use of proxy for other members of the Board...'		The Articles are supplemented by other sources. Members' duties are also set out in charity law and Charity Commission guidance, by HEFCE, in their terms of appointment, requirements of good governance such as the 2014 CUC Code and the Principles of Public Life and other University Policies and Procedures applicable to them such as Conflicts of Interest and Anti-Bribery Policies and Procedures.
9. Appointment and Promotion of Staff	The section details that each member of staff shall serve under a contract of employment with the Corporation and prescribes that the post of Principal and other senior posts will be advertised nationally.		Section omitted in proposed Articles.	Covered by the Board's new responsibilities in the proposed Articles at 4.1 (f) for 'approving the framework of employing staff and regulating their employment.' Appointments to senior posts will be in accordance with the procedures set out and approved by the Board in the Nominations Committee terms of reference.
10. Conduct of Staff	This section states that the Board, following staff consultation, will make rules regarding the conduct of staff.		Section omitted in proposed Articles.	Covered by the Board's new responsibilities in the proposed Articles 4.1 (f) and (g) for 'approving the framework of employing staff...' and ensuring policies and procedures are in place to deal with staff performance, discipline, dismissal and grievance.

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<p>10.2 Academic Freedom</p>	<p>That the Board will have regard to ensuring staff have academic freedom within the law when making rules under 10.1.</p>	<p>Change of terminology to “policies and procedures” and widened to “under these Articles”. Also widened to include Senate and Vice-Chancellor.</p>	<p>The drafting reflects current BU practice and ensures that even if the Board are not approving all policies and procedures directly themselves others are reminded of the need to consider Academic Freedom.</p>	<p>No material impact as this is a statutory duty in any event.</p>
<p>11. Suspension and Dismissal of Staff. Suspension Dismissal of (i) Holders of Senior Posts including the Principal and the Clerk (ii) Other members of staff</p>	<p>This section goes into detail about the Board’s ability to suspend or dismiss the VC, Clerk and other senior post holders and the VC’s ability to suspend any other member of staff. It also provides other members of staff with a right to appeal to the Board against a decision to dismiss.</p>		<p>Section omitted in proposed Articles.</p>	<p>Covered by the Board’s new responsibilities in the proposed Articles at 4.1 (g) for ensuring policies and procedures are in place to deal with staff performance, discipline, dismissal and grievance. These also include appeal procedures. Staff policies and procedures are consulted on by HR as required.</p> <p>The Board also has a new responsibility at 4.1 (e) to approve policies and procedures in relation to holders of senior posts.</p> <p>In both cases this allows greater flexibility to ensure that appropriate delegations are clearly identified and reviewed and that process and procedure can be amended in line with legal requirements and best practice from time to time.</p>

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12. Grievance Procedures	This section states that the Board, following staff consultation, will make grievance procedures for staff.		Section omitted in proposed Articles.	Covered by the Board's new responsibilities in the proposed Articles for ensuring policies and procedures are in place in relation to staff which explicitly includes grievance.
13. Students	<p>Stipulates that the Students' Union shall conduct its own affairs in accordance with a constitution approved by the Board and that audited accounts shall be presented annually.</p> <p>It also states that the Board shall make rules in respect of the conduct of students including procedures for suspension and expulsion.</p> <p>It states that Academic Board shall determine procedures for the expulsion of a student for unsatisfactory work or other academic reason.</p>	Students' union section retained unchanged.	<p>No change proposed as oversight by the University is a statutory duty.</p> <p>Section omitted in proposed Articles.</p> <p>Section omitted in proposed Articles</p>	<p>N/A</p> <p>Both of the elements omitted are covered under the revised Board and Senate responsibilities in 4.1 (g) and 4.3 (a) respectively. The Scheme of Delegation will ensure that approval responsibilities are identified, reviewed and approved by the Board, including delegation to Senate and Senate Committees where relevant.</p>
14. Financial matters	Details Board responsibility for setting tuition and other fees, keeping accounts and records and appointing auditors and the responsibility of the VC to submit annual estimates of income and expenditure for the Board's approval.	Retains the tuition and other fees element but makes express provision for the delegation of these provided the delegation is recorded and approved by the Board.	Reflects BU practice that elements of fee-setting are delegated to Fees Board. The Scheme of Delegation will address this specific issue and its components and will be reviewed and approved by the Board annually.	To increase clarity around delegation. This provides the Board with flexibility which is important with evolving requirements around fee information for students.

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		States that the Board shall 'keep accounts and records, and appoint auditors'.	The VC's responsibility for submitting annual estimates is already separately detailed in section 4.2 (e) of the proposed Articles.	To remove duplication.
15. Rules and Bye-Laws	States that the Board has power to make rules and bye-laws which shall be subject to the provisions of the Articles.		Section omitted in proposed Articles.	No material impact, already covered by the combination of the new definition in 1. of "policies and procedures", 2. Conduct of the University and the Board's new responsibility under 4.1 (g) for ensuring that there are in place "policies and procedures for the government and conduct of the institution".
16. Copies of Articles, Rules and Bye-Laws	States that copies shall be given to each governor and be made available for inspection on request.		Section omitted in proposed Articles.	Can be requested by anyone under the Freedom of Information Act 2000 and the Articles are provided to Board members and published on the BU website as a HEFCE requirement in any event.
17. Amendment of Articles	Provides that the Articles may be amended or replaced by a resolution of the Corporation passed in accordance with Article 8.3 (f) (ii) either with Privy Council approval or as required by the Privy Council after consultation with the Corporation (which is provided for in the Act).	Reference to Article 8.3 deleted as that provision is removed in the proposed Articles. Replaced with the wording of that Article "shall be approved only if supported by not less than three quarters of members present and voting.	Preserves the three quarters majority requirement for amendments to the Articles.	No material change. Other procedural matters will be set out in the Board, Senate and Committee Policy and Procedures but it was considered appropriate to retain this additional control over amendment of the Articles.
18. Date of Articles	The Articles came into operation on 30 January 1996.	Date TBC in 2015.	Update effective date once all approvals in place.	N/A

Deborah Wakely, Clerk to the Board, January 2015.

BOURNEMOUTH UNIVERSITY

EDUCATION AND STUDENT EXPERIENCE COMMITTEE

UNCONFIRMED MINUTES OF MEETING HELD ON 2ND FEBRUARY 2015

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

None

3. OTHER RELEVANT ACTIONS

Section 3.2	International Mobility of Students Update
Section 3.3	Annual Report: Appeals and Complaints
Section 3.4	Mid Cycle Unit Evaluation Report – Initial Findings
Section 3.5	SUBU President's Report
Section 3.6	Teach@BU Update
Section 5.1	Updated Student Support Services Annual Report
Section 5.2	Updated Student Counselling Service Annual Report
Section 5.3	Annual Report: Multi-Faith Chaplaincy
Section 5.4	Annual Report: Dignity, Diversity and Equality Steering Group

Minutes of the meeting held on 2 February 2015 at 10.00am in the Board RoomPresent:

Prof T McIntyre-Bhatty (Chair)	Deputy Vice Chancellor
Ms D Sparrowhawk (Secretary)	Faculty Director of Operations (HSS)
Ms M Frampton (Clerk)	Policy and Committees Officer (AS)
Ms M Barron	Head of Student Support Services (SSS)
Dr F Cownie	Faculty Student Experience Champion (FM&C)
Dr B Dyer	Faculty Student Experience Champion (HSS) & Chair of the Student Voice Committee
Associate Prof G Esteban	Member of the Professoriate (SciTech)
Prof V Hundley	Member of the Professoriate (HSS)
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Jones	Head of Facilities Management
Ms J Mack	Head of Academic Services (AS)
Ms E Mayo-Ward	Vice President (Education) of the Students' Union (SUBU)
Prof K Phalp	Deputy Dean (Education) (SciTech)
Mr R Pope	Vice President (Welfare), Students' Union (SUBU)
Prof E Rosser	Deputy Dean (Education) (HSS)
Dr G Roushan	Associate Dean (Education) (FM) and Chair of the Technology Enhanced Learning Strategy Forum
Dr P Ryland	Deputy Dean (Education) (FM)
Ms C Schendel-Wilson	SU President 2014/15, Students' Union (SUBU)
Associate Prof C Shiel	Associate Professor in Education (SciTech)
Ms C Symonds	Head of Quality and Academic Partnerships (AS)

Student Representatives:

Ms M Dushime	BU Postgraduate Research Student
Ms S Hardy	BU Undergraduate Student

In attendance:

Dr N Hai	Quality and Enhancement Officer (Appeals and Academic Complaints) (AS)
Dr A Morrison	Partnership & International Development Manager (AS)
Dr M Vizcaya Echano	International Mobility Officer (AS)
Mr R Walsh	Residential Services Operations Manager (SSS)

Apologies:

Apologies had been received from:

Mr J Cooke	Head of Student Engagement (SUBU)
Dr A Diaz	Student Engagement & Co-creation Theme Leader (CEL)
Ms A Lacey	Student Rep Champion (HSS)
Mr S Laird	Director of Estates
Dr A Main	Faculty Student Experience Champion (SciTech)
Canon Dr B Merrington	University Chaplain
Dr S Minocha	Pro Vice-Chancellor (Global Engagement)
Prof J Parker	Member of the Professoriate (HSS)
Ms J Quest	Senate Representative (FM&C)
Mr J Ward	Director of IT Services
Prof T Zhang	Head of the Graduate School (GS)

1. Welcome and Introductions

The Chair welcomed the group to the meeting and apologies were noted.

2. Minutes of Previous Meeting held on 19 November 20142.1 Accuracy

The minutes were approved as an accurate record of the meeting.

2.2 Matters Arising2.2.1 Minute 2.1 – Student Charters

SVC discussed the subject of the Student Charter in October 2014. SUBU stated a keen interest in looking more deeply at the concept of Charters and offered to co-ordinate a subgroup to look at the possible options for the future of the Charters at BU. Currently, a trawl of research papers and examples of Charters is being carried out by SUBU with a view to taking these for discussion at a meeting of the sub group before Christmas 2014. SUBU hope to produce some options for possible ways forward and possible options for evaluating the current BU approach to Charters early in 2015.

Action Ongoing: In the absence of Mr Cooke, Mr James agreed to progress the action if it was required, should any work needed to be carried out before the next meeting on 25 March 2015.

2.2.2 Minute 2.1 – Accuracy of the previous minutes of 23 September 2014

The last sentence of the fourth paragraph of the SUBU President's Report section, should have read "SUBU would be looking into ways of reducing the costs associated with clubs and societies".

Action Complete: The minute was updated accordingly.

2.2.3 Minute 3.2.1 – Arrivals and Induction Annual Review

Concern was raised regarding the statistics presented on page 27 of the meeting papers with some being particularly low; e.g. only 50% of SciTech students believed the Study Skills Workshops were useful. Ms Mack agreed to ask the Working Group to look into this further.

Action Ongoing: The Working Group had met twice and would continue to meet regularly. Ms Mack would provide the Committee with a more specific update at the next meeting of ESEC on 25 March 2015.

2.2.4 Minute 3.4.2 – BU/CEL Employability

The Academic Services Team would further consider the BU/CEL Employability document and assess how the contents could be used moving forward.

Action Ongoing: The Working Group had met twice and had been discussing the BU/CEL document written by Kelly Goodwin. The Working Group would continue to establish the best approach to move forward.

2.2.5 Minute 5.1 – Student Support Services Annual Report

Some areas of the report had lacked detail. It was noted that the number of students attending the Careers Fair had decreased, however there was no information included in the report to explain how attendance numbers would be increased upon moving forward. There was also some information missing from Table 6 of the report with regards to WP students. The table stated that there had been 1,124 student interactions with Grow@BU. A more detailed evaluation was required as this was seen to be a critical point within the report. Members requested the additional information be included in the report and re-presented to the Committee at the next meeting.

Action Complete: An updated paper was included in the meeting papers for the meeting on 2 February 2015 under Agenda Item 5.1.

2.2.6 Minute 5.3 – Student Counselling Service Annual Report

The report stated that the introduction of 'time limited therapy' which provides a limit of eight sessions of therapy had an impact on student satisfaction. Members queried whether this was positive or negative impact and requested that the implications of limited sessions be stated within the report. Members also requested additional information be provided, e.g. Level C, I or H students, what support mechanisms needed to be evoked, and the time of year the therapy was required. The updated information should be included in the report and re-presented to the Committee for further evaluation and discussion.

Action Complete: An updated paper was included in the meeting papers for the meeting on 2 February 2015 under Agenda Item 5.2.

3 PART 1: FOR DISCUSSION**3.1 Debate Item: The approach we are taking to discuss student performance at the end of semester 1 and what can be put in place to further encourage and support their learning**

Past discussions at ESEC and within Faculties regarding student performance had often focused on the perspective of BU staff and had looked at summative issues rather than focusing on the student perspective.

Now that we are entering the time for academic staff to provide feedback on semester 1 coursework, it was important that students were fully prepared for their exams and further assignments into Semester 2. Regarding Exams, members agreed that students from a BTEC background may not be as used to taking exams as an A-Level entrant. Therefore discussions should be taking place to prepare students for exams and to advise them about revision sessions and how each they can be fully prepared. Providing joint feedback on exams from both first and second markers and a justification of how the mark given had been reached was important. Feedback generally provides reassurance to students of how well they are doing and also the opportunity to ask questions about their own progress, especially before the exam period.

Dr Roushan commented that some techniques for assessing students against their ability could be related to Intended Learning Outcomes (ILO) and the ILO's could possibly be revisited, as marking criteria was normally aligned with ILOs.

Within the Faculty of Health & Social Science (HSS), exams have a limited place in programmes. HSS students are encouraged to take responsibility for their own learning, and feedback given on their work helps students to mature and look in depth at certain areas. Students are also advised of their strengths and weaknesses and what they should do to improve on their work. At the end of the first year, Programme Administrators gather information with regards to areas of strength and weakness for each student and each student then discusses this information with Academic Advisors. During the second year of study, the discussion becomes more detailed and students will be advised of academic staff expectations and the outcome they have achieved.

It was questioned whether a matrix should accompany the key generic assessment criteria which could help Academic Advisors obtain a view of how well the student was progressing.

The possibility of discussing skills development was suggested, to ensure that students were ready for the next three units/level at the end of Semester 1. An example of some good practice was to convert the unit criteria for the course into a checklist and then each item was ticked off as it was covered. The introduction of a checklist might be useful for consistency across BU.

Overall, members agreed that further discussion should take place within Faculties to look at the best use of Academic Advisor meetings with students and to ensure the best possible formative and summative discussions take place.

Within HSS, the meetings with Academic Advisors and students were more focused on academic support and it was suggested that the meetings now focus on areas that are strengths and weaknesses of students. The meetings would then support students for the second semester and each student would be aware of what the academic was expecting and the students' focus for the next set of assignments. It was important to clarify to students at their meetings the expectation of their assignments, to make designed/deliberative ambiguity transparent so that each student could use and develop their own creativity. Members were requested to disseminate the details of the discussion within their Faculties and to remind all staff to give personal attention to students between the end of semester 1 and the beginning of semester 2 to help students improve their performance as they go through their journey at BU.

It was agreed that details of the HSS Academic Advisor system be circulated again to Deputy Deans (Education & Professional Practice) and Associate Deans Student Experience for embedding the Academic Advisor system within BU.

Action: BD

Furthermore, it was noted that a clear set of expectations/guidelines/indicative content for the Academic Advisor sessions be agreed between the Deputy Deans (Education & Professional Practice) and Associate Deans Student Experience, and that the guidelines then be distributed to academic staff expediently.

Action: DDEPP/ADSE

In summary, good assessment strategies should be created and clear expectations should be set and be embedded within departments in order to capitalise on the opportunities available at the end of Semester 1.

3.2 International Mobility of Students Update

The Committee noted the report.

Accommodation issues were discussed. It was noted that historically there had been an overlap of the dates for incoming and outgoing students who required accommodation. This was now being addressed and work would continue to resolve the issue for short and long term lets.

It was noted that one of the main issues for students was that those who were successful in securing Erasmus funding did not have access the monies straight away and were having to personally pay for items such as flights and visas until the monies were received. This was not an ideal situation for those students who had no support to cover these costs in the short term. It was advised that some funds were available within the Fair Access budget and members were invited for their ideas on how best to use this money during the time-gap between a student have to pay for various items and receiving their Erasmus monies.

It was advised that many WP students did not believe they could study abroad and it was important for BU to ensure all students were aware of the opportunities and monies available at the beginning of the year.

Members noted that only 19 mobility places were taken up by students in 2013/14 out of a total of 136 places available, and it was questioned whether any additional work could be done centrally and within Faculties to promote the opportunities available to students.

It was noted that there was a lot of low level mobility which was taking place within Faculties which was not being captured, for example, students who go overseas for a short time as part of their placement. The Committee agreed that this type of activity should always be captured within Faculties.

Action: DDEs

Members were advised that the figures quoted within the report of the number of outgoing students supported by the Global Horizons Fund were comparable to 2013/14 and it was expected that the student exchange numbers would start to increase shortly. The Global Horizons Fund had so far supported 22 placements.

The Study and Work Abroad Festival had been successful in bringing together Student Exchange staff members and Professional Services staff members and it was important to continue to build on the success of the event with the Student Mobility staff members continuing to work closely with Study Abroad Co-ordinators.

Members agreed on the importance of promoting the range of opportunities available to students for their own subject areas. Each Faculty currently has its own statement regarding mobility, and it was suggested that possibly one consistent message/statement could be written to raise students' aspirations from the first term.

Members agreed that a co-ordinated approach should be made at induction to advise students of the mobility opportunities available. Further creative thinking should also be given to funding streams to eradicate the barriers to student mobility, such as student cash outlay prior to being able to claim support/funding from University sources. The Partnerships team should review the processes associated with types of barriers with a view to removal of such.

Action: JM

The Committee requested that the Recommendations made within the report be revisited and should include a timeline to show the anticipated completion date for each. Dr Morrison agreed to represent the requested information at the next meeting on 25 March 2015.

Action: JM/AM

3.3 Annual Report: Appeals and Complaints

The Committee noted the report.

The report had examined some issues in great detail, in particular working with partner institutions and the Students Union. Further work would be carried out in order to make the appeals and complaints processes more streamlined so that those students who did not complain were not disadvantaged.

It was noted that the numbers of appeals quoted within Category 1 of Table 7 of the report had increased for 2014. It was suggested that the categories could be reviewed for the purposes of clarification. Members agreed that issues generally arose around the mark given to a piece of coursework or feedback received from first and second markers that were not consistent.

It was questioned why the number of appeals received from postgraduate students was higher than generally expected. This information in response to this question was not available at the meeting but would be included in the report moving forward. Members would also like to understand whether there were inconsistent themes at AECC for their appeals.

Action: NH

It was noted that the information contained within Table 7 did not correspond with the information stated within Section 5.1.4 regarding Mitigating Circumstances. This information would be clarified with the Chair via email.

Action: NH

It was advised that within the last sentence of Section 2.1 the word 'submitted' should be replaced with 'resolved'.

Members were informed that HEFCE had written to BU in November 2014 asking BU to look at its processes so that we can identify student complaints for student cap numbers. It was noted that sufficient accurate information was already available and would be reported back to HEFCE in due course.

The Committee was reminded that all Faculties should remain open and transparent with regard to ensuring that students were aware they have opportunities to appeal or complain. It was positive to see that the numbers of appeals and complaints submitted at BU had decreased in 2014.

3.4 Mid Cycle Unit Evaluation Report – Initial Findings

The Committee noted the report.

The Mid Unit Student Evaluation (MUSE) was based on a feedback system which was successfully used elsewhere, which used standard questions that formed part of the NSS. The first deployment of MUSE took place during week commencing 10 November 2014 and the responses received totalled 11,555.

Members noted that the highest score (80%) related to access to general IT resources and the lowest scores (65%) related to feedback on coursework. These scores correlated with NSS data received. The main challenge appeared to be still focused around assessment and feedback, it was important to ensure that all staff continued to learn and ensure that feedback was returned to students in a timely manner. It was agreed that the exercise had been very useful, and that it had prompted reflection on practice and potentially on areas of staff development for tutors.

The diagram shown in Section 7 of the paper was agreed as helpful in clarifying responsibilities, although the diagram should include Head of Departments. It was agreed that the diagram should be amended to re-clarify responsibilities and Heads of Department and circulate paper as final.

Action: BD

The Committee agreed with the conclusions listed within the paper and that DDEPPs would take this forward within their Faculties.

Action: DDEPPs

3.5 SUBU President's Report

The Committee noted the report. An overview of the current activities of the Students' Union was given.

- Work was taking place with the Student Induction Group, looking at best practice and ways in which the arrivals period and students' first year at BU could be improved. The long term aims of improving the induction were a better student experience and increased retention.
- The rep re-engagement event would take place in February which would include workshops to re-engage reps after the Christmas break.
- A SUBU member had joined the communications subgroup of the Value for Money Steering Group and was in the process of producing a report which would highlight the value of SUBU's extra- curricular activities for both the student experience and BU's community relationships.
- A new initiative for HSS students had been implemented for students that go out on placement. HSS students would now receive a text message mid placement reminding them of ways that they can keep in contact with BU should any issues arise.
- The Volunteer Committee was in the process of preparing for the second Big Feed of the year and also involved with the organisation of the Re-fresher's Fair for new students who started at BU in January.
- LEGGIT took place in November 2014 and the total amount raised was £10,000.

It was agreed that if any member has any suggested improvements for the SUBU President's Report submitted to ESEC, please advise the Ms Schendel-Wilson.

Action: All

3.6 Teach@BU Update

The Committee noted the report.

Support staff were now able to apply for professional registration by the Higher Education Academy (HEA). Any staff member who wishes to apply for HEA fellowship should contact Simon Lincoln in Organisational Development in the first instance. BU wishes to encourage as many academics and relevant support staff to gain HEA recognition in order to reinforce BU's commitment to a great student learning experience.

Two introductory sessions had recently been held with over 50 colleagues attending the sessions. The attendees of the introductory sessions will now be working together with the support of Teach@BU mentors and also attending drop-in sessions. Those staff members who were unable to attend the introductory sessions would receive an email shortly advising how to get started with their application and where to go for further guidance.

4. PART 2: FOR APPROVAL AND ENDORSEMENT

4.1 There were no items for approval and endorsement.

5. PART 3: FOR NOTE5.1 Student Support Services Annual Report (Updated)

The Committee noted the updated report.

Members noted all of the updates made to the report had been listed in the Actions Log on Page 12 of the meeting papers.

The top two reasons for students wanting to meet with the Student Engagement Team were for personal problems (36%) and academic issues (21%). Members agreed that this level of detail was valuable to the Committee and should be monitored moving forward.

It was queried whether the number of Lansdowne Campus staff/student gym memberships in comparison to Talbot Campus staff/student numbers could be disaggregated. This information would be included in the report moving forward.

5.2 Student Counselling Service Annual Report (Updated)

The Committee noted the updated report.

The information contained within the report had not altered vastly over the last twelve months, and as in previous years, the number of referrals for counselling were predominantly female (68%). Also the number of mature students referred for counselling had reduced, which suggested that BU acts appropriately for those students who require assistance from the counselling service.

Members noted that the report did not include information regarding the length of time students wait for appointments and the anticipated waiting times from 2014 onwards with the new service provider. Members also questioned what the service standard for an appointment was.

It was surprising to note that HSS students did not appear to use the service as much. It was suggested that the low numbers may be attributable by the presence of Academic Advisors within HSS or possibly HSS students are receiving counselling elsewhere (such as on placement).

5.3 Annual Report: Multi-Faith Chaplaincy

The Committee noted the report.

Members commended the Chaplaincy staff on the very important and valuable work undertaken by Canon Dr Merrington and his team. The service provided was critically important for the whole community and across the University.

5.4 Annual Report: Dignity, Diversity and Equality Steering Group

The Committee noted the report.

Members thanked Dr Palfreman-Kay for the valuable work carried out within the University and for the work undertaken in promoting BU's commitment to Dignity, Diversity and Equality.

6 REPORTING COMMITTEES6.1 Student Voice Committee Minutes of 17 December 2014

The minutes were **noted**.

6.2 Technology Enhanced Learning Strategy Forum Minutes of 30 January 2015

The TELSF meeting had not taken place in early January as planned and had been re-arranged to take place on 30 January 2015. The TELSF minutes would be circulated by the ESEC Clerk for information.

[Post Meeting Note: The ESEC Clerk circulated the TELSF minutes of 30 January 2015 to members on 2 February 2015].

7 ANY OTHER BUSINESS

7.1 There was no other business.

8. DATE OF NEXT MEETING

Wednesday 25 March 2015, 2.00pm to 4.00pm in the Board Room

BOURNEMOUTH UNIVERSITY

FACULTY OF HEALTH & SOCIAL SCIENCES ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 5TH FEBRUARY 2015

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

Proposed Renewals of Visiting Professors

Recommendation for approval to Vice Chancellor - Dr Paul Walters
Recommendation for approval to Vice Chancellor – Dr Mike Wee
Recommendation for approval to Vice Chancellor – Dr Gwyneth Lewis

School Approvals

Proposed New Visiting Fellows and Associates

Reverend Dr Ian Terry – Approved as Visiting Fellow
Daily Bogg – Approved as Visiting Fellow
Sarah Gallimore – Approved as Visiting Fellow
William Haydock - Approved as Visiting Fellow
Samridhi Pradhan - Approved as Visiting Associate

Proposed Renewals of Visiting Fellows and Associates

Richard Field - Approved as Visiting Fellow
Jane Holroyd - Approved as Visiting Fellow
Dr David Hewitt - Approved as Visiting Fellow
Robert Brown - Approved as Visiting Fellow
Dr Mike Masding - Approved as Visiting Fellow
Dr Tim Battock – Approved as Visiting Fellow
Dr Henrick Reschreiter - Approved as Visiting Fellow

3. OTHER RELEVANT ACTIONS

None

HSC SCHOOL ACADEMIC BOARD

UNCONFIRMED MINUTES

5th February 2014

1.0	<p>Attendees and Apologies</p> <p>Attendees: Gail Thomas (Chair), Deirdre Sparrowhawk, Vanora Hundley, Marion Main, Bethan Collins, Carol Bond, Penn Greenberg, Jane Hunt, Barbara Dyer, Amanda Watson, Chris Fowler, Emma Crowley, Elizabeth Rosser, Kip Jones, Clive Andrewes, Jennifer Catlin, Vanora Hundley, Sara Crabtree, Jonathan Parker, Sue Way, Carol Clarke, Elizabeth Rosser, Martin Turner, Jenny Hall, Zoe Sheppard, Jacqueline Williams,</p> <p>Apologies were received from a number of colleagues</p>	
2.0	MINUTES OF LAST MEETING 9th October	
2.1	<p>Accuracy No comments made. Agreed as accurate. Attendees introduced themselves.</p>	
2.2	<p>Matters Arising All actions have been signed off.</p>	
2.2.1	<p>Recommendations from SAB – Renewals Recommendations for Visiting Professor - All renewals were agreed and signed off.</p>	
2.2.2	<p>Student Experience - Vending Machine Royal London House It was reported that Estates will install the vending machine on the 3rd floor in the next few weeks. Appropriate signage will be used around the building directing people to where it is.</p>	
2.2.3	<p>Pearson College See AS report 8.1</p> <p>Student Rep SUBU Report – Completed and put on the blog</p>	
3.0	EDUCATION ENHANCEMENT	
3.1	<p>BU and Living Well Active update Not presented at the meeting due to unavailability of presenter. LH to be asked to provide information for the blog.</p>	LH
3.2	<p>Fusion Networking project Feedback SK and LR reported back on their Fusion funding project. They presented a video to the meeting and took questions at the end. The URL to the video is shown below Members discussed the application of the flipped classroom concept. Provided good guidance around inclusivity.</p>	

3.3	<p>https://www.youtube.com/watch?v=TNpQwiIOWN0</p> <p>Research Impact – A flyer was circulated showcasing Research Impact Seminar Series in the Faculty of Health and Social Sciences. Members were reminded to contact ZS for more information.</p> <p>Other events coming up not shown on the flyer were:</p> <ul style="list-style-type: none"> • 20th April – During lunchtime there will be a student inspired impact learning event • There is a survey monkey being circulated which people are encouraged to fill out around Impact • Media training in May – 1 person from each research centre will be attending • Ann Brooks has invited Professor John Scott, a leading figure in British Sociology, to present a workshop on ‘Achieving and Demonstrating Research Impact’ 9am to midday on 26th March in S202, Studland House, Lansdowne Campus. The workshop will consider both the achievement and demonstration of impact and will comprise three linked sessions. There will be different forms of case study. <p>JP noted that for REF 2020, impact needs to be ‘written large’. Future bids should be as clear and robust as they can be around impact.</p> <p>Angela Warren & Pete Atkins from Service and User Carer group are working with academics on research projects.</p>	ALL
3.4	<p>Vision4 Learning</p> <p>As the presenter was not available to attend the meeting, GT summarised the Vision4 Learning project which is reviewing the VLE in order to consider alternatives approaches for the future. This was being led by Geli Roushan and Georgina Hulbert and will lead to recommendations that should improve both student and staff experience of TEL. There will be a series of engagement events via this consultant in the future. It was recognised that there is an acceptance that myBU is largely not working for us and a new approach is needed.</p>	
4.0	<p>Reports</p>	
4.1	<p>Dean’s report and Department Discussions</p> <p>It was noted how pleasing the number of uplifting reports about our students is and that the majority of the report was around the good work people have been doing across the Faculty.</p> <p>Department Discussions</p> <p>A recap of the discussion process to date was provided. Five focus groups were held in November with good attendance from staff who met with members of the Exec team regarding an initial proposal. The initial proposal has been reshaped in light of that feedback and has been emailed out to all staff. The email address for comments was opened again and two further meetings and have taken place in January. Staff were reminded that today was the last opportunity to raise any further comments. There were no further suggestions made at the meeting.</p> <p>GT, CC and the exec team will prepare a final proposal to discuss with UET and once agreement is reached, we will advertise for new Heads of Department. It was agreed that these roles were vital and that successful candidates would</p>	

	<p>need to be strong leaders with the values that we wish to cement within the Faculty.</p> <p>4.2 Student Representative Reports</p> <p>4.2.1 Student Experience Forum – Mid Cycle Unit Evaluation It was reported that the Forum had been well attended. The student rep advised that they encourage each other to turn up and share what is happening. It was noted that:</p> <ul style="list-style-type: none"> • The Old Fire Station is going to open all day with possibly chairs and tables outside. • Some work is being done around student behaviour. Student Charter will be reviewed in this respect, through student voice committee. Any findings will be reported back to the Committee. • There is a SUBU campaign regarding the appropriate use of social media. <p>4.2.2 SUBU did not present a report at this meeting.</p> <p>4.3 Deputy Dean Education Notes were circulated on “Measures to support a ‘sea change’ in NSS Scores”. Feedback and how that is ‘couched’ with students is very important. It was noted that the Faculty scores were above average, but that there is always room for improvement. Colleagues were reminded of the PREP feedback session for Programme leads on 16th February 11-1 EB206.</p> <p>4.4 Deputy Dean for Research & Professional Practice Report Thanks were expressed to all regarding the successful results of the very successful REF submission. Highlights were:</p> <ul style="list-style-type: none"> • 54% of our submissions were classed as excellent internationally. • A REF celebration afternoon has been arranged on 9th March 4.00p.m. in BG11. At that meeting, the results will be presented again and we will look at some of the important features from it. We look forward to improving our scores for REF 2020. <p>It was noted that there are a number of people going forward on the Grants Academic and EUADS and those interested in future years should contact Vanora Hundley. Further items to note were:</p> <ul style="list-style-type: none"> • British Academy writing day – places still available (Taking place on 31st March). • Jenny Roddis was organising an HSS specific writing day, including case studies during April. • A writing retreat, with Rose Barbour, Sociologist, has been arranged for March 5th. Details available on the blog. • There is also a writing group, which meets monthly. • It was noted that Zoe Sheppard had a new role 1st March championing quantitative research and she has put a programme together on Quantitative methods and Statistics (11th February). • A plea for staff to update their profiles on BRIAN was made. Two workshops were coming up 16th Feb – 1-3 Studland House 	
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	<p style="text-align: center;">10 March – 2-4 Studland House</p> <ul style="list-style-type: none"> • Seedcorn Funding is available with QR funds for small projects up to £3000 such as pilot studies. Closing date is 19th Feb. • In relation to building research capacity the following is taking place: <ul style="list-style-type: none"> ○ New Post Doc working with JP & SC – Social Work ○ New Fellow in BUDI ○ 3rd Post Doc Fellow - interview 2nd March ○ Successful validation of doctorate of professional practice took place new videos and flyers will be out soon. <p>4.5 Academic Services Report Academic Services report was presented before the meeting. As the report contained information about admissions and SITS a question was raised regarding how issues/difficulties and the impact of the introduction of the system are being monitored and escalated if necessary. It was noted that there was a risk register that was populated via the many reporting routes. It was explained that the system was being developed and they were resolving issues as they went. It was recognised the amount of good work the administration team is putting in and that this was recognised by the SITS implementation team.</p> <p>5.0 Minutes of sub-reporting committees No comments were made on ESAB</p> <p>6.0 Items raised by staff</p> <p>6.1 Senate report – Carol Bond sent her apologies to the meeting.</p> <p>7.0 Framework Developments It was reported that the Deputy Vice Chancellor is keen for Faculties to own all the student population statistics, recruitment, retention etc. both for undergraduate and postgraduate students. There was a requirement that these statistics would be regularly presented at FASC and analysed.</p> <p>Timetabling - An email clarifying the process is being sent out. Resources will be managed, as far as possible within the working day 9-5. Exceptionally there may be occasions where we may have to timetable from 5-7.</p> <p>8.0 Collaborative Provision Partnership update as detailed in the report.</p> <p>9.0 Items for approval Completed forms were presented for approval. It was acknowledged that for renewals the Committee should look at how the continuation provided contribution and added value.</p> <p>9.1 Visiting Professor Renewal Recommendation for approval to Vice Chancellor Dr Paul Walters Recommendation for approval to Vice Chancellor Dr Mike Wee</p>	
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<p>9.2</p> <p>9.3</p>	<p>Recommendation for approval to Vice Chancellor Dr Gwyneth Lewis</p> <p><i>New Visiting Fellow & Associates</i> Dr Ian Terry - Approved as Visiting Fellow Daisy Bogg - Approved as Visiting Fellow Sarah Gallimore - Approved as Visiting Fellow Dr Celia Beckett (Await confirmation from CA when this can be implemented) Dr William Haydock - Approved as Visiting Fellow Samridhi Pradhan – Approved as Visiting Associate</p> <p><i>Renewal Visiting Fellow</i> Richard Field - Approved as Visiting Fellow Jane Holroyd - Approved as Visiting Fellow Dr David Hewitt - Approved as Visiting Fellow Robert Brown - Approved as Visiting Fellow Dr Mike Masding - Approved as Visiting Fellow Dr Tim Battcock - Approved as Visiting Fellow Dr Henrik Reschreiter - Approved as Visiting Fellow</p> <p>GT advised the meeting that Professor Paul Thompson is retiring</p>	
<p>10.0</p>	<p>ANY OTHER BUSINESS</p> <p>CEL has a call out for funded bids. They should relate to innovative education and/ or research based.</p> <p>Sue Barron –sent in a report from the recent student nursing council. They wish to be actively engaged and are thinking about setting up a student nurse community.</p> <p>A question was raised re the dates for HoDs job adverts. The Committee were advised that the reframed proposal was likely to be signed off by UET in time for an advertisement by Easter.</p> <p>Members were reminded of the Faculty Engagement Session on SITS (Student record system):</p> <ul style="list-style-type: none"> • 13th Feb – Admin staff • 16th Feb - Academic staff <p>A draft proposal of the possible future organisational support model will be presented, which will cover everything from enquiries to graduation. Anyone unable to attend on those days can see Deirdre Sparrowhawk separately after 16th.</p> <p>It was noted that engagement sessions had also started on the new Faculty building. Andy Scott was leading.</p>	
<p>11.0</p>	<p>Future Meeting Dates 6th May 2015</p>	