

BOURNEMOUTH UNIVERSITY**SENATE**Wednesday 4th June 2014, 2.15pm

Board Room, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	Welcome, apologies and declarations of interest		
2	Minutes of the Meeting of 26 February 2014 (VC) 2.1 Matters Arising	SEN-1314-67	2.15
3	Report of Electronic Senate Meeting of 14 May to 21 May 2014	SEN-1314-68	
	PART A – Vice-Chancellor’s Communications		2.30
4	4.1 BU 2018 and HE Sector Update 4.1.1 Key Performance Indicators (Prof Tim McIntyre-Bhatty)	Verbal Report SEN-1314-69	
	PART B – Debate		2.50
5	5.1 Community Engagement (SUBU President – Mr M Simpson and Mr Ian Jones)		
	PART C – Other Reports		4.00
6	6.1 Proposed Assessment Policy Changes – For Approval – Ms Netta Silvennoinen	SEN-1314-70	
	PART D – Routine Committee Business		4.15
7	Minutes of Standing Committees: 7.1 Academic Standards Committee (unconfirmed), 15 May 2014 7.2 University Research and Knowledge Exchange Committee (unconfirmed), 1 May 2014	SEN-1314-71 SEN-1314-72	
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, Monday 22 September 2014 Senate Meeting – 2.15pm, Wednesday 29 October 2014		

BOURNEMOUTH UNIVERSITY

UNCONFIRMED

SENATE

MINUTES OF A MEETING OF SENATE held on 26 FEBRUARY 2014

- Present: Prof J Vinney (**Chair**)
Mr C Allen; Mr J Andrews; Ms M Barron; Dr C Bond; Dr C Chapleo; Prof J Fletcher; Mr J Gusman (SUBU); Mr J Holroyd; Dr S Jeary; Mr S Jukes; Ms J Mack; Prof T McIntyre-Bhatty; Prof A Mullineux; Ms J Quest; Prof J Roach; Prof E Rosser; Prof H Schutkowski; Mr M Simpson (SUBU); Prof G Thomas
- In attendance: Dr M Bobeva (Observer); Dr S Eccles (Item 5); Ms M Frampton (Policy & Committees Officer); Ms K Goodwin (Item 5); Dr T Humphries-Smith (Item 6.1); Ms K Pichlmann (Item 6.4); Mr G Rayment (Committee Clerk); Dr G Roushan (Item 5)
- Apologies received: Mr G Beards; Prof D Buhalis; Prof P Comninou; Mr D Evans; Prof B Gabrys; Ms T Hixson; Mr A James; Prof R Palmer; Ms A Stevens; Dr H Thiel; Prof K Wilkes; 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 welcomed two new members of Senate: Prof Mullineux (in his role as Professorial Representative, the Business School) and Prof Fletcher (in his role as Pro Vice-Chancellor for Research & Innovation). The Chair also introduced Dr Bobeva who would observe the meeting.

It was noted that Senate membership would be reduced for the 2014/15 academic year to allow for one elected staff representative and one Professoriate representative from the new Faculty of Science and Technology (SciTech). The existing representatives from the former Schools of Applied Sciences and Design, Engineering and Computing would continue for the remainder of the current academic year.

2. MINUTES OF THE MEETING OF SENATE HELD ON 30 OCTOBER 2013

The minutes were approved as an accurate record.

2.1 Matters ArisingItem 4.1.4 – Strategy & HE Sector Update

Ms Mack advised that a proposal was discussed with the BU Central Admissions Team in November 2013 and progress had been made with unconditional offers for AAA students. A soft launch would take place in the current admissions cycle, with a full launch taking place in the 2015 cycle. It was noted that following deregulation, this policy would be kept under review.

Item 5.6 – Fusion Building 1

Dr Bond questioned whether the aim for the School of Health & Social Care (HSC) to move to Talbot Campus was still on course. Mr Andrews confirmed that the actual date of the expected move was not yet decided, although this was still part of the planning process and appeared to be achievable in the longer term.

Item 6.2.3 – Integration of the School of Design, Engineering & Computing (DEC) and the School of Applied Sciences (ApSci)

Prof Roach provided an update on the newly formed Faculty of Science and Technology (SciTech). Following on from the many consultations which had taken place with staff, unions, students, student representatives and other stakeholders, the new Faculty had moved ahead positively and had been welcomed by staff. The SciTech Delivery Plan was moving forward with work ongoing to fine-tune the new structure and identify links and synergies. Members discussed the possibility of other Schools combining to form new Faculties and it was noted that discussions had taken place within

some Schools (notably the Media School and Health and Social Care). Views were continuing to emerge and no firm decisions had been reached yet by UET. The Chair encouraged Deans to work together through the delivery planning process, to explore and develop potential for increased levels of academic synergy and to continue to build on academic core strengths.

3. REPORT OF ELECTRONIC SENATE MEETING OF 5 FEBRUARY TO 12 FEBRUARY 2014

Agenda item 1 – Embedding Fusion Pathway

The Chair confirmed that Prof Bennett continues to lead this project and a Steering Group had been established to take it forward. This project had evolved following recommendations from academics, and it was anticipated that the suggestions received would be implemented as soon as possible, pending discussions with the Trade Union. It was noted the timeline would remain the same and the aim was still to have the processes in place for the next cycle of appraisals.

Agenda item 14 – University Research & Knowledge Exchange Committee Minutes of 1 October 2013

Prof Fletcher advised that the University Research & Knowledge Exchange Committee Terms of Reference were still in the process of being reviewed, and would be presented to Senate at the next meeting.

4. VICE CHANCELLOR'S COMMUNICATIONS

4.1 BU 2018 and HE Sector Update

4.1.1 The Department for Business, Innovation and Skills (BIS) grant letter to the Higher Education Funding Council for England (HEFCE) had been received earlier this month. The settlement would result in a reduction in funding for Higher Education Institutions (HEIs) in 2014/15 and 2015/16, although the reduction in funding would not be as severe as originally anticipated. The Government had asked HEFCE to deliver the reductions which protect high-cost subjects (including STEM), widening participation (which is funded via the HEFCE Student Opportunity allocation), and small and specialist institutions.

4.1.2 George Osborne's, Autumn Statement on 5 December 2013 had included the announcement of an extra 30,000 fully funded new student places in 2014/15 and the removal of Student Number Controls across the system as a whole from 2015/16 onwards. This announcement could have significant ramifications over the next few years and the impact on the sector should not be underestimated.

4.1.3 BU was in a favourable position to respond to these changes, with a clear vision and a Strategic Plan, including a £200 million Estates Investment Plan, which would enable the University to adapt and respond to the changing external environment.

4.1.4 The number of offers made to students had increased by 18% (2,093) on the previous year, with the total number of offers made so far totalling 13,715. The number of offers to ABB+ students totalled 4,910, which was an increase of 24.3%, and 490 offers have been made to international (non EU) students, which is an increase of 33.5%. This level of growth was not generally the position across the sector. It was noted that recruitment of PGT and international students remained a challenge for the institution.

4.1.5 The Chair moved on to highlight progress against the BU2018 Strategic Aims:

F1 – Use resources efficiently to secure the vision and key strategic priorities

The third year of the delivery planning process was now underway. Moving forward, BU would be looking for robustness and innovation within the Delivery Plans to build on existing areas of strength in order to meet some of the challenges faced.

C3 – Develop strategic local, regional, national and international partnerships

Ms Lorna Gibbons had been appointed as the new Director of the Dorset Local Enterprise Partnership (LEP). Lorna was a BU appointment, however she will work full time for the LEP on a two year secondment. Mr Andrews had also been appointed as the University representative on the LEP Board.

C4 – Build strong professional and academic networks worldwide

BU had made two applications for Centres for Doctoral Training (CDTs). The first application was for the continuation of the Centre for Digital Entertainment and the second application was for a new Centre in Data Science. It was noted that the former application had been successful and would provide approximately 8½ years of funding for 50 new doctoral students.

S2 – As part of Fusion, undertake world-class research in recognised areas of academic excellence

BU made its submission to the Research Excellence Framework (REF) in November 2013, which was a huge achievement for the University, with 33% of eligible staff successfully submitted. The results would be published in December 2014.

S5 – Be recognised internationally as a thought-leader

BU's written evidence to the Science and Technology Select Committee inquiry into Women in Science, Technology, Engineering & Maths (STEM) had been quoted several times in the Committee's final report. This was a demonstration of our thought leadership and would be taken forward within other areas of BU.

E2 – Provide world-class facilities

The initial consultation regarding the proposals to develop a new academic building had been concluded and planning permission covering the academic building and the Park and Stride scheme had been submitted to the Borough of Poole in February 2013. Following planning permission approval, construction of the new building would start in the summer and would take approximately 18 months to complete. It was noted that the new Student Centre which was currently being constructed would be officially handed over to BU in November 2014 with an expected opening date of April 2015. In addition to the construction taking place at Talbot Campus, Finance House at Lansdowne had been demolished to create space for the new BU International College building.

5. INNOVATION IN EDUCATION: HOW CAN THE CENTRE FOR EXCELLENCE IN LEARNING (CEL) AND OTHER INITIATIVES ENSURE WE EMBED BEST PRACTICE

- 5.1 Prof Thomas introduced the Centre for Excellence in Learning (CEL) and asked Senators to share ideas regarding how the academic community could use it as a vehicle to enhance pedagogic innovation and the student experience.
- 5.2 The CEL was soft launched in September 2013 and it aims to create a focal point where good pedagogic practice would be generated, piloted, evaluated and shared, which in turn would raise the profile of education as a valid source of scholarship. The CEL was initially started by Prof Roach in order to raise the profile of educational development, innovation, evaluation and research as academic endeavour of equal value to subject based research activity and outputs. Following the excellent outcome of the QAA Institutional Review, it was important for the University to keep improving, enhancing the student experience and supporting pedagogy. Prof Thomas took on leadership in September 2013
- 5.3 The key themes of the CEL were:
- Technology Enhanced Learning (TEL) (led by Dr Gelareh Roushan)
 - Employability, work-based learning and professional practice (led by Kelly Goodwin)
 - Globalisation, internationalisation and sustainability - Dr Sasha Dominik Bachmann had recently been appointed to this role and would start on 1 July 2014
 - Innovation, entrepreneurship and creativity (led by Dawn Morley)
 - Student engagement and co-creation (led by Dr Anita Diaz)
 - Research informed education – Dr Jonathan Williams had recently been appointed to this role and will start on 1 March 2014
- 5.4 In order to take the initiatives forward, a number of external visits had taken place to build networks with other Higher Education Institutions. It was noted that Educational Development and Quality (EDQ) documentation had been revised to recognise and include the key CEL themes explicitly in programme reviews.

- 5.5 A launch date for CEL is planned for 4 April 2014 and a number of initiatives will be included, for example, BU teaching and learning fellowships, fusion funded projects and a new academic career pathway in education. In order to make CEL beneficial to BU, it was important to start integration throughout the University and to receive engagement from across the academic community.
- 5.6 Dr Roushan reported that she has been leading the TEL Strategy Forum and this was gaining momentum. Kelly Goodwin has been bringing together a community of practice around employability and she shared her progress. Following discussion, it was agreed that BU should lead the way in experimentation in pedagogy, and the CEL would provide the ideal opportunity to experiment.
- 5.7 Mr Jukes questioned whether the CEL would become the new home for the PGCert and opportunities for HEA fellowship, and whether BU would wish to revive PGCert supervision within the Graduate School, as it had felt slightly distanced from the rest of the academic community being situated in EDQ. It was agreed that the PGCert should align with CEL, but that the supervision preparation was probably best placed in the Graduate School.
- 5.8 Following discussion regarding the links between CEL and CEMP, it was agreed that the two projects would remain separate but continue to work closely together.
- 5.9 A CEL facilitated day was due to take place within the School of Health & Social Care at the beginning of March 2014 and it was hoped other Schools would consider similar events in future. As communication was agreed as an area for improvement to assist with engagement from staff, Prof Thomas proposed the introduction of a CEL blog on the staff intranet and highlighted the CEL microsite under construction.
- 5.10 Dr Bobeva suggested that it was important that BU learns from students and works with students by possibly engaging with them on projects to understand how best they learn. Mr Simpson suggested that students could be set tasks to examine how to creatively use technology, to see what students value, and to present their findings the CEL Team. This initiative would encourage greater all round involvement.

6. OTHER REPORTS

6.1 New Award Proposal: Foundation Degree in Engineering (FdEng)

Following recommendation by the Academic Standards Committee on 13 February 2014, Dr Humphries-Smith was seeking approval from Senate to introduce a new BU Foundation Degree award title (FdEng), which would be added to the list of awards which could be conferred by the University.

Using the Eng abbreviation within a course title was recognised as an indicator that the qualification was accredited by the Engineering Council through an associated Institute. As the current FdSc Engineering programmes were accredited through the Institute of Engineering Designers and progression was onto the MEng Engineering Programme, it would be sensible for the programmes to become FdEng.

Approved: Senate approved the introduction of the new BU Foundation Degree award title (FdEng).

6.2 BU QAA Action Plan

Ms Mack introduced the QAA Action Plan which included areas of good practice which BU would need to respond formally as part of the QAA Institutional Review process. The QAA Action Plan would be updated annually and had been published on the BU website. Senators were requested send updates to the Action Plan to Ms Symonds or Ms Finnes. The first formal review would take place in July 2013 and be presented to the Academic Standards Committee in September 2014.

Noted: Senate noted the BU QAA Action Plan.

6.3 Annual Review of Standard Assessment Regulations

Ms Mack introduced the 6A – *Standard Assessment Regulations for taught awards*. The regulations had been agreed by the Academic Standards Committee on 13 February 2014 and three recommendations were presented to Senate for approval.

Approved: Senate approved the inclusion of reference to Pass/Fail assessments in 6A – *Standard Assessment Regulations* (all awards).

Approved: Senate approved the inclusion of reference to the completion of placements as a progression requirement for postgraduate programmes in 6A – *Standard Assessment Regulations* (postgraduate awards).

Approved: Senate approved the inclusion of reference to the completion of placements as an award requirement in 6A – *Standard Assessment Regulations* (all awards).

6.4 Fair Access Agreements 2015/16

6.4.1 Ms Pichlmann provided an overview of the paper and confirmed that the 2014/15 guidance note had been received from OFFA. The main changes related to the bursary package and gave clear guidance on HEI's work with regards to outreach student support. Although guidance had been less specific than other years, this would give BU the opportunity to be more strategic.

6.4.2 The key principles of the Fair Access Agreement would be reviewed and approved by the Fair Access Management Group and the University Leadership Team. Due to the late changes to the timeline for submission, it was not possible for Senate to review and approve the Agreement at a Senate meeting, therefore it was proposed that Senate delegate authority to the Chair to approve it on their behalf.

Approved: Senate delegated authority to the Chair to approve the Fair Access Agreement 2015/16 via Chair's Action.

6.5 Research Ethics Restructure Implementation Plan

6.5.1 Prof Fletcher introduced the paper which informed Senate of the research ethics restructure implementation. The restructure would be fully implemented on 28 February 2014 and included the formation of two Research Ethics Panels which would meet to review ethics applications on behalf of the University Research Ethics Committee. The University could now be confident that research projects identified as higher than minimal risk would receive a thorough review from a Panel rather than relying solely on an individual research supervisor.

6.5.2 A discussion took place regarding the duration of the Ethics Panel membership, which stated membership would be no less than one year and no more than three years. Concern was raised that all members could theoretically stand down at the same time.

6.5.3 It was noted that within Section 3.2.2, some PGR students were staff members and the process for staff members was different from PGR students, therefore this difference would be clarified within the document.

<p>ACTION: Prof Fletcher would provide clarification within Section 3.2.2 to show the different processes for staff members and PGR students.</p>
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<p>ACTION BY: Prof J Fletcher</p>
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Noted: Senate noted the Research Ethics Restructure Implementation Plan.

7. ROUTINE COMMITTEE BUSINESS

7.1 University Research Ethics Committee Terms of Reference

Approved: Senate approved the University Research Ethics Committee Terms of Reference, subject to further consideration of the issues raised at 6.5 above (membership terms of office).

7.2 Education & Student Experience Committee, 21 January 2014 (unconfirmed)

The minutes were noted.

7.3 University Research Ethics Committee, 2 December 2013 (unconfirmed)

The minutes were noted.

7.4 School of Health & Social Care, School Academic Board, 6 February 2014 (unconfirmed)

The minutes were noted.

7.5 Media School, School Academic Board, 5 February 2014 (unconfirmed)

The minutes were noted.

8. ANY OTHER BUSINESS

8.1 None.

9. DATE OF NEXT MEETING:

Electronic Senate – 9.00am, Wednesday 14 May 2014

Live meeting – 2.15pm, Wednesday 4 June 2014

BOURNEMOUTH UNIVERSITY

ELECTRONIC SENATE

**REPORT OF A MEETING OF ELECTRONIC SENATE held on
14 May 2014 (9AM) TO 21 May 2014 (5PM)**

STATEMENT ON QUORUM

The meeting was quorate with 20 members confirming attendance.

EXTRAORDINARY ELECTRONIC SENATE MEETING – 19 MARCH TO 26 MARCH 2014

1. 2014 HONORARY AWARDS (SEN-1314-53)

The meeting was quorate with 16 members confirming attendance

Senate were requested to approve the recommendations for the 2014 Honorary Awards set out within Items 4.1 to 4.8 of the Honorary Awards Task Group minutes of 12 March 2014 which would be presented to the University Board on 9 May 2014 for final approval.

Senate **approved** Items 4.1 to 4.8 of the Honorary Awards Task Group minutes of 12 March 2014.

MATTERS RAISED BY MEMBERS

2. RE-INVESTMENT OF MONEY SAVED FROM STAFF TAKING INDUSTRIAL ACTION INTO STUDENT SUPPORT (SEN-1314-54)

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

Description of the matter: Some Universities have re-invested savings from withholding salary from staff taking industrial action into student support. How has Bournemouth University used the money it saved?

Response from the Chief Operating Officer was given with the paper.

Chair's Decision

Issues noted, no further action.

OTHER REPORTS

3. REVIEW OF UNIVERSITY RESEARCH & KNOWLEDGE EXCHANGE COMMITTEE TERMS OF REFERENCE (SEN-1314-55)

Purpose of the paper: To seek Senate approval to the recommended amendments to the Terms of Reference.

Decision required: Senate is asked to **approve** the amendments to the Terms of Reference.

Chair's Decision

No comments received, Terms of Reference approved.

4. THIRD YEAR ANNUAL REPORT OF DORSET HEALTHCARE TRUST'S 'UNIVERSITY' STATUS – UNIVERSITY DEPARTMENT OF MENTAL HEALTH (1ST APRIL 2013 TO 31ST MARCH 2014 (SEN-1314-56)

Purpose of the paper: To seek Senate approval to the recommended amendments to the Terms of Reference.

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

Chair's Decision

No comments received, and report noted.

5. FAIR ACCESS AGREEMENT 2015/16 (SEN-1314-57)

Purpose of the paper: To provide the final version of the Fair Access Agreement for 2014/15 approved by Chair's Action.

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

Chair's Decision

No comments received, and report noted.

MINUTES OF STANDING COMMITTEES

6. ACADEMIC STANDARDS COMMITTEE, 13 FEBRUARY 2014 (SEN-1314-58)

Decision required: Senate is asked to **note** the minutes. There were two 'Recommendations for Approval' by Senate at the meeting held on 26 February 2014, which were subsequently approved at the February 2014 meeting of Senate.

Chair's Decision

Item noted, no further action.

7. ACADEMIC STANDARDS COMMITTEE, 17 MARCH 2014 (SEN-1314-59)

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

Chair's Decision

Item noted, no further action.

8. EDUCATION & STUDENT EXPERIENCE COMMITTEE, 21 JANUARY 2014 (SEN-1314-60)

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

Chair's Decision

Item noted, no further action.

9. EDUCATION & STUDENT EXPERIENCE COMMITTEE, 26 MARCH 2014 (SEN-1314-61)

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

Chair's Decision

Item noted, no further action.

10. INTERNATIONAL & UK PARTNERSHIPS COMMITTEE, 27 FEBRUARY 2014 (SEN-1314-62)

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

Chair's Decision

Item noted, no further action.

11. INTERNATIONAL & UK PARTNERSHIPS COMMITTEE, 9 APRIL 2014 (SEN-1314-63)

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

Chair's Decision

Item noted, no further action.

MINUTES OF SCHOOL ACADEMIC BOARD MEETINGS

12. BUSINESS SCHOOL, SCHOOL ACADEMIC BOARD, 5 MARCH 2014 (SEN-1314-64)

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

Chair's Decision

Item noted, no further action.

13. FACULTY OF SCIENCE & TECHNOLOGY, SCHOOL ACADEMIC BOARD, 19 FEBRUARY 2014 (SEN-1314-65)

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

Chair's Decision

Item noted, no further action.

**14. GRADUATE SCHOOL, SCHOOL ACADEMIC BOARD, 25 FEBRUARY 2014
(SEN-1314-66)**

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

Chair's Decision

Item noted, no further action.

MINUTES OF RESEARCH STANDING COMMITTEE MEETINGS

15. UNIVERSITY RESEARCH ETHICS COMMITTEE, 12 FEBRUARY 2014 (SEN-1314-67)

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 29 October 2014 at 2.15pm in the Board Room

Next Electronic Senate meeting:

9.00am on Monday 22 September 2014 to 5.00pm on Friday 26 September 2014



Committee Name	SENATE
Meeting Date	4 June 2014
Paper Title	Key Performance Indicators
Paper Number	SEN-1314-69
Paper Author/Contact	Prof Tim McIntyre-Bhatty
Purpose & Summary	<p>The KPI report, as presented to the University Board, was submitted to the June 2013 Senate meeting for information. It was agreed at that meeting that future KPI reports would be presented to Senate annually to note.</p> <p>The attached report was presented to the Board on 9th May and sets out performance against the KPIs (including PI1 to PI15 as a composite of KPI 1) set out in BU2018 and subsequently reviewed in the summer of 2013.</p>
Decision Required of the Committee	For information.
Confidentiality	None.

Introduction

The following report summarises performance against the KPIs and PIs that are set out in BU 2018.

The tables in the report show performance at the University level and, where possible, at the School level for the 14 KPIs, followed by the detail for the 15 PIs that form the Academic Strength KPI.

Movements since the February 2014 report are reflected by the arrows in the performance column. Arrows for the first 14 KPIs show the direction of actual performance. For the remaining PIs up and down arrows are shown if performance has moved plus or minus 5% against the target. Where there is no arrow there is no update since the last report.

Executive Summary

KPI1 Academic Strength has improved by 2% since the February 2014 report. This is largely as a result of:

- An increased number of international conference presentations from academic staff (PI5);
- An increased number of student staff co-authored publications (PI10);
- An increase in the number of research assistants and post-doctoral research assistants per member of the Professoriate (PI4); and
- An increase in the number of academic staff holding at least one professional affiliation (PI14).

As a result of the known change in reporting convention at this time of year, the figure for the amount of research income per academic staff FTE (PI2) is now illustrative of the latest forecast. For comparison with the current £12,271, the April 2013 Board KPI reported a BU forecast figure of £12,243. The reporting convention for this PI is currently under review for 2014/15 onwards by the PVC (RI).

Student to staff ratios (SSRs) with and without vacant posts have been updated to reflect the latest staff establishment. The number of students per academic establishment FTE including vacant posts has increased by 0.2 at the BU level since the February report to 18.9, however this still remains better than the 19.8 target for 2013/14. Academic investment strategies, and the impact on SSRs, are currently under active review as part of the Delivery Planning for 2014/15 onwards.

Board Report – May 2014

KPI Performance

		ApSci	BS	DEC	HSC	MS	ST	BU	Perfor mance	13-14 BU Target	BU 2018 Target	Notes	Next Board Update
KPI1	Academic Strength %	59%	52%	54%	63%	44%	55%	55%	↑	-	100%	Composite of PI1-PI15. No BU target for 2013-14 as progress will vary by School.	Jul 14
KPI2	Overall student satisfaction (as measured by NSS) %	79%	74%	81%	83%	79%	84%	80%	-	80%	84%	NSS 2013 results	Nov 14
KPI3	Non-UK student population on campus %	9%	20%	9%	1%	16%	22%	12%	-	12%	16%	2013-14 enrolments	Nov 14
KPI4	Average UCAS tariff points	283	316	309	331	349	314	322	-	300	300	2013-14 tariff score for enrolled students on campus	Nov 14
KPI5	Graduate employability %	87%	94%	91%	93%	90%	94%	91%	-	90%	90%	Most recent DLHE survey showing 2011-12 graduates	Nov 14
KPI6	League Table composite rank	<i>Not available by school</i>						59	-	65	50		Jul 14
KPI7	Student/staff ratio incl. vacant posts	18.3	22.2	18.8	16.4	16.8	24.5	18.9	↓	19.8	18.0	SSR based on established staff including vacant posts	Nov 14
	Student/staff ratio excl. vacant posts	18.3	24.7	19.6	17.4	17.3	25.9	20.0	↓	-	-	SSR based on established staff excluding vacant posts	Nov 14
KPI8	Academic staff with doctorates %	72%	68%	73%	38%	50%	51%	56%	↔	60%	70%	As at March 31 st	Jul 14
KPI9	Overall staff satisfaction %	85%	90%	86%	87%	87%	80%	85%	-	82%	90%	2013 Staff survey	May 15
KPI10	Total student numbers. A: Total Student Numbers	948	2,625	2,230	4,324	2,858	2,106	17,313	-	17,239	-	2013-14 enrolments (BU total includes Partner numbers)	Nov 14
KPI10	Total student numbers. B: UG SNC	<i>Not available by school</i>						2,398	-	-	-	2013-14 enrolments	Nov 14
KPI11	Current ratio	<i>Not available by school</i>						1.6	↔	1.6	1.3	2013-14 forecast	Jul 14
KPI12	Annual contribution %	<i>Not available by school</i>						2%	↔	2%	6%	2013-14 forecast	Jul 14
KPI13	Total reserves f.m	<i>Not available by school</i>						51	↔	51	84	2013-14 forecast	Jul 14
KPI14	Gearing %	<i>Not available by school</i>						29%	↔	29%	29%	2013-14 forecast	Jul 14

Key

↔ Updated but no performance movement since last report

↓ Updated with decrease in performance

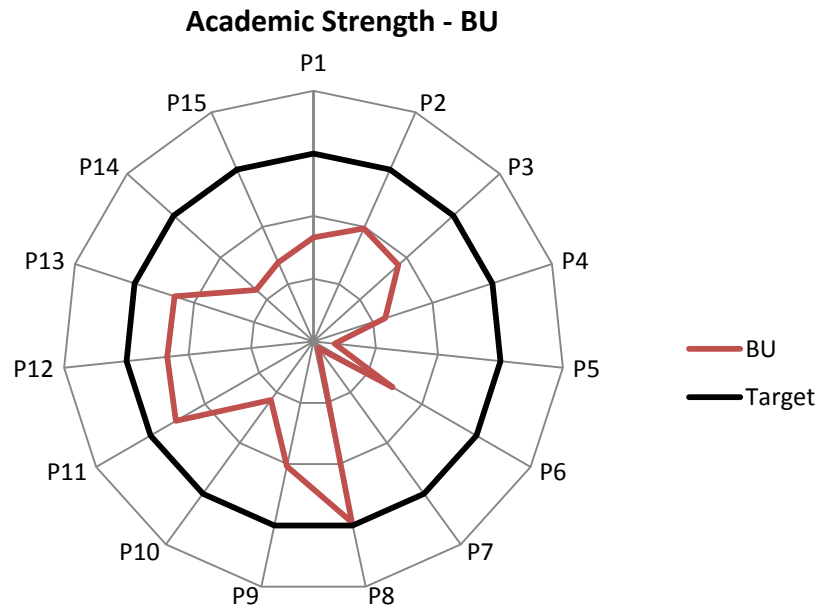
↑ Updated with improvement in performance

- Nothing to update since last report

Board Report – May 2014

KPI 1 Academic Strength

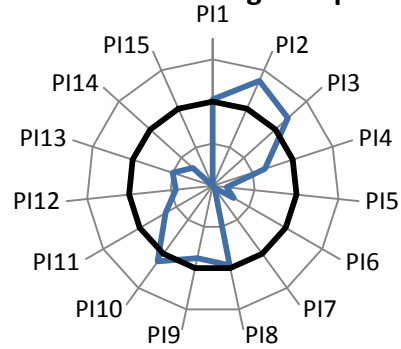
The graph below shows performance in KPI1: Academic Strength in each of the 6 Schools and at BU. The 15 PIs that make up KPI1 are split between the three areas of fusion, Research (PI1-5), Education (PI6-10) and Professional Practice (PI11-15). The graph shows progress in each School towards the targets for each of these areas and the gap left to cover before 2018. Particular areas of strength remain in Professional Practice around graduate employment into professional jobs and the number of placement opportunities taken up by students.



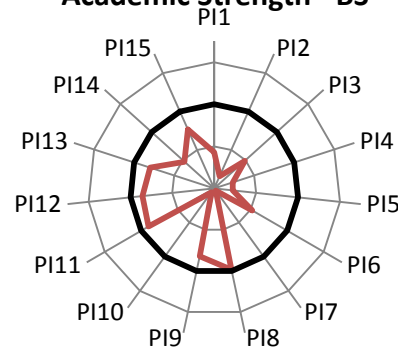
ApSci	BS	DEC	HSC	MS	ST	BU
59%	52%	54%	63%	44%	55%	55%

Board Report – May 2014

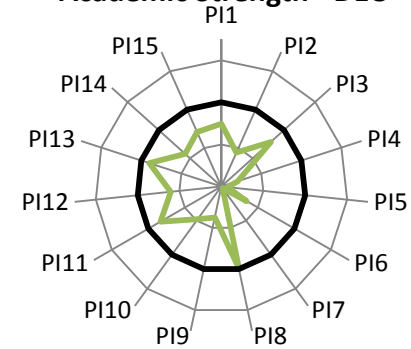
Academic Strength - ApSci



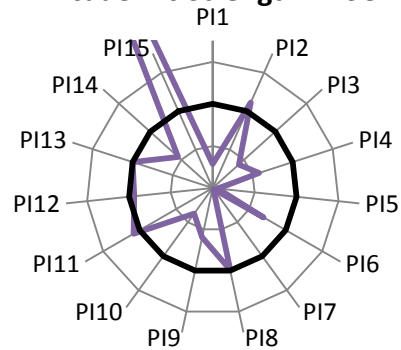
Academic Strength - BS



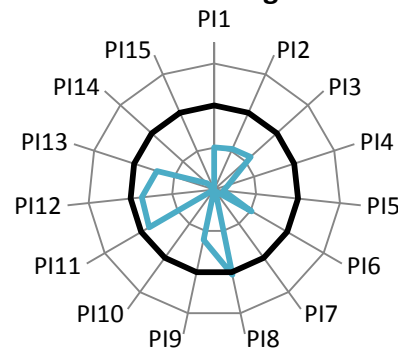
Academic Strength - DEC



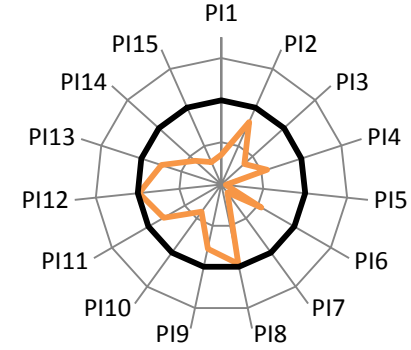
Academic Strength - HSC



Academic Strength - MS



Academic Strength - ST



KEY	
Black Line = Target	
Coloured Line = Schools Performance	
Research	PI7: UG Students engaged in exchange and mobility in their programme (%)
PI1: Academic Staff with 4 outputs at REF 2* or above as a % of the total number of academic staff	PI8: Full Time BU (excl PI) First Degree New Entrants Continuation (%)
PI2: R&E Income per Academic FTE (£000s)	PI9: PGT/PGR Students as a proportion of total student population (%)
PI3: Post Grad Research Students (FTE Equivalent) : Academic Staff	PI10: Student/Staff Co-authored publications per academic FTE per year (ratio)
PI4: FTE equivalent of RA/PDRA : to Professoriate	Professional Practice
PI5: International Conference Presentations per Academic FTE per year	PI11: FT First Degree Leavers in Employment & Further Study (%)
Education	PI12: UG Students undertaking sandwich out or short placement (%)
PI6: Academic Staff who are HEA Fellows (%)	PI13: Degrees accredited by PSRBs (% of Eligible programmes only)
	PI14: Proportion of academic staff who hold at least 1 recognised professional affiliation (%)
	PI15: Academic Staff on Secondment into Industry (%)

Board Report – May 2014

Academic Strength Data

		ApSci	BS	DEC	HSC	MS	ST	BU	Perfor mance	BU 2018 Milestone	Notes	Next Data Update
PI1	Academic staff with 4 outputs at REF 2* or above as a % of the total number of academic staff	72%	30%	52%	20%	35%	25%	35%	-	70%	REF submission / Dec 13 Academic FTE	Feb 15
PI2	R&E Income per Academic FTE (£)	24,542	2,910	7,921	19,990	9,547	14,579	12,712	↓	18,000	R&KE income forecast/ Mar 14 Academic FTE	Jul 14
PI3	Post Grad research students (FTE equivalent) : Academic staff	1.2	0.5	0.8	0.4	0.6	0.4	0.6	↔	1	13-14 PGR FTE / Mar 14 Academic FTE	Jul 14
PI4	FTE equivalent of RA/PDRA : to Professoriate	1.0	0.3	0.3	0.9	0.3	0.9	0.6	↔	1.5	Staff FTE - Mar 14	Jul 14
PI5	International conference presentations per Academic FTE per year	0.17	0.22	0.07	0.06	0.11	0.05	0.11	↔	1	Int. conf. Aug - Mar/ Mar Academic FTE	Jul 14
PI6	Academic staff with teaching qualification and/or who are HEA Fellows (%)	29%	52%	35%	70%	51%	55%	52%	-	100%	Teaching quals/HEA Fellows as proportion of staff in post	Jul 14
PI7	UG Students engaged in exchange and mobility in their programme (%)	1%	1%	0%	0%	0%	2%	1%	-	20%	Overseas mobility activity 2013-14 as at Jan 13	Jul 14
PI8	Full Time BU (excl PI) First degree new entrants continuation (%)	87%	89%	89%	90%	93%	87%	90%	↔	90%	First degree entrants who continued in 13-14	Feb 15
PI9	PGT/PGR Students as a proportion of total student population (%)	18%	16%	8%	12%	12%	16%	13%	-	20%	2013-14 enrolments	Nov 14
PI10	Student/staff co-authored publications per academic FTE per year (ratio)	0.22	0.01	0.10	0.07	0.00	0.08	0.06	↑	0.2	Aug 13 - Mar14 / Mar 14 Academic FTE	Jul 14
PI11	% of Graduates entering professional employment or graduate study	52%	72%	67%	87%	71%	63%	69%	-	80%	Most recent DLHE showing 2011-12 graduates info	Nov 14
PI12	UG Students undertaking sandwich out or short placement (%)	44%	86%	60%	94%	87%	98%	80%	-	100%	2013-14 Year 3 Students with sandwich year or short placement	Nov 14
PI13	Degrees accredited by PSRBs (% of Eligible programmes only)	50%	80%	90%	100%	71%	75%	83%	-	100%	Number of accredited programmes as at Dec 13	Feb 15
PI14	Proportion of academic staff who hold at least 1 recognised professional affiliation (%)	22%	33%	40%	39%	8%	29%	28%	↔	70%	Academic staff with affiliation recorded on BRIAN as at Mar 14	Jul 14
PI15	Academic staff on secondment into industry (%)	0%	8%	7%	49%	0%	3%	15%	↔	10%	Staff on secondment into industry	Jul 14

Key

↔ Updated with performance movement since last report is + or – 5% of target

↓ Updated with decrease in performance of 5% or more of target

↑ Updated with improvement performance of 5% or more of target

- Nothing to update since last report

Board Report – May 2014

KPI 1 – Definitions

KPI 1 - Academic Strength	Measurement Definition
PI 1 - Academic staff with 4 outputs at REF 2* or above as a % of the total number of academic staff excluding demonstrators	This will be measured via mock results available after Oct 12 and May 13 followed by REF submission in Dec 13 and REF results in Feb 15
PI 2 - R&E Income per Academic FTE (£000s)	Latest monthly management accounts forecast income per core academic member of staff (excluding demonstrators)
PI 3 - PGR Students (FTE equivalent) : Academic staff	All academic staff to PGR Students
PI 4 - FTE equivalent of RA/PDRA : Professoriate	Researchers FTE (both pre and post doctorate) to number of Professors FTE
PI 5 - International conference presentations per Academic FTE per year	International conferences as reported via BRIAN per academic staff member using latest staff numbers less demonstrators
PI 6 - Academic staff with teaching qualification and/or who are HEA Fellows (%)	Academic staff (excluding demonstrators) who hold a teaching qualification or an HEA fellow. The PI now shows those who only hold 'post compulsory education' qualifications only. Work to ensure all academic staff are captured is continuing and will be made easier with the introduction of Core. The % of staff can only increase as more data is gathered.
PI 7 - UG Students engaged in exchange and mobility in their programme (%)	Defined as those students engaging in overseas mobility that is connected with their course regardless of duration.
PI 8 - Full time BU (excl PI) First degree new entrants continuation (%)	The proportion of full-time, first degree entrants who continued in the following year. As defined by HESA performance indicators to ensure sector comparison
PI 9 - PGT/PGR Students as proportion of total student population (%)	Number of postgraduate taught and research students as a proportion to all students
PI 10 - Student/staff co-authored publications per academic FTE per year (ratio)	Number of academic staff who have co-authored a publication/conference paper with a student divided by the number of academic staff less demonstrators. As reported via BRIAN.
PI 11 - % of Graduates entering professional employment or graduate study	Number of first degree leavers that go on to professional employment or graduate level study after 6 months as per the Destinations of Leavers Survey
PI 12 - UG Students undertaking sandwich out or short placement (%)	Sandwich out and short placement is based on Year 3 Level P & H students who are either on placement year, or have a unit enrolment on a short placement
PI 13 - Degrees accredited by PSRBs (% of Eligible programmes only)	Reported annually using EDQ database and eligibility checked with schools.
PI 14 - Proportion of academic staff who hold at least 1 recognised professional affiliation (%)	Number of academic staff holding recognised affiliations from professional bodies (as per BIS and KIS lists) as reported on BRIAN as a percentage of academic staff less demonstrators and researchers
PI 15 - Academic staff on secondment into industry (%)	Defined as those academics either on formal secondment into industry, have fractional contracts and also work in industry or are contracted in from industry.

Committee Name	SENATE
Meeting Date	4 June 2014
Paper Title	Proposed Assessment Policy Changes for Senate Approval
Paper Number	SEN-1314-70
Paper Author/Contact	Netta Silvennoinen
Purpose & Summary	<p>In line with Senate Terms of Reference, to consider the proposed assessment policy changes resulting from the review of the QAA's UK Quality Code <i>Chapter B6: Assessment of students and the recognition of prior learning</i>.</p> <p>The review was undertaken by the Quality Assurance Standing Group (QASG). This paper has been prepared on the basis of ASC scrutiny.</p>
Decision Required	<p>To approve the proposed assessment policy changes:</p> <ul style="list-style-type: none"> i) To approve the recommended change to replace the current BU term 'accreditation of prior learning' (APL) with new sector terminology 'recognition of prior learning (RPL)' and 'UK Credit Transfer'. ii) To approve the recommended change to adopt the sector term 'internal moderation' and redefine the current BU term 'second marking'.
Implications, impacts or risks	<p>If approved by Senate, QASG will propose a revised Independent Marking Procedure to ASC for implementation across all taught programmes from September 2014. The implementation plan will include a proposal to monitor the effectiveness of the new arrangements in 2014-15.</p>
Confidentiality	None

Proposed assessment policy changes for Senate approval May 2014

1 Summary and background

- 1.1 Senate is required to consider and approve changes to the University's assessment policies in line with its Terms of Reference. This paper outlines two proposed policy changes following a review of the recently published *UK Quality Code Chapter B6: Assessment of students and the recognition of prior learning* by the QAA. The review was undertaken by the Quality Assurance Standing Group (QASG) in order to determine whether the University aligns with the sector requirements outlined in the revised Chapter. Academic Standards Committee (ASC) considered the review outcome in May when Members approved eight recommended procedural changes and expressed support for two assessment policy changes.
- 1.2 **Senate is asked to consider and approve the proposed assessment policy changes in Section 2 below.** Appendices 1 and 2 outline the required revisions to the policy sections of *ARPP 3P* and *ARPP 6D*. The minutes of the May meeting of ASC provide additional detail (Senate agenda item 6.1). It is intended that the changes will be effective from 2014-15.

2 Proposed changes

2.1 3P – Accreditation of Prior Learning (APL): Policy and Procedure

- 2.1.1 In the revised *Chapter B6*, an established sector term 'accreditation of prior learning' ('APL') is replaced with 'recognition of prior learning' and 'UK credit transfer'. Currently BU uses the term APL to describe all types of prior learning which involve credit towards a BU programme. It is recommended to Senate that BU adopts the revised sector terms for inclusion in *ARPP 3P*. It is intended that related process efficiencies to streamline applications for RPL and UK credit transfer will be identified as part of the new student record system roll out.

ASC RECOMMENDATION TO SENATE: To approve the recommended change to replace the current BU term 'accreditation of prior learning' (APL) with new sector terminology 'recognition of prior learning (RPL)' and 'UK Credit Transfer' and to reflect this in the Policy section of *ARPP 3P* (see Appendix 1).

2.2 6D - Marking, Independent Marking and Moderation: Policy and Procedure

- 2.2.1 *Chapter B6* of the UK Quality Code differentiates between the functions of second marking and internal moderation. *ARPP 6D* which outlines BU terminology associated with assessment describes second marking as a process that includes both of these functions and combines marking with internal moderation¹. Currently BU uses the term 'moderation' to describe external examiner scrutiny of students' work.
- 2.2.2 It is recommended to Senate that BU adopts the sector term 'internal moderation' for inclusion in *ARPP 6D*. If approved, QASG will revise the current BU Independent Marking Procedure (IMP) to include three categories: double marking (no change); second marking (revised), and internal moderation (new), and advice when these should be used. The revised IMP will be submitted for ASC approval in July in order to implement the changes across all taught programmes from September 2014. It is intended that the effectiveness of the new arrangements would be monitored in 2014-15 (e.g. through School/Faculty Academic Standards Committees and School/Faculty Quality Reports).

ASC RECOMMENDATION TO SENATE: To approve the recommended change to adopt the sector term 'internal moderation' and redefine the current BU term 'second marking' and to reflect this in the Policy section of *ARPP 6D* (see Appendix 2).

¹ 'Second marking requires the second marker to mark with prior knowledge of the first marker's comments. In addition to arriving at a mark, the second marker will also review the proper application of the assessment processes' (*ARPP 6D* policy extract).

Appendix 1

Proposed policy section changes to 3P - Recognition of Prior Learning (RPL) and UK Credit Transfer: Policy and Procedure

New title added to reflect sector terminology.

Subtitles added throughout for ease of reference.

1. TERMINOLOGY

1.1 Sector Terminology

1.1.1 The UK Quality Code for Higher Education differentiates between the recognition of prior learning (RPL) and UK credit transfer. RPL involves the assessment of students' learning through a process which leads to recognition, normally through the award of credit. UK credit transfer refers to a process where the credits or qualification have been awarded by a UK higher education degree-awarding body in accordance with the relevant higher education qualifications framework (*UK Quality Code for Higher Education, Chapter B6: Assessment of students and the recognition of prior learning, October 2013*).

Section 1 replaces the old QAA quotations and clarifies new sector terminology.

However, no changes are proposed to the key principles BU applies to prior learning (sections 1.2 and 1.3).

1.2 Recognition of prior learning

1.2.1 Bournemouth University distinguishes between the recognition of prior certificated learning (RPCL) and the recognition of prior experiential learning (RPEL) as paid or unpaid work and other life experiences can also provide appropriate learning opportunities. It is the identification and demonstration of this learning within an academic framework that leads to credit. All genuine learning therefore, however acquired, is deserving of credit towards an award provided that:

- it can be clearly identified and described;
- its relevance and currency can be evidenced and assessed in relation to approved intended learning outcomes (ILOs);
- it is at the same level and is appropriate to the subject of the exemptions sought².

1.2.2 Students may seek RPL for a range of professional qualifications which do not carry academic credit. Where such certificated learning is documented and the course content can be mapped against the outcomes of the programme/level/unit(s) the student is seeking RPL for, the application may be considered for RPCL. Where no such documentation is available and the student needs to demonstrate their learning in alternative/additional ways, the application is likely to fall under RPEL and any professional certificates should form part of a broader portfolio of evidence.

1.3 UK credit transfer

1.3.1 UK credit transfer will always be carried out on the basis of prior certificated learning that has taken place at another UK higher education institution. Otherwise the principles outlined in 1.2.1 above apply to the relevance, level and currency of the learning for which exemptions are sought.

There are no changes to Section 2 other than updated terminology.

2. PRINCIPLES

3. BU DEFINITIONS RELATING TO RPL AND UK CREDIT TRANSFER

3.1 Exemptions may be granted for individual unit(s) or whole levels(s) of a programme. When designing programmes at undergraduate level, a distinction is made between 'Top-up' and standard degree programmes. Students may seek exemptions to enter directly to Level I or Level H of a 'Top-up' programme where there is no validated content at Level C / Levels C and I. In this instance, all students who study on the programme will be exempt from the same level(s). Students may also seek exemptions from whole level(s) of a **standard degree programme** with validated content at Levels C and I (Foundation degree) or C, I and H (Bachelor's degree). In

Section 3 clarifies that both RPL and UK credit transfer may apply to 4 of the 5 BU definitions of prior learning whilst internal progression only applies to UK credit transfer.

² Exceptionally study may have taken place above the level for which the exemption is being sought and can be used as evidence for exemption at the lower level.

this instance, some students are exempt from particular level(s) but most students study all levels which are relevant to the award together as a cohort.

3.2 The four BU definitions that may relate to RPL or UK credit transfer are defined as follows:

i **Individual Unit Exemption** relates to students who are exempt from a unit or collection of units based on prior learning undertaken outside of the receiving programme. **Individual Unit Exemption may be based on UK credit transfer, RPL or RPEL.** Often, but not in all cases, these are external applicants from outside the University but may also be internal applicants. An example of Individual Unit Exemption would be when a student starts a unit and realises they have studied something similar previously and asks to be exempt from the unit.

The application for Individual Unit Exemption may usually be made as part of the admission process or shortly after the start of the unit for which credit is sought depending on the delivery pattern. In all cases the request for Individual Unit Exemption comes directly from the student. The School/partner is required to maintain an audit trail of the decision on the student's file and complete an Exemption Form (provided in Appendix 2). Where programmes include unit(s) which are not credit bearing (e.g. a placement) students may be exempt from these on the basis of their prior experience. For exemptions from placements the School can either complete an Exemption Form or email Student Administration so the student record can be updated against the correct units.

ii **Direct Entry** relates to students who are exempt from whole level(s) of an undergraduate degree on the basis of prior learning outside of the receiving programme. Direct Entry can be to a Level I or Level H 'Top-up' programme or to Level I or Level H of a standard degree programme. **Direct Entry is often based wholly on UK credit transfer or RPCL but may also be on the basis of a combination UK credit transfer/RPCL and RPEL.** Applications for Direct Entry come often from external candidates from outside the University but may also be from internal applicants where there is no predefined route for internal Progression.

The application for exemption based on Direct Entry is always made as part of the admissions process. In all cases the School/partner should complete an Exemption Form (provided in Appendix 3).

iii **Articulation with advanced standing³** is a formal inter-institutional arrangement which **guarantees entry**, on the basis of the successful completion of a specified programme and award of another institution, to a specified programme or programmes leading to Bournemouth University's award⁴. Often such Articulation arrangements relate to students seeking progression from a predefined lower qualification, such as a Foundation degree, to a higher qualification such as a Level H Top-up programme or Level H of a standard degree programme. Articulation may also be part-stage, i.e. between two awards which are specified at the same level.

The application for exemption based on Articulation is always made as part of the admissions process and the applicant will be automatically accepted onto the programme subject to the successful completion of the underpinning programme and, where stipulated, additional entry criteria such as Merit classification from the underpinning programme. **All Articulation arrangements involving entry with advanced standing are based on UK credit transfer or RPCL and formally approved in accordance with the University's due approval processes.** As the appropriateness of the prior learning on the underpinning programme has already been formally assessed and approved in relation to the receiving BU programme, the School/partner does not need to complete an Exemption form.

³ Articulation arrangements may also provide entry from another institution or organisation's programme to a BU-programme *without advanced standing*. Such arrangements do not include exemptions and are excluded from this ARPP.

⁴ A list of approved Articulation, Recognition and Progression arrangements is available from EDQ.

- iv **Recognition with advanced standing**⁵ is an arrangement whereby the University identifies and formally recognises another institution or organisation's programme for the purposes of entry, with advanced standing, to a specified programme(s) and award(s) of the University⁶. **Recognition arrangements do not guarantee entry, only eligibility to apply** and may include additional entry criteria such as Merit classification from the underpinning programme. Often Recognition with advanced standing relates to students seeking progression from a predefined lower qualification, such as a Foundation degree to a higher qualification such as a Level H Top-up programme or Level H of a standard degree programme. Recognition may also be part-stage, i.e. between two awards which are specified at the same level.

The application for exemption based on Recognition with advanced standing is always made as part of the admissions process. **All Recognition arrangements involving entry with advanced standing are based on UK credit transfer or RPCL and are formally approved in accordance with the University's due approval processes.** As the appropriateness of the prior learning on the underpinning programme has already been formally assessed and approved in relation to the receiving BU programme, the School/partner does not need to complete an Exemption form.

- 3.3 The final fifth BU definition relates to UK credit transfer and is defined as follows:

- v **Internal Progression**⁷ is an arrangement for UK credit transfer which allows progression with advanced standing from one Bournemouth University programme and/or award to another programme, or level of a programme, leading to a specified award of Bournemouth University⁸. **Internal Progression arrangements do not guarantee entry**, only eligibility to apply and may include additional entry criteria such as Merit classification from the underpinning programme. Often internal Progression relates to students seeking progression from a predefined lower qualification, such as a Foundation degree, to a higher qualification such as a Level H Top-up programme or Level H of a standard degree programme. Internal Progression may also be part-stage, i.e. between two awards which are specified at the same level.

The application for exemption based on internal Progression is always made as part of the admissions process. **All internal Progression arrangements are always based on UK credit transfer and are formally approved in accordance with the University's due approval processes.** As the appropriateness of the prior learning on the underpinning BU programme has already been formally assessed and approved in relation to the receiving BU programme, the School/partner does not need to complete an Exemption form.

Students who progress from one BU programme to another through a formally agreed internal Progression arrangement do not relinquish their lower award and do not therefore carry their marks forward. Instead, the classification will be based entirely on their performance on the receiving programme.

There are no changes to Section 4 other than it will be revised to reflect the proposed new terminology.

4. CREDIT ALLOWANCES

⁵ See footnote 4.

⁶ See footnote 5.

⁷ Progression arrangements may also lead to an award at another institution. These external Progression arrangements are not relevant to this Policy and Procedure as the admissions decision is made by the receiving institution.

⁸ See footnote 4.

Appendix 2

Proposed policy section changes to 6D - Marking, Independent Marking and External Moderation: Policy and Procedure

PRINCIPLES AND DEFINITIONS

It is proposed to update the policy section to include revised three categories of independent marking:

1. Double marking (no change)
2. Second marking (definition revised to exclude moderation)
3. Internal moderation (split away from second marking which until now has served dual purpose).

It is proposed that QASG revises the associated procedure to reflect the requirements for each category and when these are to be applied.

Section 1.3 has been updated to differentiate between external moderation and internal moderation as a new category of independent marking.

- 1.1 **Marking**
- 1.1.1 Marking provides a measure of student performance which enables internal markers to confirm whether the individual student has achieved the intended learning outcomes (ILOs) and reflects how well he/she has performed against the assessment criteria. Marking is carried out by one or more internal markers for all summatively assessed students' work and may be carried out for formative assessments.
- 1.1.2 In large cohorts there may be a number of first markers. Where this is the case, marking of the same assessment task by more than one first marker has implications for independent marking and external moderation, as outlined in Sections 6 and 7 below.
- 1.1.3 All marking activities must be carried out by suitably qualified staff. Appropriate staff development or support needs to be applied when members of staff new to higher education provision are involved in marking. For example, a higher proportion of assessed work may need to be independently marked where a new staff member is the first marker. Where students are assessed in a work-place or in practice, the University requires that work and practice-based assessors who act as first markers are suitably qualified.
- 1.2 **Independent marking**
- 1.2.1 In order to ensure fairness to all students, and that academic standards are consistently and rigorously maintained at framework/programme team level, all summatively assessed work must be independently marked. **Independent marking** describes a process whereby summative assessments are either **internally moderated, double marked⁹** or **second marked**. Double marking involves two internal markers who mark independently of each other against the assessment criteria. Second marking requires the second marker to mark with prior knowledge of the first marker's comments. ~~In addition to arriving at a mark, the second marker will also review the proper application of the assessment processes.~~ Internal moderation requires the internal moderators to review the proper application of the assessment processes.
- 1.2.2 The minimum sample sizes, processes for internal moderation, double and second marking, and the requirements for teams to maintain an audit trail of independent marking are outlined in the University's **Independent Marking Procedure** (see Section 6 below)¹⁰.
- 1.2.3 Academic staff who are new to higher education should not act as second markers or internal moderators before they have undergone appropriate staff development and gained sufficient marking assessment experience (see Section 1.1.3 above). Work or practice-based assessors should not be used as second markers or internal moderators. Where suitably qualified work or practice-based assessors act as first markers, the University requires that independent marking is carried out by academic staff members.
- 1.3 **Moderation by external examiners**
- 1.3.1 In addition to independent marking, summatively assessed students' work is subject to a process of **moderation by external examiners** who review the proper application of the assessment processes and criteria. This allows external examiners

⁹ Double marking is sometimes called 'blind' marking.

¹⁰ For final year dissertations and projects the sample size is 100%.

to confirm whether the students have fulfilled the learning outcomes of the programme and to make judgements on internal consistency and external comparability of standards of the University's awards.

- 1.3.2 **External moderation** addresses marking standards across a group or cohort and makes judgments of broad comparisons between units within a framework/programme and across programmes in the same subject area between institutions. **External moderation** also allows for comparisons between successive intakes and, where appropriate, multiple centres of delivery. **External moderation** may include the consideration of quantitative data on marks.

There are no changes to policy sections 1.4-1.6.

- 1.3.3 **External moderation** is undertaken on the basis of sampling of assessed work which has been independently marked. The nature and sample size of work to be provided during the academic year is agreed between the framework/programme team and the external examiner(s) as outlined in Section 7 below.

BOURNEMOUTH UNIVERSITY**ACADEMIC STANDARDS COMMITTEE****UNCONFIRMED MINUTES OF MEETING HELD ON 15 MAY 2014****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

QAA Quality Code for Higher Education – Part B – Assuring and Enhancing Academic Quality – Chapter B6: Assessment of Students and the Recognition of Prior Learning

Section 3.5.8 and Section 3.5.15 – Proposed Assessment Policy Changes are listed under one item on the Senate agenda for approval under Section 6.1

2. APPROVALS

- Section 3.1 – QAA Quality Code for HE: Chapter B2 – Recruitment, Selection and Admission to Higher Education
- Section 3.3 - Academic Study Abroad within the Placement Year Update
- Section 3.4 - Review of Mitigating Circumstances Policy and Procedure including Short Term Sickness Notification
- Section 3.5.1 - QAA Quality Code for HE: Part A – Setting and Maintaining Academic Standards
- Section 3.5.5 - QAA Quality Code for HE: Part B – Assuring and Enhancing Academic Quality – Chapter B6: Assessment of Students and the Recognition of Prior Learning
- Section 3.5.18 - QAA Quality Code for HE: Chapter B1: Programme Design, Development and Approval and Chapter B8: Programme Monitoring and Review
- Section 3.6 - Management of Mid-Level Assessment Outcomes for Incoming International Exchange Students
- Section 3.7 - Outgoing Exchange Students' Award Classification
- Section 4.1.1 - HSC Proposal: New Programme – MA Social Care
- Section 4.1.3 - MS Proposal: Change of Title from BA (Hons) Politics and Media to BA (Hons) Politics
- Section 4.1.4 - MS Proposal: Replace MA Public Relations Conversion Programme with MA Corporate Communication Programme

- Section 4.1.5 - MS Proposal: Change of Title from MA Cinematography for Digital Film & Television to MA Cinematography for Film & Television
- Section 4.1.6 - MS Proposal: Change of Title from MA Directing Digital Film & Television to MA Directing Film & Television
- Section 4.2 - Weymouth College – Partner Review Deferral
- Section 4.3 - Kingston Maurward College - Validation

3. OTHER RELEVANT ACTIONS

- Section 5.1 - Partnership Agreements
- Section 5.2 - Completed Framework/Programme Reviews, Validations and Reviews for Closure
- Section 5.3 - Bournemouth & Poole College and Yeovil College Partner Review Action Plans
- Section 5.4 - Pending External Examiner Appointments
- Section 5.5 - External Examiner Nominations and Examination Teams for Research Degrees

**BOURNEMOUTH UNIVERSITY
ACADEMIC STANDARDS COMMITTEE**

Unconfirmed

MINUTES OF A MEETING HELD ON 15TH MAY 2014

Present:

Prof Tim McIntyre-Bhatty (TMB) (Chair)	Deputy Vice-Chancellor
Prof Keith Phalp (KP) (Deputy Chair)	Associate Dean, HOAG Computing & Informatics, Faculty of Science & Technology (SciTech)
Dr Sue Eccles (SE)	Head of Education, Media School (MS)
Mr David Foot (DF)	Market Research and Development Manager (M&C)
Mr Alan James (AJ)	General Manager of the Students' Union (SUBU)
Ms Jacky Mack (JM)	Head of Academic Services, Academic Services (AS)
Dr John Oliver, Assoc. Prof (JO)	Deputy President EMMA, Programme Director (MS)
Prof David Osselton (DO)	Head of Forensic & Biological Sciences, Faculty of Science & Technology (SciTech)
Ms Catherine Symonds (CS)	Head of Quality & Academic Partnerships (AS)
Mr Arvid Thorkeldsen (AT)	Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC)
Dr Geoff Willcocks (GW)	Director of Quality and Accreditations, Business School (BS)

In Attendance:

Ms Jill Davey (JD)	Framework Leader – Qualifying Social Work (HSC) [ASC-1314-129 and ASC-1314-130]
Ms Maxine Frampton (MF) (Clerk)	Policy and Committees Officer (AS)
Mr Trevor Hearing (TH)	Senior Lecturer (MS) [ASC-1314-133 and ASC-1314-134]
Dr Carrie Hodges (CH)	Senior Lecturer/PG Framework Leader – CMC (MS) [ASC-1314-132]
Dr Fiona Knight (FK)	Graduate School Academic Manager (GS) [ASC-1314-119]
Mr Karen Pichlmann (KP)	Head of Admissions (AS) [ASC-1314-119]
Mr Ricky Rogers (RR)	Quality and Enhancement Officer, EDQ (AS) [ASC-1314-121 and ASC-1314-122]
Dr Richard Scullion (RS)	Course Tutor – MACC (MS) [ASC-1314-131 and ASC-1314-132]
Dr Liam Sheridan (LS)	Academic Business Intelligence Manager (AS) [ASC-1314-120]
Ms Netta Silvennoinen (NS)	Quality and Enhancement Manager, EDQ (AS) [ASC-1314-124, ASC-1314-125, ASC-1314-126, ASC-1314-127]
Dr Richard Southern (RS)	Lecturer in Computer Animation (MS) [ASC-1314-135]
Dr Tasos Theofilou (TT)	Senior Lecturer in Public Relations (MS) [ASC-1314-132]
Mr Chris Williams (CW)	Associate Dean – Computer Animation (MS) [ASC-1314-135]

1 APOLOGIES

Apologies were received from:

Mr John Gusman	Vice President (Education) 2013/14, Students' Union (SUBU)
Mr James Holroyd	Student Journey Process Workstream Manager (Senate Representative)

Dr Sherry Jeary	Senior Lecturer, Faculty of Science & Technology (SciTech)
Prof Elizabeth Rosser	Deputy Dean (Education), School of Health and Social Care (HSC)
Dr Geli Roushan	Associate Dean (Education) (BS)
Dr Philip Ryland	Deputy Dean for Education (ST)
Mr Murray Simpson	President 2013/14, Students' Union (SUBU)
Prof Tiantian Zhang	Head of the Graduate School (GS)

2 MINUTES OF THE MEETING HELD ON 17 MARCH 2014

2.1 Accuracy

- 2.1.1 The minutes (ASC-1314-117) were approved as an accurate record.
- 2.1.2 Ratification of Chair's Action – Change of Title from FdSc Paramedic Science to BSc (Hons) Paramedic Science
- 2.1.3 The Committee ratified the Chair's Action decision within Section 4.1.9 of the previous minutes of 17 March 2014 that the programme title be amended to BSc (Hons) Paramedic Science.

2.2 Matters Arising (ASC-1314-118)

- 2.2.1 Minute 3.1.2 – Student Population Statistics – Further information regarding tariff points for those students who fail
Completed. A Student Population Statistics Update was listed on the agenda under Agenda Item 3.2.
- 2.2.2 Minute 3.1.5 – Student Population Statistics Update – additional support for ALS Students
Completed. A Student Population Statistics Update was listed on the agenda under Agenda Item 3.2.
- 2.2.3 Minute 3.1.8 – Student Population Statistics – PGR Completion Reporting
Ongoing. Dr Sheridan met with Prof Zhang and Dr Knight from the GS and it was suggested that the Research Council's methodology for reporting completion was followed up. A follow-up meeting to look at individual BU student data would be arranged.
- 2.2.4 Minute 3.3.2 – 4K Placements: Policy and Procedure
Completed. This item was listed on the agenda for discussion under Agenda Item 3.3.
- 2.2.5 Minute 3.4.2 – EDQ Annual Report
Completed. To maintain a consistent approach across the University and its Partners, the ARFM submission deadline for the 2013-14 monitoring cycle would be Friday 12 September 2014. This date would allow ongoing actions to be considered and where possible resolved prior to the commencement of the 2014-15 academic year. Schools/Faculty were advised of this information on 10 April 2014. For the purposes of recording whether ARFMs have been submitted on time within the EDQ Annual Report submitted to ASC, this would be based on the number of ARFMs available to the actual School/Faculty Academic Standards Committee responsible for overseeing the ARFM in the Autumn term.
- 2.2.6 Minute 4.2.2 – School of Applied Sciences - School Quality Audit Action Plan
Completed. Improvements had been made to the provision of research methods and data analysis. The Investigative and Reporting Skills unit and the Practical Skills unit were merged into Reporting, Investigative and Practice Skills 1 and 2. The unit delivery team had also changed. So far, no complaints had been received, and the overall effectiveness of these changes would be measured when the Applied Sciences undergraduate framework was reviewed in the new academic year.

- 2.2.7 Minute 4.2.3 – School of Applied Sciences School Quality Audit (SQA) Action Plan
Completed. This item was discussed at the SciTech (ApSci) SASC meeting on 2 April 2014 and it was noted that students had raised concerns during the SQA that they were being marked down for referencing, despite using the BU Harvard style. As a result, a staff development session was delivered, and consequently a paper was circulated, to advise staff that the BU Harvard standard should be used, or an alternative formal referencing style specified on the assignment brief. It was agreed that only one or two alternative styles should be used, mostly for Masters students, where they might be asked to reference in a particular journal style relevant to a piece of work. In all other cases, BU Harvard should be used as standard. Since this issue was addressed, no further problems have been reported.

Following discussion regarding referencing styles, it was felt that the statement provided above still lacked clarity for both students and staff. Prof Osselton commented that BU Harvard style was the standard referencing style to be used by students, unless particularly instructed otherwise for a piece of work. Dr Eccles suggested that there should be consistency across all Schools/Faculty, and that details should be included in all Handbooks and Assignment Briefs to the effect that BU Harvard Referencing should be used in all assignments by all students, except where there was a clearly stated exception to and rationale for this – for example, students required to prepare articles for specific academic journals would need to present their references according to the conventions and styles required by the journal, and this should be an explicit instruction in the assignment brief.

Further discussion would take place within SciTech to clarify the styles of referencing to be used by students.

Action: KP

- 2.2.8 Minute 3.1.2 – Partner Quality Report – Defence School of Communication & Information Systems (DSCIS)

Following discussion at the SciTech (DEC) SASC meeting on 23 April 2014, the following actions were discussed:

- **Completed:** EdExcel (Pearsons) HN Award – The issue of the 75% threshold had been resolved.
- **Ongoing:** BEng/PG Cert TSE Programme – A suitable and workable solution had been suggested by the Link Tutor, and SciTech were currently seeking the agreement from the partner institution.
- **Completed:** Partnership Agreement – The issue has been resolved, and the Partnership Agreement has been signed.

3 PART ONE: FOR DISCUSSION - INSTITUTIONAL MONITORING

3.1 QAA Quality Code for HE: Chapter B2 – Recruitment, Selection and Admission to Higher Education (ASC-1314-119)

Received: QAA Quality Code for HE: Chapter B2 – Recruitment, selection and admission to higher education

- 3.1.1 Following the issue of the new Chapter B2 – Recruitment, Selection and Admission to Higher Education in October 2013, a review had been carried out to map the current BU processes to the new QAA Chapter.
- 3.1.2 It was noted that BU currently only communicates with rejected undergraduate students through UCAS, however from 2014 all rejected undergraduate students will be provided with an explanation stating why they had been unsuccessful/not accepted by BU. This information will be provided within the information available from UCAS and not direct from BU. All approved applications would also be recorded on the UCAS system.
- 3.1.3 In order to bring BU documentation in line with the Quality Code, changes to some aspects of documentation were recommended.

- 3.1.4 **Approved:** The Committee **approved** the recommendation to rename the two *3B Admissions (Taught Programmes): Policy and Procedure* to *3B Recruitment, Selection and Admission (Taught Programmes): Policy and Procedure* and *3B Admissions Postgraduate Research Degrees: Policy and Procedure* to *3B Recruitment, Selection and Admission Postgraduate Research Degrees: Policy and Procedure*.
- 3.1.5 **Approved:** The Committee approved the request to expand the document *3T - Admissions Appeals: Procedure* to include recruitment and selection, and the addition of a new complaints section.

3.2 Student Population Statistics Update (ASC-1314-120)

Received: Student Population Statistics Update

- 3.2.1 Following discussions at the February ASC meeting, Dr Sheridan presented further information following queries raised from the previous data provided.
- 3.2.2 At the February ASC meeting, the data had shown a difference in the proportion of Additional Learning Needs (ALN) students awarded a First Class or Upper Second Class degree compared with the non-ALN students. In 2012/13, 66.3% of ALN students received these degree classifications compared to 72.3% of students without an ALN. Further analysis had shown that some, but not all of the difference, may be attributable to tariff points on entry. It was noted that students who enter BU with good tariff points often leave BU with a good standard of degree. On average there was still a 3% gap between ALN and non ALN students that could not be explained by lower tariff points on entry.
- 3.2.3 The Committee had questioned at the February meeting whether any of this variation could be the result of late declaration of ALN and an associated lack of appropriate support. The further analysis presented to the meeting confirmed that late declaration of ALN did have an impact on their results. The proportion of 1st and 2:1 degrees awarded to ALN students who registered with an ALN within their first year was 70.1%, (this compares with 71.4% for all students; 72.3% for non ALN students) and 61.7% for ALN students who did not register within a year of starting.
- 3.2.4 The Committee agreed that the information provided clearly supported the Committee's earlier views that students should declare their ALN as soon as they can in order to take full advantage of the support available.
- 3.2.5 The relationship between UCAS tariff points on entry and honours degree classification for graduating first degree students had been presented to the Committee in February. Further analysis indicates that the average tariff points on entry for students who left without an award were not significantly different to those for students who graduated.
- 3.2.6 Members agreed the information supporting the importance of early declaration of an ALN was very useful and would be forwarded on to Student Support Services. Ms Mack would advise all relevant parties who would benefit from being in receipt of this information.

Action: JM

3.3 Academic Study Abroad within the Placement Year Update (ASC-1314-121)

Received: Study Abroad within the placement year (4K – Placement: Policy and Procedure)

- 3.3.1 Following discussions at the February ASC meeting, members had requested that QASG further investigate the option of a Study Abroad placement within the one year placement. EDQ carried out sector research, and it was established that a number of HEIs allow sandwich degree students to combine a period of Study Abroad with a work placement.
- 3.3.2 Discussions at QASG had supported the proposal of incorporating Study Abroad into the 40 week placement. As the 40 week placement was non-credit bearing, any credit obtained via the Study Abroad during Level P would not be converted into BU credit or used towards the award. QASG had also agreed that the Study Abroad component should be included on the Transcript or the Diploma Supplement in the future.

3.3.3 Recommendation 1

The Committee **approved** the recommendation that Schools/Faculty should maintain a flexible approach to managing the length of the Study Abroad option, but that this should not exceed one semester. Schools/Faculty/Programmes to agree which programmes should be offered this opportunity in line with the learning outcomes of the programme.

3.3.4 Recommendation 2

The Committee **approved** the recommendation that Schools/Faculty should determine what constitutes successful completion of the 40 week placement where a Study Abroad option was included and (in cases of failure) to determine appropriate reassessment. Students are to be made aware that they would be expected to pass the Study Abroad. In addition the full 40 weeks should still be completed if the student should leave the Study Abroad placement early in order to meet the requirements of the sandwich award.

3.3.5 Recommendation 3

The Committee **approved** the recommendation that EDQ develop an appropriate streamlined approach for the inclusion of the Study Abroad option within the relevant programme documentation.

3.3.6 Recommendation 4

The Committee **approved** the recommendation that all student exchanges including those taken as part of a sandwich placement were managed in line with ARPP *7H – Student Exchange: Policy and Procedure*, with the suggestion that cross-referencing be carried out between *4K – Placements: Policy and Procedure* and *7H – Student Exchange: Policy and Procedure*.

3.4 **Review of Mitigating Circumstances Policy and Procedure including Short Term Sickness Notification (ASC-1314-122)**

Received: Review of 6J – Mitigating Circumstances including extensions: Policy and Procedure

3.4.1 The short term sickness notification process was included in *6J – Mitigating Circumstances including extensions: Policy and Procedure* from November 2013. ASC requested a review of this aspect of *6J Procedure* prior to republication for the 2014/15 academic year. Following discussions at Quality Assurance Standing Group (QASG) on this process and other possible changes, a number of recommendations were proposed to ASC for inclusion in the republished document.

3.4.2 Recommendation 1 which stated that short term sickness notification should continue in its current format for the 2014-15 academic year, unless serious concerns were raised following the summer assessment boards, was **approved** by the Committee.

3.4.3 Members agreed that Recommendation 2 which stated that when a student was diagnosed late with an ALN they may, where appropriate, be allowed the opportunity by the Assessment Board to be assessed as for the first time for the current academic level only, in line with *6J – Mitigating Circumstances including extensions: Policy and Procedure*. The Committee **approved** this and added that normally, retrospective consideration would apply to the period between initial ALS consultation and formal diagnosis where this may have affected students' assessment performance.

3.4.4 The Committee **approved** the amendment of the current ALS guidelines and other relevant documentation to reflect this change.

3.4.5 Recommendation 3 which requested the Committee to approve students with sporting commitments to be allowed to seek consideration under *6J – Mitigating Circumstances including extensions: Policy and Procedure* was **rejected** by the Committee and each School/Faculty was requested to continue to consider these students on an individual basis.

- 3.4.6 Recommendation 4 which stated that a student's assessment performance may be affected by religious and cultural holidays would be allowed to seek consideration under *6J – Mitigating Circumstances including extensions: Policy and Procedure* was **rejected** by the Committee. Members agreed that students would be required to advise staff in advance if they considered a religious or cultural holiday would impact on their ability to undertake assessment on particular dates. Any decision to amend assessment dates should consider the potential impact on their physical or emotional status of the religious/cultural activity.
- 3.4.7 The Committee **rejected** the recommendation for BU Chaplaincy to make available a schedule of key religious and cultural holidays throughout the academic year to Schools/Faculty to aid assessment submission and examination dates. This was on the basis that the dates change from year to year and that this was being considered on an individual basis within Schools. It was noted that a Religion and Belief Policy was currently in preparation and this may inform future discussions on this matter.
- 3.4.8 Recommendation 5 which requested the Committee to approve the current wording in *6J – Mitigating Circumstances including extensions: Policy and Procedure* is clarified further to state: "All extensions approved for coursework hand-ins must have a specific hand-in date which is set to reflect the nature of the mitigating circumstance" was **approved** by the Committee with the recommendation that *ARPP 6J* should make explicit that when an extension goes beyond three weeks, the consequences of other students having received feedback should be considered. For longer extensions it should be considered whether a new/different piece of assessment was more appropriate, or that an assessment during the reassessment period should be offered.
- 3.4.9 Recommendation 6 requested the Committee to approve the inclusion of 'short-term emergency care of an unexpected and serious nature' be taken into consideration for students who have caring responsibilities in line with *6J – Mitigating Circumstances including extensions: Policy and Procedure* if supported by relevant supporting evidence. This recommendation was **approved** by the Committee.

3.5 QAA Quality Code for Higher Education

- 3.5.1 **Part A – Setting and Maintaining Academic Standards (ASC-1314-123)**
Received: Review of the QAA UK Quality Code for Higher Education Part A: Setting and maintaining academic standards
- 3.5.2 A review of the *QAA UK Quality Code for HE Part A: Setting and maintaining academic standards* was undertaken by QASG in March 2014 to establish whether BU's current quality assurance and enhancement framework aligned with the expectations and indicators of sound practice in Part A. QASG concluded that overall, BU met the requirements set out in Part A, however BU uses terminology which refers to HE levels of C, I, H, M and D.
- 3.5.3 It was proposed to align BU with the current numerical levels 4-8 (as per the current sector terminology within *QAA Chapter A1: UK and European reference points for academic standards*).
- 3.5.4 The Committee **approved** the recommendation to align to sector Levels 4-8. This alignment would take place incrementally alongside the implementation of the new Student Record System.
- 3.5.5 **Part B – Assuring and Enhancing Academic Quality - Chapter B6: Assessment of Students and the Recognition of Prior Learning (ASC-1314-124)**
Received: Review of the QAA UK Quality Code for Higher Education Chapter B6: Assessment of students and the recognition of prior learning
- 3.5.6 The revised *Chapter B6: Assessment of students and the recognition of prior learning* was published in October 2013. As a consequence of the mapping undertaken by QASG a number of recommendations were made to ASC.

- 3.5.7 The revised Chapter now incorporates what the UK Quality Code for Higher Education refers to as the 'recognition of prior learning'. However, the revised Chapter does not cover what is described as 'UK credit transfer'. Currently the University uses different terminology and QASG recommended that BU terminology is aligned with the definitions used in the Quality Code.
- 3.5.8 The Committee agreed that the change was appropriate and **recommended to Senate** that the current BU term 'Accreditation of Prior Learning' (APL) should be replaced with current sector terminology 'Recognition of Prior Learning' (RPL) and 'UK Credit Transfer' and to reflect this in the Policy section of *ARPP 3P*. The changes would not affect the current academic principles applied to prior learning. However, they presented an opportunity for process efficiencies which would be determined as part of the new student record system implementation.
- 3.5.9 The Committee gave **in principle approval** for procedural changes to *ARPP 3P* subject to approval by Senate of the policy changes.
- 3.5.10 The Committee **approved** the recommendation to improve further the student and applicant-facing APL guidance by including information on the admission web pages, the Student Portal and on myBU on the School/Faculty tabs.
- 3.5.11 In response to Indicator 6 'Staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made', the Committee **approved** the recommendation that Schools/Faculty should ensure appropriate opportunities for staff to actively engage students and build their understanding of assessment processes and judgements on standards in their chosen subject area. The 'Peer Reflection on Education Practice' scheme, PG Cert Education Practice programme, Academic Advisor Research Feedback and Centre for Excellence in Learning were all identified as possible mechanisms to take this forward.
- Action: DD(E)s**
- 3.5.12 The Committee **approved** the recommendation to retain current practice whereby examinations would normally be reassessed with a new 'resit' paper, whilst coursework reassessment would be at the discretion of the Assessment Board.
- 3.5.13 The Committee **approved** the recommendation that students would be entitled to feedback on assessment for the recognition of prior learning.
- 3.5.14 The Committee **approved** the recommendation to update the ARPP to include further information on the principles applied to the regulation of in-class tests.
- 3.5.15 Following discussion of the terminology associated with assessment, the Committee **recommended** to Senate that the University aligns with sector terminology to include 'Internal Moderation' and to include a revised definition for 'second marking'. The Committee requested that terminology within the revised policy be clarified.
- 3.5.16 The Committee gave **in principle approval** to the recommendation that procedural changes to *ARPP 6D* be made subject to approval by Senate of the related policy changes. The current BU Independent Marking Procedure would be revised to reflect the proposed revisions to the current second marking and new internal moderation requirements, and when second markers and internal moderators, should be used. The paper would be considered at the July meeting of QASG and would require ASC Chair's Action in order for the changes to be implemented from September 2014.
- Action: QASG**
- 3.5.17 The Committee **approved** the recommendation to revise the requirement for external examiners to review assignment briefs to include an opportunity to review all assessments which contribute towards classification, therefore normally excluding Level C assessments (but including Level C of Foundation degrees and awards which are designed to terminate at Level C). The Committee requested that *ARPP 6B: External Examining: Policy and Procedure* be updated to include a statement that states that all External Examiners must review a sample of assignment briefs where units were assessed by 100% coursework.

3.5.18 **Chapter B1: Programme Design, Development and Approval and Chapter B8: Programme Monitoring and Review** (ASC-1314-125)

Received: Review of the QAA Quality Code for Higher Education Part B: Assuring and enhancing academic quality – Chapter B1: Programme design, development and approval – Chapter B8: Programme monitoring and review

3.5.19 The revised UK Quality Code Chapters B1: Programme design, development and approval and B8: Programme monitoring and review were both published in October 2013 and the two Chapters were closely interlinked. EDQ undertook a review of both documents in order to determine whether BU's quality assurance and enhancement framework met the expectation and indicators of sound practice within the Chapters. The review confirmed the framework evaluation and monitoring processes met the sector requirements set out in the Chapters.

3.5.20 The Committee **considered and endorsed** the paper, with no recommendations for action.

3.6 **Management of Mid-Level Assessment Outcomes for Incoming International Exchange Students** (ASC-1314-126)

Received: Management of mid-level assessment outcomes for incoming international exchange students

3.6.1 For incoming exchange students to meet the requirements of the Erasmus charter, QASG considered at the May meeting, the current processes through which BU meets the new 2014-2020 Erasmus requirement to confirm incoming exchange students' assessment outcomes following Semester 1 in the absence of mid-level Boards. Sector research had been carried out to assist with determining how other institutions provide assessment/end of unit marks within a semesterised structure. The research had shown that other institutions which operate similarly with end of year Assessment Boards seek to meet the revised Erasmus requirement through provisional results via an interim or provisional transcript/report. Whilst Schools were providing information a range of slightly different approaches had been adopted and it was agreed that this should be formalised to ensure consistency and equity for students.

3.6.2 The Committee **approved** the recommendation to formalise the production of provisional transcripts for the 2014-15 academic year for all incoming exchange students (Erasmus and non-Erasmus). Student Administration to take this recommendation forward.

Action: Student Administration

3.6.3 The Committee **approved** the recommendation to standardise the processes that support the management of mid-level assessment outcomes, also for the 2014-15 academic year. Academic Partnerships to develop the process.

Action: Academic Partnerships

3.7 **Outgoing Exchange Students' Award Classification** (ASC-1314-127)

Received: Outgoing exchange students' award classification

3.7.1 Where BU students undertake a study exchange in lieu of credit-bearing BU units, the credits awarded are recognised by BU on a pass/fail basis. Following discussion at the May QASG meeting, it was agreed that at present, the conversion of marks could not be done in a way that would ensure accurate and fair assessment outcomes for exchange students, whilst retaining parity for all students. QASG expressed concern regarding students' perception of the purpose and value of the study exchange and therefore recommended that any credit-based contribution towards BU awards should continue to be based on a threshold judgement.

3.7.2 The Committee **endorsed** QASG's recommendation that any credit-based contribution towards BU awards continue to be based on a threshold judgement.

3.8 Annual Review of Key Performance Indicators/Performance Indicators (ASC-1314-128)

Received: Annual Review of Key Performance Indicators/Performance Indicators

- 3.8.1 Prof McIntyre-Bhatty introduced the KPI paper which summarised performance against the KPIs and PIs which had been set out in BU2018, and had been presented to the University Board on 9 May 2014. Good progress had been made over the past year which had been assisted by improved self-reporting through BRIAN.
- 3.8.2 Student to staff ratios (SSRs) with and without vacant posts had been updated to reflect the latest staff establishment. The number of students per academic establishment FTE including vacant posts had increased by 0.2 to 18.9, however this still remained better than the 19.8 target for 2013/14. It was noted that as vacancies took some to be filled, these would continue to impact on the figures. It was therefore important that all vacancies were recruited to as quickly as possible moving forward.
- 3.8.3 **Noted:** The Committee noted the report.

4 PART TWO – FOR APPROVAL AND ENDORSEMENT

4.1 New Programme/Framework Development Proposals

4.1.1 HSC Proposal: New Programme – MA Social Care (ASC-1314-129)

Received: HSC Proposal: New Programme – MA Social Care

- 4.1.1.1 The proposed new programme would run alongside the current MA Social Work programme and would accommodate the international market who were keen to engage through an internship with practice without needing to gain a UK Social Work qualification. It was not possible to currently fulfil international requests for internships outside of the academic framework due to the existing practice of daily placement fees to partner practice agencies.
- 4.1.1.2 It was anticipated that a one year 180 credits programme in MA Social Care would be designed. The proposed MA in Social Care would run alongside the current MA Social Work programme and students would share the taught elements of the programme. The two programmes would be dovetailed to maximise existing resources.
- 4.1.1.3 The Committee required reassurance that the placement units would be true Level M units and that clear criteria should be provided to the design team who should bear this in mind, along with the IELTS criteria. Ms Symonds commented that unusually across BU programmes the dissertation was 40 M Level credits, it was important to ensure that robustness was in place and this should be further discussed at the Design Phase.
- 4.1.1.4 **Approved:** The new programme proposal was approved for development subject to the comments made above.

4.1.2 HSC Proposal: New Programme – BSc (Hons) Care of the Older Person (ASC-1314-130)

Received: HSC Proposal: New Programme – BSc (Hons) Care of the Older Person

- 4.1.2.1 BU had been approached by Edward Healthcare to provide a programme to top up their nursing qualifications and prepare qualified nurses in China to lead and manage compassionate care in Chinese nursing homes. It was noted that as this was a new venture, the School of Health & Social Care was working with the Legal Department to ensure a sound framework was in place with the identified agency.
- 4.1.2.2 This programme was proposed as in China, where care for the elderly had always taken place within the domestic environment, due to the 'one child policy' and economic growth, this had resulted in insufficient support being available and the need for care homes.
- 4.1.2.3 Edward Healthcare would be looking for BU to provide a programme which would offer Chinese diploma qualified nurses the opportunity to study in the UK to degree level and gain work experience in an international setting and to then take up positions of responsibility in

care facilities in China. There was no expectation for the Chinese students to be registered as nurses in the UK by the NMC upon completion.

- 4.1.2.4 Following discussion, the Committee agreed that this proposal should be discussed at a future International and UK Partnerships Committee (IUPC) meeting in order to understand more information about Edward Healthcare and a decision would be made by Chair's Action upon receipt of satisfactory Due Diligence approval by IUPC.

Action: Clerk

4.1.3 MS Proposal: Change of Title from BA (Hons) Politics and Media to BA (Hons) Politics (ASC-1314-131)

Received: MS Proposal: Change of Title from BA (Hons) Politics and Media to BA (Hons) Politics

- 4.1.3.1 Due to low recruitment numbers to the BA (Hons) Politics and Media programme, the Marketing Department had indicated that the title of the programme may have been deterring potential applicants from applying as many students only wished to study Politics. It was anticipated the newly titled programme would attract additional applicants whose primary interest was in Politics and may have been put off by the word 'Media' in the title. It was anticipated the newly titled programme would commence in September 2015.

- 4.2.3.2 **Approved:** The change of title was approved for development.

4.1.4 MS Proposal: Replace MA Public Relations Conversion Programme with MA Corporate Communication Programme (ASC-1314-132)

Received: MS Proposal: Replace MA Public Relations conversion programme with MA Corporate Communication programme

- 4.1.4.1 Dr Scullion introduced the proposal to replace the existing MA Public Relations conversion programme with a specialist progression MA Corporate Communication programme within the Corporate and Marketing Communication Postgraduate Framework. It was proposed to align this programme closely with the leading industry body, the Chartered Institute of Public Relations (CIPR) as this would increase the attractiveness of the programme to the overseas market. It was noted that the CIPR were supportive of the proposed innovative programme and this collaboration would enable BU to offer students on the MA Corporate Communications programme the added benefit of being taught at an accredited centre.

- 4.1.4.2 Dr Hodges advised that the existing programme was to be suspended following advice received from EDQ and was due to go through a revalidation event with the new title. It was agreed that the Cover Sheet provided was incorrect and should not have been listed as a change of title.

- 4.1.4.3 Ms Symonds would check with EDQ what work would need to be carried out with regards to the closure event.

Action: CS

- 4.1.4.4 **Approved:** Revalidation of the proposed programme was approved for development subject to further information from Ms Symonds/EDQ.

4.1.5 MS Proposal: Change of Title from MA Cinematography for Digital Film & Television to MA Cinematography for Film & Television (ASC-1314-133)

Received: MS Proposal: Change of Title from MA Cinematography for Digital Film & Television to MA Cinematography for Film & Television

- 4.1.5.1 Following a survey of the market, it had become apparent that the current title was no longer appropriate as the word 'digital' had become redundant as film-making and distribution was now almost entirely undertaken in a digital environment. The revised title more accurately described the content of the course and would have greater appeal.

- 4.1.5.2 **Approved:** The change of title was approved for development.

4.1.6 MS Proposal: Change of Title from MA Directing Digital Film & Television to MA Directing Film & Television (ASC-1314-134)

Received: MS Proposal: Change of Title from MA Directing Digital Film & Television to MA Directing Film & Television

4.1.6.1 Following a survey of the market, it had become apparent that the current title was no longer appropriate as the word 'digital' had become redundant as film-making and distribution was now almost entirely undertaken in a digital environment. The revised title more accurately described the content of the course and would have greater appeal to prospective students.

4.1.6.2 **Approved:** The change of title was approved for development.

4.1.7 MS Proposal: Change of Title from BSc (Hons) Software Development for Animation, Games and Effects to BSc (Hons) Computer Animation Systems Engineering (ASC-1314-135)

Received: MS Proposal: Change of Title from BSc (Hons) Software Development for Animation, Games and Effects to BSc (Hons) Computer Animation Systems Engineering

4.1.7.1 The change of programme title to BSc (Hons) Computer Animation Systems Engineering was proposed due to low recruitment numbers. It was noted that the programme would be re-launched and rebranded during the revalidation of the programme.

4.1.7.2 Dr Southern advised that a similar SciTech programme was recruiting well and the title had been developed in order to avoid internal competition. The word 'Games' had been removed following industry feedback. To coincide with the curriculum review, the title would change however the content would remain unchanged. An explanation was given providing details of how the new title had been created and the logic applied.

4.1.7.3 Industry feedback had been received from six sources and it was noted that the proposed title would work well at industry level and would be appealing to prospective students. It was anticipated the new programme would attract high achieving students with at least 320 tariff points.

4.1.7.4 Dr Eccles suggested that as part of the design phase, discussions would need to take place with the staff in SciTech and agree to provide support with the inclusion of the new programme rather than conflict with another faculty.

4.1.7.5 Following discussion, the Committee agreed that the proposal should be represented to the Committee using an alternative approach and a constructive case should be submitted using the strengths of the programme.

4.2 Programme/Framework Review Deferral Requests

4.2.1 Weymouth College – Partner Review Deferral (ASC-1314-136)

Received: Weymouth College – Partner Review Deferral

4.2.1.1 The Committee was requested to approve the deferral of the Partner Review until there was further clarity regarding the future of BU programme provision at Weymouth College.

4.2.1.2 **Approved:** The Committee approved the deferral of the Partner Review.

4.3 Partner Development

4.3.1 Kingston Maurward College – Validation (ASC-1314-137)

Received: Kingston Maurward College – Programme Development Proposal – Validation and Kingston Maurward College – Due Diligence - Validation

4.3.1.1 Following approval by IUPC, the Committee was requested to approve the proposal to develop a Validation Agreement.

4.3.1.2 **Approved:** The Committee approved the proposal to develop a Validation Agreement.

5 PART THREE – FOR NOTE

5.1 Partnership Agreements (ASC-1314-138)

Received: New Partnership Agreements

5.1.1 The report was **noted**.

5.2 Completed Framework/Programme Reviews, Validations and Reviews for Closure

(ASC-1314-139)

Received: Completed Framework/Programme Reviews, Validations and Reviews for Closure

5.2.1 The report was **noted**.

5.3 Bournemouth & Poole College and Yeovil College Partner Review Action Plans

(ASC-1314-140)

Received: Partner Review Action Plans – Bournemouth & Poole College and Yeovil College

5.3.1 The report was **noted**.

5.4 Pending External Examiner Appointments (ASC-1314-141)

Received: Pending External Examiner Appointments

5.4.1 The report was **noted**.

5.5 External Examiner Nominations and Examination Teams for Research Degrees (ASC-1314-142)

Received: External Examiner Nominations and Examination Teams for Research Degrees

5.5.1 The report was **noted**.

6 REPORTING COMMITTEES

6.1 International and UK Partnerships Committee Minutes (ASC-1314-143)

Received: IUPC Meeting Minutes of 9 April 2014 (unconfirmed)

6.1.1 The minutes were **noted**.

6.2 Quality Assurance Standing Group Minutes (ASC-1314-144)

Received: QASG Minutes of 24 March 2014 (unconfirmed)

6.2.1 The minutes were **noted**.

6.3 School Academic Standards Committee (SASC) Minutes (ASC-1213-145)

6.3.1 The following SASC minutes were **noted**.

HSC Minutes of meeting held on 2 April 2014 (unconfirmed)

SciTech (ApSci) Minutes of meeting held on 2 April 2014 (unconfirmed)

SciTech (DEC) Minutes of meeting held on 23 April 2014 (unconfirmed)

7 Graduate School, School Academic Board Minutes of 25 February 2014 (ASC-1314-146)

Received:

7.1 The minutes were **noted**.

8 Joint Academic Board Minutes (ASC-1314-147)
Received: Joint Academic Board Meeting Minutes of 2 April 2014 (unconfirmed)

8.1 The minutes were **noted**.

9 ANY OTHER BUSINESS

9.1 There was no other business.

9 DATE AND TIME OF NEXT MEETING

Wednesday 8 October 2014 at 9.00am in the Board Room

BOURNEMOUTH UNIVERSITY

UNIVERSITY RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE

UNCONFIRMED MINUTES OF MEETING HELD ON 1 MAY 2014

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

URKEC MEMBERSHIP, FREQUENCY OF MEETINGS, ROLE OF UOAS

The URKEC updated Terms of Reference were included in the Electronic Senate in May 2014.

3. OTHER RELEVANT ACTIONS

None

Unconfirmed

**Minutes of the meeting held on Thursday 1 May 2014
 9am, Boardroom, Poole House**

Present: Prof J Fletcher (**Chair**); G Beards; Dr M Cash; E Crowley; J Garrad; Prof M Hadfield; Prof V Hundley; Dr F Knight; Prof I MacRury; Prof A Mullineux; J Northam; Prof S Page

In Attendance: Prof A Blake; R Clarke; Dr R Edwards; Dr G Esteban; Prof B Gabrys; Dr H Hartwell; J Hastings Taylor; Prof A Innes; D Kilburn

Not in Attendance: Prof S Allan; Dr R Britton; J Gusman; Dr H Hassani; S Jukes; Z Lovaszy; Dr C Ncube; J Piesse; Prof B Richards; Prof J Jun Zhang

AGENDA

1 WELCOME & APOLOGIES

The Chair welcomed Members to the meeting.

Apologies were received from: S Gates; Dr P Long; Prof S McDougall; D McQueen; Prof A Newton; Prof S Noroozi; Dr J Oliver; Prof D Patton; Prof K Phalp; Prof J Roach; Prof H Schutkowski; Dr C Shiel; Prof R Stillman; Prof E van Teijlingen; Dr K Welham; Dr K Wilkes; Prof T Zhang

1 MINUTES OF THE PREVIOUS MEETING (9 January 2014)

- 1.1 The minutes were approved as an accurate record. Prof J Fletcher addressed the outstanding action to explore if the quarterly research income meetings could be rolled into the quarterly finance meetings.

ACTION: Investigate whether the quarterly research income meetings and the quarterly finance meetings could be merged.

ACTION BY: J Northam

2 GRADUATE SCHOOL ACTIVITIES UPDATE

- 2.1 Dr F Knight presented the Graduate School Annual Report, informing the Committee that Postgraduate Research (PGR) student numbers were around 450 and heading to 500. She also commented that ResearchPAD is live and the Graduate School are in the process of training administrators and academics on the tool. Dr F Knight also updated the Committee on the completion rate of PGRs students, stating this seems to be going up but progress is slow.
- 2.2 Dr F Knight also presented a document regarding PGRs undertaking external research visits. This was requested by Prof T McIntyre-Bhatty and ensures a duty of care over students who go on external research visits.
- 2.3 Prof I MacRury queried ResearchPAD and requested that this is accessible on the Staff Intranet. J Northam also requested it to be accessible from the Research Blog.

ACTION: Ensure Research PAD is accessible on the Staff Intranet and the Research Blog.

ACTION BY: Dr F Knight

Unconfirmed

3 INSTITUTIONAL DEVELOPMENT PLAN FOR FUSION – RKE/BU ENTITIES (THEMES, INSTITUTES, CENTRES AND CLUSTERS)

- 3.1** Prof J Fletcher presented the Institutional Development Plan stating it had been approved by UET. The essence of the strategy is to move trust and empowerment back to Schools/Faculty through a variety of ways including the fast-track status and an RKE incentive scheme.
- 3.2** School/Faculty targets for Research and Knowledge Exchange (RKE) income going forward will be based on the trend of annual RKE income over the previous three years. At the end of each year, Schools/Faculty will be able to retain for investment a proportion of the amount of RKE income achieved in excess of the target. The amount of excess RKE income retained will be based on the proportion of staff meeting the University's Key Performance Indicators (KPI). Prof J Fletcher wants a broader scope of KPIs, as activity is undertaken that isn't included in current KPIs and would like to include KPIs that help support the concept of fusion. Another aspect of the strategic plan includes encouraging cross-working of Schools/Faculty. Additionally, UET are planning to create academic and post-doctorate appointments that are cross-School/Faculty.
- 3.3** Prof J Fletcher asked for comments on the Institutional Development Plan. Prof A Mullineux suggested the role of Unit Of Assessment (UOA) leaders needs to be further defined in the document. Prof J Fletcher confirmed QR money will go to Schools/Faculty but will need to be allocated to UOAs. The Committee then discussed clusters, centres and institutes and their relationship to Schools/Faculty.

4 URKEC MEMBERSHIP, FREQUENCY OF MEETINGS, ROLE OF UOAS

- 4.1** Prof I MacRury presented a paper on URKEC membership, frequency of meetings and the role of UOAs. He stated the Committee has over 50 members and recommended it to be scaled down as the quality of debate, discussion and decision making has arguably decreased since the membership increased. The proposal is for URKEC to be reduced to c.20 people and meet less frequently (3 times per year). These meetings would be interspersed with meetings of UOA leaders, Theme Leaders and HEIF leaders and other working groups as required, with some groups meeting more frequently than others.
- 4.2** Prof J Fletcher noted that research theme language is currently obscure and doesn't resonate to the community, business or academics. He noted that this needs works to ensure people are engaged and confirmed the research themes will be subject to review in June 2014.

5 HIGHER EDUCATION INNOVATION FUND (HEIF)

- 5.1** Prof A Innes reported that BUDI is achieving the milestones set out in the business plan and has so far exceeded income targets. Their main concern is that BUDI has staff on temporary contracts about to end in September, though they are addressing this.
- 5.2** Prof I MacRury reported that the apps project is suffering a failure to launch due to person power in the School. They are about to appoint a graduate and a Project Manager to work on this project. They have 3 app projects lined up to be developed; one with external partner, one unsuccessful fusion bid and another with Silicon South. The School hopes to have adverts out and to have interviewed and appointed by the next meeting.
- 5.3** Prof A Blake reported 'no comment' on the Destination Development Programme on behalf of Dr P Long.
- 5.4** Prof M Hadfield reported 'no comment' on the Aquatic Consultancy project on behalf of Dr R Britton. Prof M Hadfield reported on the Cyber Security Unity on behalf of Dr C Richardson stating the unit is going forward with KTPs.

Unconfirmed

- 5.5 Prof J Fletcher queried whether HEIF spending is more or less of concern. J Northam stated that forecasting is aligned to themes and currently a large amount (c. £150k) is unallocated. It is possible there will be underspends on some of the projects and therefore this amount may increase. HEIF funds must be spent by July 2015.

ACTION: Review HEIF budget

ACTION BY: Prof J Fletcher and J Northam

6 RKEO RESTRUCTURE

- 6.1 J Northam presented the RKEO restructure which has re-evaluated the aims and structure of the service, ensuring it is aligned to supporting the achievement of BU2018 and changes in the external RKE environment. RKEO has been effective up to now, but are not always giving the best service and there exists general confusion regarding the service. The restructure proposes a dedicated Pre-Award team, Post-Award team and a Knowledge Exchange & Impact team. The Pre- and Post-Award teams would be aligned to Schools/Faculty. J Northam welcomed feedback from all staff and encouraged the Committee to review the consultation document, which is available on the staff intranet.
- 6.2 Prof A Innes queried that if all the support structures are all based in Schools/Faculty, then how will this encourage cross-School activity. J Northam stated the restructure will include staff working on 2/3 Schools/Faculty in teams that will work closely to ensure cross-School activity is supported. Additionally, the new Research Facilitator roles will be available to foster cross-disciplinary research.
- 6.3 Prof J Fletcher noted that current internal approval procedures for RKE bids are cumbersome with low delegated authority for sign-off. UET are reviewing the sign-off thresholds at the moment. He hopes the new procedures will ensure gaps are filled at the School/Faculty-level in such a way as to ensure Deans and DDREs aren't blindsided by bids, in addition to giving more autonomy back to the Schools/Faculty.
- 6.4 Discussion ensued regarding Research Administrator roles in the Schools/Faculty. Prof I MacRury suggested that RKEO support is great and cost efficient though a general and practical solution is needed in the form of dedicated Research Centre Administrators, based in the Schools/Faculty, to administer the School/Faculty research budget, help with events, help with visiting research fellow, school research days, etc. Prof J Fletcher recounted the Research Administrator roles were moved into the Graduate School as part of the Student Journey Project, and the Research Administrator's focus changed to PGR student administration only. It was assumed that the remainder of their roles would have been taken over by the Schools/Faculty; however this does not seem to have been the case.
- 6.5 Prof B Gabrys stated that BU needs to look at the restructure from a holistic angle as currently it's just reacting to something that has happened as opposed to future planning. Prof J Fletcher argued reformulation of this committee will help this further as future URKEC will look at the scope of research activity in Schools/Faculty. Dr F Knight stated that there isn't enough space on campus for PGR students and this is hindering completion rates as there isn't anything to motivate these students to finishing their research. Prof V Hundley stated we are missing a research culture and the students have highlighted this. Prof J Fletcher confirmed there is an estates issue but we are pushing this forward as fast as we can.
- 6.6 Prof I MacRury asked if there is anything in the RKEO consultation regarding estates and where the team will sit. J Northam advised that RKEO were moved by Melbury House two years ago by UET as they were not seen as student facing and thus were not needed at Talbot Campus, though she has proposed that the pre- and post-award teams who are aligned to the Schools/Faculty will be embedded and spend at least 50% of their time in the

Unconfirmed

Schools/Faculty. This will be proactive work; attending school meetings, meeting Centre Directors, etc. Prof V Hundley stated she will welcome 50% officers time in the Schools/Faculty. A discussion was held on whether RKEO could move into the Fusion 1 building, to provide a 'one-stop-shop' for RKE support on Talbot. J Northam and Prof M Hadfield noted that this has been trialled in the past in Dorset House but that academics had not visited the office as anticipated.

- 6.7** J Northam concluded by stating the consultation is open until 26th May and welcomes all feedback, positive, negative, solutions and suggestions.

7 eBU

- 7.1** J Northam presented a brief paper on eBU and encouraged the Committee to use the service, stating the system is locked down to BU staff and students only. The user can login, upload draft papers and receive feedback on their papers and also give feedback to other papers. She noted this is a great opportunity to provide feedback to students and staff on their papers and requested colleagues promote this as a useful tool. Prof I MacRury stated that a group in MS are keen to do something similar; Prof Fletcher would like them to engage with eBU.

8 GRANTS ACADEMY REVIEW

- 8.1** Dr R Edwards presented a review document on the Grants Academy, sharing background on the scheme which commenced two years ago. Since then 102 members have joined. The scheme requires that three proposals are submitted during their 18 month tenure on the scheme. The scheme includes intense training for academics regarding proposals and there are other resources available. Overall, feedback is positive about the Grants Academy. However, there is a trend that expectation of members is not as high as it was hoped for and a large core of members have still not submitted a proposal as part of the scheme. This is attributed to a lack of strategic recruitment and waning enthusiasm by members, potentially due to expectation and commitment issues. The scheme has developed in isolation from other BU processes which can hinder academic proposals if they are unaware of the processes.

- 8.2** Dr R Edwards presented several recommendations to improve the Grants Academy:
1. Selection needs to be more strategic and in conjunction with DDREs and academics.
 2. There needs to be a clearer expectation of bidding and what's expected from the academics.
 3. RKEO needs to be more supportive and provide more support to academics and in turn a more supportive cohort working together in a cross-School/Faculty capacity.
 4. More support for language skills is needed, in terms of proof-reading and interventions for non-native speakers.

- 8.3** Dr R Edwards welcomed feedback from the Committee on how to improve the Grants Academy. The scheme needs to remove reliance on one external Bid Advisor and as such they have put together a college of external peer reviewers. They also need to find out more about why proposals haven't been funded and unpick this to re-work proposals and re-submit. Prof V Hundley suggested the Grants Academy should be in the Schools' plans and Schools/Faculty should work with RKEO to improve engagement.

- 8.4** Dr M Cash noted that research staff are often on very short contracts and thus are unable to apply for some funding as their contract doesn't allow it. Prof A Innes suggested the ratio is currently 1 in 30 awarded grants, so academics would need to put in a lot of bids to become successful and this takes time. Prof I MacRury stated we have a lot of researchers who are doing a lot of research into areas that aren't going to be funded. Some bids don't have academic quality and we have a bare minimum quality check on academic research work and it was asked if we could have some kind of fund allowance to assess the quality of academic work. Prof M Hadfield stated that as some projects include external networks with

Unconfirmed

HEIs and industry, it's difficult to re-write a bid as it's got the external industry contact on it as well. Prof M Hadfield will email Dr R Edwards his comments on this.

9 APF QUALITY APPROVAL REVIEW

9.1 J Garrad presented a paper reviewing the APF quality approval process. As part of the review, she analysed statistical data and sought feedback from the quality approvers and from applicants whose proposals have been through the quality review process. The review found that the majority of Quality Approver's and applicants can see the value in the quality approval process and recognise that it benefits BU to submit good, sound applications to funders, which in turn builds our reputation and thereby improves our chances of funding.

9.2 Six recommendations emerged from the review that will in turn strengthen the quality of applications being submitted:

1. Quality approvals with insufficient justification of the decision will be returned to the QA to provide sufficient comments to ensure that a clear and robust decision has been made. This will be addressed within RKEO.
2. Consideration of whether the research mentor role should be adopted within each School or whether greater development of applications could be offered by initiatives through R&KEO. R&KEO are currently recruiting an external peer review college and will work with DDREs to see whether the external members could provide a similar service.
3. Greater support for early career researchers (ECRs), potentially through a mentoring system. There is potential for R&KEO in the future to facilitate applications for ECRs.
4. Consideration of refresher training for QA's and whether they would benefit from holding meetings once or twice a year to discuss key issues.
5. Consideration should be given to changing the threshold for research applications, and what that threshold would be.
6. More applicants should be encouraged to submit their applications through the internal peer review (known as RPRS) route at an earlier stage of developing their application.

9.3 J Garrad asked the committee to note the findings and recommendations of the review and discuss its potential impact.

9.4 Prof A Innes commented that BUDI has an external reviewer and it has helped improve the quality of the proposals and the feedback is great and has been timely. Prof V Hundley stated there should be a distinction over Activity Proposal Form (APF) checking institutional reputation when really the peer review should be picking up on this. Prof I MacRury stated that getting external feedback is good but getting someone dedicated to work on it is better, ideally it would be better if academics could get access to timely feedback. Additionally, some academics can't address the quality of a proposal if the research is not in their subject area.

10 ANY OTHER BUSINESS

10.1 J Northam shared that HEFCE have now announced that for the next REF exercise, all journals and conferences will need to be publically available via an institutional repository upon acceptance in order to be eligible for submission.

10.2 HEFCE are visiting BU to talk about open access and the post-2014 REF next week, email Shelley Maskell to see if there are any spaces left.

Date of next meeting: TBC

Rachel Clarke
 Committee Clerk
 RKE-1314-05 Minutes 1 May 2014