

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 13 June 2018 - 2.15pm

Board Room, Poole House, Talbot Campus

The attention of all committee members and attendees is drawn to the University's Conflicts of Interest Policy and Procedures which states that "Members ... must declare any interest they have in the business to be conducted at any meeting which they attend."

			<u>Paper</u>
<u>AGENDA</u>			
1.	Apologies, Welcomes and Declarations of Interest		2.15
2.	Minutes of the Meeting of 28 February 2018		
	2.1	Matters Arising (Chair)	SEN-17-018
	2.2	Access and Participation Plan 2019/20 (For Note – Ms J Mack)	Verbal Update
3.	Report of Electronic Senate Meeting of 9 to 16 May 2018		SEN-17-019
PART A – Vice-Chancellor's Communications			2.30
4.	4.1	HE Sector and BU Update	Verbal Update
	4.2	Annual Review of Key Performance Indicators/Performance Indicators (Prof T McIntyre-Bhatty)	SEN-17-020
PART B – Discussion/Debate			3.00
5.	5.1	BU2025 Implementation	Presentation
PART C – Academic Governance			3.45
6.	<u>For Approval</u>		
	6.1	Assessment for Fusion: <i>ARPP 6C – Principles of Assessment Design: Policy</i> (Prof D Holley, Ms A Quinney and Dr S Thompson)	SEN-17-021
	6.2	Foundation Year Certificate: Assessment Regulations (Mr A Child)	SEN-17-022
	6.3	Mitigating Circumstances: Review of Policy and Procedure (Mr A Child)	SEN-17-023
	6.4	<i>ARPP 6A – Standard Assessment Regulations: Postgraduate Research Degrees</i> (Dr F Knight)	SEN-17-024
	6.5	BU2025 Senate Committee Alignment (Ms J Mack)	SEN-17-025
PART D - Committee Business			4.15
7.	<u>Minutes of Standing Committees</u>		
	7.1	Education & Student Experience Committee minutes of 9 May 2018 (unconfirmed)	SEN-17-026
	7.2	University Research Ethics Committee minutes of 2 May 2018 (unconfirmed)	SEN-17-027
	7.3	Faculty of Health & Social Sciences Faculty Academic Board minutes of 15 May 2018 (unconfirmed)	SEN-17-028
	7.4	Faculty of Management Faculty Academic Board minutes of 16 May 2018 (unconfirmed)	SEN-17-029
	7.5	Faculty of Media & Communication Faculty Academic Board minutes of 2 May 2018 (unconfirmed)	SEN-17-030
	7.6	Faculty of Science & Technology Faculty Academic Board minutes of 17 May 2018 (unconfirmed)	SEN-17-031

8. **Any Other Business** 4.25
Please Note: Items of any other business should be notified a week in advance to the Secretary of Senate
9. **Dates of Next Meeting:**
Electronic Senate – 9.00am on Wednesday 3rd October 2018
Senate Meeting – 2.15pm on Wednesday 31st October 2018

SENATE

MINUTES OF THE MEETING HELD ON 28TH FEBRUARY 2018

Present

Prof J Vinney (Chair)	Vice-Chancellor
Prof K Appleton	Professoriate Representative (FST)
Mr D Asaya	President 2017/18, Students' Union
Mr M Barry	Professional Services Staff Representative
Mr G Beards	Director of Finance & Performance
Dr M Bobeva	Faculty Academic Staff Representative (FM)
Dr B Dyer	Faculty Academic Staff Representative (FST)
Prof J Fletcher	Pro Vice-Chancellor (Research & Innovation)
Ms M Gray	Faculty Academic Staff Representative (FMC)
Mr A Hancox	Vice-President (Education) 2017/18, Students' Union
Mr A James	General Manager, Students' Union
Dr F Knight	Professional Services Staff Representative
Ms J Mack (Secretary)	Head of Academic Services
Prof T McIntyre-Bhatty (Deputy Chair)	Deputy Vice-Chancellor
Prof D Mendis	Professoriate Representative (FMC)
Dr S Minocha	Pro Vice-Chancellor (Global Engagement)
Ms J Northam	Head of Research & Knowledge Exchange Office
Prof T Rees	Professoriate Representative (FM)
Prof E Rosser	Professoriate Representative (FHSS)
Dr R Southern	Faculty Academic Staff Representative (FMC)
Prof S Tee	Executive Dean (FHSS) & Acting Executive Dean (FM)
Dr S White	Faculty Academic Staff Representative (FHSS)
Prof M Wilmore	Executive Dean (FMC)

In attendance

Ms M Frampton (Clerk)	Academic Quality Officer (AS)
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Observers

Ms W Chow	Academic Quality Manager (AS)
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Apologies

Mr J Andrews	Chief Operating Officer
Ms M Barron	Head of Student Services
Dr M Board	Faculty Academic Staff Representative (FHSS)
Dr D McCarthy	Faculty Academic Staff Representative (FM)
Prof K Phalp	Executive Dean (FST)
Mr K Pretty	Faculty Academic Staff Representative (FST)

17/001 APOLOGIES, WELCOMES AND DECLARATIONS OF INTEREST

Apologies were noted as listed above and there were no declarations of interest.

The Chair welcomed Mr Michael Barry, the new Professional and Support Staff elected member and Ms Wing Chow, Academic Quality Manager who was observing the meeting.

17/002 **MINUTES OF THE PREVIOUS MEETING HELD ON 1ST NOVEMBER 2017** (SEN-17-001)

17/003 **Accuracy**

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

Approved

17/004 **Matters Arising**

There were no matters arising to note.

17/005 **REPORT OF ELECTRONIC SENATE MEETING OF 7 TO 14 FEBRUARY 2018** (SEN-17-002)

The report of the Electronic Senate meeting of 7 to 14 February 2018 was noted.

Noted

17/006 **VICE-CHANCELLOR'S COMMUNICATIONS**

BU2018 and HE Sector Update

Government and Regulation

The New Year saw the appointment of a new Minister of State for Universities, Science, Research and Innovation, Sam Gyimah. The split in reporting line for this role continues, with the Minister reporting to Greg Clark at the Department for Business, Energy and Industrial Strategy (BEIS) and to the new Secretary of State for Education, Damian Hinds. Jo Johnson, the previous Minister of State for Universities, Science, Research and Innovation moved on to become Minister of State at the Department for Transport and Minister for London on 9 January 2018.

The long awaited Higher Education Review was announced last week, which was a broad-based review of the post-18 education system, including how the funding system operates, rather than only being focused on funding. The review would have four objectives:

- Accessibility of the post-18 education system
- A funding system that 'provides value for money and works for students and taxpayers'
- Choice and competition
- Skills development in the sector

The government review would be carried out by an external advisory panel and was expected to conclude in early 2019, with an interim report expected in the autumn of 2018.

The Prime Minister had stated a strong commitment to graduate contribution to tuition fees, and it was unlikely the student loans funding system would be substantially changed. The review was expected to be a broader holistic review and would also include a review of maintenance arrangements.

Since the last Senate meeting, the Office for Students (OfS) had come into effect on 1 January 2018. The new regulatory framework, in response to the suite of consultations which closed in December 2017, would be launched today. The new regulations would be fully in place by 1 April 2018, and at this point the Higher Education Funding Council for England (HEFCE) would start to reduce their involvement in the Higher Education system. Along with all other universities, Bournemouth University would be applying for registration with the OfS over the next month or so. The headlines of the new regulations for universities included new conditions and reporting obligations and greater involvement of students, which the University had proposed during the consultations. The Teaching Excellence Framework (TEF) would now be compulsory for large higher education providers. The new Access and Participation Plan guidance was also published alongside the regulatory information.

The consultation on the new Knowledge Exchange Framework (KEF) closed in January 2018. The University had responded to the consultation and proposed an assessment based on a broad definition of knowledge exchange that included engagement with practice and industry, as well as research. Further information would be made available to Senators as it was received.

BU Developments

The University had now moved into the final months of the BU2018 strategic plan which would continue to the end of July 2018, and to celebrate our BU2018 achievements the BU2012-2018 Review had been published. The official launch of BU2025 and implementation planning would take place at the Leadership Conference on 1 March 2018. The BU2018 journey had transformed BU and one particular area where substantial progress had been made was around inclusivity. For example, the proportion of female professors at BU had increased from 19% in 2012 to 35% in 2017, and the University had also been awarded an Athena Swan Bronze Award in 2015. The University's commitment to equality and diversity would remain a focus in BU2025. Overall there had been a lot to celebrate and reflect upon for BU2018 and an overview of the many achievements would be covered at the next meeting on 13 June 2018.

Work has also continued on the University's sustainability, demonstrated by the ECOcampus platinum award in 2016, which built on the Gold Award that had been held since 2011.

Talbot Campus had changed substantially since 2012 with recent infrastructure developments including the opening of the Bus Hub in December 2017, which was a major improvement, and the new link road opening on 24 January 2018. These two changes would transform the experience of arriving at Talbot Campus and were already starting to make a substantial difference to traffic flow. Work was underway on both the Poole and Bournemouth Gateway Buildings. Professor Rosser commented on the opening of the new link road which had made the journey between Talbot Campus and Lansdowne Campus much easier. The reduced traffic on Fern Barrow had also been a major win for the University.

With the unpredictable external factors affecting higher education at present, Ms Gray questioned whether any scenario planning had been factored into BU2025. The Chair confirmed the University had a very clear destination for BU2025 and the pathway had been very clearly mapped out. The Plan had been developed based on a set of assumptions, but there was scope to control the pace of the plan to respond flexibly to changes if necessary.

Mr Asaya referred to the cycle lanes that were due to be put into place as it had been a concern for students and staff. The Chair explained that the provision of cycle lanes was governed by Poole Borough Council and the University was currently in the process of lobbying the Council to make some amendments to what the Council had required. The cycle lanes currently in situ were temporary in nature due to the building work taking place at Talbot Campus. Permanent cycle lanes would be in place upon completion of the Poole Gateway Building.

Mr Asaya suggested that a new bus stop be put in place behind the Student Centre as it would give students quicker access to Talbot Campus. The Chair believed this had already been considered as the location of bus stops had been discussed as part of the Travel Plans. Mr Andrews would be made aware of the request for an additional bus stop to the rear of the Student Centre.

Action: Mr Jim Andrews

To be completed by: 13 June 2018

Format of completed action: Update to be provided for the next meeting

Professor Wilmore questioned whether the amalgamation of Bournemouth, Poole and Christchurch Borough Councils would have any impact on the University. The Chair was pleased to hear the amalgamation of the three Councils had been approved as over recent years it had been difficult for both Bournemouth and Poole Borough Councils to agree and make decisions. Moving forward it was hoped that the joint authorities would improve the speed of approvals and decision making.

17/007 **DISCUSSION/DEBATE****BU2025** (SEN-17-003)

Professor Vinney provided an update on the development of the new Vision, Values and Strategic Plan which had received input from across the institution, led by the University Executive Team (UET). The BU2025 Plan was approved by the University Board on 9 February 2018 and would commence in March 2018. The new Strategic Plan would be in place when the budgets and implementation plans were prepared for 2018/19 and beyond, and the new Plan would start immediately on 1 August 2018 when the previous Plan expired. The BU2025 Plan was included in the meeting papers for Senators to pre-read.

The proposed new Fusion graphic had received mixed feedback and had therefore been redesigned to show the three elements: Practice, Research and Education. The response received on the new Fusion graphic had been very positive.

The Vision very clearly communicates Fusion being at the heart of all we do at BU and shows how everything fits together on the strategy map. UET had consulted widely regarding the proposed Values and further work had been carried out on the meaning of the Values: Excellence, Inclusivity, Creativity and Responsibility.

A lot of work had also been carried out with the University Board on the Outcomes, which were now shorter and some wording had now been included underneath each of the Outcomes. The third Outcome had been changed to bring sustainability and environmental aspects up to the top level. As part of the consultation, the 97 actions had increased to 100 which would link to different areas of the Plan and were very integrated and cross-referenced across all areas.

Of the 100 actions, it was important that work starts at the earliest opportunity on the urgent items in order to try and secure quick wins. This was an area the University Leadership Team (ULT) was working on with a focus on impact. The area around building capability and capacity across the University was vital in terms of developing critical mass. The priority of the 100 actions had been categorised firstly in order of urgency, and then reviewed in terms of actions which were already being worked on and actions where work had not yet started. As work progresses on the actions, this would mark a transition for the University into a space based more on performance and higher quality, and investing heavily in staff.

Professor McIntyre-Bhatty advised Senators the Strategic Plan was an ambitious plan and moving forward the University needed to ensure our academic principles became embedded. The Academic Principles included: Campus Premium; International Profile; Societal Contribution and Academic and Financial Sustainability. It was very important that our Academic Principles continued to underpin current practices and to eventually see the results evidenced in the new Key Performance Indicators (KPIs). One key shift in the way things would be framed in the plan was a strong focus on academic and professional services teams, and as these teams work closer together for the benefit of the student community and staff. The entire portfolio would need to remain sustainable and financially underpinned. Although the previous sets of KPIs were very different to the new KPIs, the previous KPIs would continue to be measured however most would become secondary moving forward.

The focus in BU2025 would be on teams and resilience and excellence and this would be mirrored in the KPIs. The KPIs would focus on departments and disciplines rather than at Faculty level. In order to mirror the focus on external competitiveness, many of the KPIs would be externally referenced/ benchmarked which would drive the frequency of data updates. The frequency of data updated would now be less frequent and periodicity would be different for some measures. It was important to also remember that qualitative/societal impact/case study methods would be used to measure performance alongside metrics.

Professor McIntyre-Bhatty introduced the Aggregate Departmental View radar chart for Reputational Metrics, which will appear as an aggregate of all twenty departments. Each of the radar plots will link to national league table factors and would be clearly benchmarked. Each of the plots would in time show where any one department was situated in comparison to other HEIs.

Moving on to Inspiring Learning data, the University would be looking at whether it was attracting talented staff and monitoring whether the University was gender neutral/gender blind. For each characteristic, data would be collected to see how students perform, for example, whether those students who entered BU with high tariff points left BU with a good degree.

With regards to Advancing Knowledge, the following data would be collected: the numbers of student/staff co-authored publications; Postgraduate Research students co-publishing; the numbers of academic staff involved in interdisciplinary co-publications/bids; the numbers of academic staff who have co-published with international authors and departments with critical mass. Critical mass would be based on a standard pyramid showing: aligned staff/PGR base across disciplines/departments; PGR students; Post-Doctoral Researchers, and Professors. Advancing Knowledge data would be based on all teams and would show income generated within each academic department. Income benchmarks were developed based on knowledge exchange generated within the sector during the last three years within that discipline therefore the amount of funding available would vary by discipline.

Enriching Society data would show the total Research and Knowledge Exchange (RKE) income by strategic investment area ensuring the University was receiving a return for its investment. Societal Impact measures would include aspects such as numbers of non-UK students, students from the local area, measures aligned to the United Nations Sustainable Development Goals (UNSDG), UK graduates employed outside the UK, graduate employment within the region and industry research grants and contract income.

Institutional Metrics will show whether the University has the desired proportions of staff and whether the correct number of staff were professoriate. Student/Staff Ratio, academic and professional and support staff vacant posts (vacant for more than 6 months), department Athena Swan status, gender/ethnicity of senior staff by demographic and the gender pay gap would also be included. For ULT and the professoriate there was currently a gap of representation in terms of BME, this was the same proportion as the overall academic community.

Mr Beards provided an overview of the University's Income and Expenditure. Generating an operating surplus would be necessary for the University as it would be used to support investment. Moving forward, universities would increasingly need to generate their own funds as government grants would not be available. By the end of BU2025 the annual income was expected to rise by £26 million, with the annual operating surplus rising by £1.4 million which was a little over 5% of the higher income. Towards the end of 2018/19 the University's income was expected to be £162 million.

Home tuition fees were the University's main income and this was expected to rise from £112 million in 2018/19 to £119 million in 2024/25. With regards to RKE there was a lot of scope in increasing RKE income to help the University achieve the same levels as its competitors. The RKE income per academic in 2018/19 would be £13,000, rising to £22,000 by 2024/25.

The University's major expenditure was staff pay costs. A key decision had been made to invest further in improving the Student/Staff Ratio (SSR) therefore some efficiencies would need to be generated as well as investment. It was important that the University remained flexible in order it could reallocate some expenditure if required. Pause points had been planned to allow opportunities to look at capital and investments and ensuring all expenditure was appropriate.

The majority of funds for investment had been self-generated. The University did not intend to borrow any funds until the second half of 2025 and this borrowing would be used for the two new Gateway Buildings. HEFCE borrowing limits increase as operating surplus rises, and therefore long term borrowing would be kept within our own 2/3rd borrowing limit. This was a good position to be in as some universities were continuing to borrow to their limit.

Sensitivity to external factors linked to funds for investment would be mostly dominated by the number of home undergraduate students. With regards to tuition fees, no further financial modelling could be undertaken at present as the government's stance on this area was unclear. It was important for BU to maintain its flexibility and agility.

BU2025 has been designed around sustainable finances to enable investment. The highlights of the Financial Plan included:

- International income to increase from 9% to 11%
- Some revenue expenditure will need to be re-purposed to support investments
- A prudent approach to borrowing
- Static home student fees: cost management is more essential than ever
- Doubling of RKE income compared to BU2018 when it increased c.65%
- Operating surplus for investment not to service debt
- Capital investments would be: Strategic; Fusion; Enabling
- Investment Principles, Prioritisation, Resource Allocation
- Revenue investment would prioritise: Improving the Staff Student Ratio; Strategic Investment areas; Fusion; Digitalisation
- Financial performance management using data and KPIs
- Self-fund majority of capital investment

Mr Asaya questioned why students who identify as non-binary had not been included in the Inspiring Learning radar chart. Professor McIntyre-Bhatty noted splitting populations further in the chart would lead to very small numbers which may not be meaningful. Both Mr Asaya and Professor McIntyre-Bhatty agreed that the chart did not provide a full picture, however the chart had presented the data in the most meaningful way.

Dr Dyer noted the four areas of investment and the new discussion around teams. The key weakness could be how teams work operationally and whether any restructure would be required. Professor McIntyre-Bhatty confirmed that all teams would have to work differently and to work together. Some departments already had multi-teams in place as well as being bi-modal/tri-modal e.g. Social Work and Social Sciences. There would be an implementation planning process to plan BU2025 effectively and to bring different teams together. Senators were requested to feed forward any ideas to the BU2025 Vision and Strategy email address.

With any reconfiguration of departments, leadership would be important. Professor Rosser suggested that an incentive for staff to take significant leadership roles would be beneficial to the University e.g. periods of sabbatical leave. Leadership would be the key to BU2025 and there were a lot of keen leaders. Incentives would need to be planned which would not necessarily be financial. Professor Vinney agreed that creating leadership roles was vital to BU2025 and needed to be reconsidered with succession planning to make an attractive proposition. In some cases staff were appointed to leadership roles for a relatively short period before having to step down, e.g. Department Head of Research, even where other staff were not necessarily available to take on the role.

Efficiency savings had been mentioned throughout the discussion and Dr Dyer questioned the types of efficiency savings that would be implemented. The Chair advised that there were many areas the University wished to invest in, however there were limited monies available, therefore, in the main, monies from other areas would need to be re-allocated. This would be a focus for the BU2025 implementation plan in the coming months.

Further thought would be required around under-performing academic staff. Some staff members were resistant to increasing their levels of research and leadership and were perhaps not aligned to BU2025 and the broader Fusion approach. Moving forward, there was a need to generate income for the University and it would be clearer what was an expected performance level on that basis. RKE income was expected to double per Academic Full Time Equivalent (FTE). Professor Rosser believed the success of BU2025 was in the hands of faculties and departments and all staff were expected to recognise where efficiencies and improvements to effectiveness needed to be made. At faculty and department level all staff should be energised and incentivised to help the University move forward on the BU2025 agenda.

17/008 **ACADEMIC GOVERNANCE****Faculty Academic Board Terms of Reference**

Ms Mack introduced the revised Faculty Academic Board Terms of Reference which had been reviewed with Executive Deans. The main responsibilities had been updated to ensure they reflected the breadth of responsibilities across each Faculty's academic activities, and ensured an appropriate balance of the committee responsibilities aligned to Fusion and now embraced all Fusion activities.

The version of the Terms of Reference presented had been considered and approved by each Faculty Academic Board. Senators suggested that moving forward the Faculty Academic Board Terms of Reference should align directly to reporting from Senate and also be a central point for monitoring KPIs. The typographical error in the 'Implications, impacts or risks' section on page 32 of the meeting papers would be amended.

A discussion took place around the membership of Faculty Academic Board meetings. Mr Hancox suggested the Vice-President (Education) of the Students' Union be included in the membership moving forward. Ms Mack explained that the recent review had focused on the refinement of the responsibilities of the Faculty Academic Board and the membership had not been reviewed. This suggestion would be considered during the next review which was due to take place during the summer.

Approved17/009 **COMMITTEE BUSINESS****Minutes of Standing Committees**

Academic Standards Committee minutes of 4 December 2017 (SEN-17-005)

The Academic Standards Committee minutes were noted.

Noted

University Research Ethics Committee minutes of 31 January 2018 (SEN-17-006)

The University Research Ethics Committee minutes were noted.

Noted

Faculty of Health & Social Sciences – Faculty Academic Board minutes of 14 February 2018 (SEN-17-007)

The Faculty of Health & Social Sciences Faculty Academic Board minutes were noted.

Noted

Faculty of Management – Faculty Academic Board minutes of 7 February 2018 (SEN-17-008)

The Faculty of Management Faculty Academic Board minutes were noted.

Noted

Faculty of Media & Communication – Faculty Academic Board minutes of 14 February 2018 (SEN-17-009)

The Faculty of Media & Communication Faculty Academic Board minutes were noted.

Noted

Faculty of Science & Technology – Faculty Academic Board minutes of 1 February 2018 (SEN-17-010)

The Faculty of Science & Technology Faculty Academic Board minutes were noted.

Noted17/010 **ANY OTHER BUSINESS**

Ms Mack advised Senators that there were a number of Faculty Elected Academic Staff Representatives ending their term this year and new Faculty representatives would be recruited. The election process was traditionally carried out over the summer, however this year the election would take place after Easter in order that the new Senators could have a longer induction period. More information would be circulated in due course. Senators were requested to share this information with colleagues.

In addition to Faculty Academic Staff Representatives, Senate also has four Professoriate Representatives who are nominated by Executive Deans and approved by the Vice-Chancellor as Chair of Senate. Professor Rosser, the current Faculty of Health & Social Sciences Professoriate Representative, was ending her term this year and a successor would be sought.

Senate also has a Senate representative who is a member of the University Board, currently this was Professor Rosser. Therefore, following the Faculty Academic Staff Representative elections, the election for the Senate Representative to the University Board would take place. Details would be circulated in due course.

Ms Gray questioned whether there would be an opportunity for outgoing Senators to move on to other areas or committees in order that the University did not lose the knowledge of experienced staff before stepping down from Senate. Ms Gray also suggested that outgoing Senators provide an informal handover to the new members. Senators noted and agreed with the suggestion.

17/011 **DATE AND TIME OF THE NEXT MEETING**

The next Electronic Senate meeting would start at 9.00am on Wednesday 9th May 2018.

The next Senate meeting will take place at 2.15pm on Wednesday 13th June 2018 in the Board Room.

BOURNEMOUTH UNIVERSITY**ELECTRONIC SENATE****REPORT OF A MEETING OF ELECTRONIC SENATE held on
9 May 2018 (9AM) TO 16 May 2018 (5PM)****STATEMENT ON QUORUM**

1. The meeting was quorate with 22 members confirming attendance.

EXTRAORDINARY ELECTRONIC SENATE MEETING – 11 APRIL TO 18 APRIL 2018**2. CONFIDENTIAL - 2018 HONORARY AWARD RECOMMENDATIONS OF THE HONORARY AWARDS COMMITTEE (SEN-17-011)**

- 2.1 Senate was requested to consider the Nomination Forms and approve the recommendations of the Honorary Awards Committee for all nominees.
- 2.2 Senate **considered** the Nomination Forms and **approved** the recommendations of the Honorary Awards Committee.
- 2.6 The University Board subsequently **approved** recommendations on 4 May 2018.

MATTERS RAISED BY MEMBERS**3. STUDENT RECRUITMENT (SEN-17-012)**

Raised by: Dr Dermot McCarthy, Faculty Academic Staff Representative for the Faculty of Management

Description of the matter:

A number of staff members would like Senate to discuss the current policy on setting entry point targets and the signal this sends to potential applicants. At present we advertise a target range of marks and it is feared this approach attracts the attention of only those applicants who fall within this range of marks. In particular, it is feared that higher performing students will be put off applying for our courses as they feel the range of marks advertised reflects the course quality. Can we therefore look into the possibility of changing to a single target figure for points?

A response from the Head of Admissions was given with the paper.

Chair's Decision

Issues noted, no further action.

4. STUDENT MEDICAL CENTRE AND WELLBEING SUPPORT (SEN-17-013)

Raised by: Dr Dermot McCarthy, Faculty Academic Staff Representative for the Faculty of Management

Description of the matter:

Students have been reporting a number of problems with gaining access to medical and wellbeing support. It would appear that the Medical Centre is struggling to cope with the workload being placed upon it, with telephone enquiries going unanswered and students instead being asked to queue outside the Medical Centre in the early morning to secure an appointment. Long waiting times to be seen by wellbeing staff is also being reported. We would like to enquire about what measures the University could introduce to ensure the wellbeing needs of students are adequately provided for.

A response from the Head of Student Services was given with the paper.

Ms Gray commented there was a lot of work being carried out in this area by the University against a wider context of increased demand on wellbeing services generally. Evidence exists showing the exponential rise in demand for mental health services amongst the general public and in the age groups that were representative of our student base. The work being carried out within the University was aiming to proactively and reactively respond to these wide social demands.

Mr James agreed with Ms Gray that good work was being done within the University regarding this issue and noted that students were not fully aware of the services the Medical Centre provides, which in fact mirrored the 'real world' with many people not having sufficient knowledge about General Practitioner services.

Chair's Decision

Issues noted, no further action.

OTHER REPORTS

5. GLOBAL BU UPDATE (SEN-17-014)

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

Chair's Decision

Item noted, no further action.

HONORARY AWARDS COMMITTEE

5. HONORARY AWARDS COMMITTEE MINUTES OF 23 NOVEMBER 2017 (SEN-17-015)

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

Chair's Decision

Item noted, no further action.

TERMS OF REFERENCE

6. HONORARY AWARDS COMMITTEE TERMS OF REFERENCE (SEN-17-016)

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

Chair's Decision

Item **approved**, no further action.

MINUTES OF STANDING COMMITTEES

6. ACADEMIC STANDARDS COMMITTEE, 11 APRIL 2018 (SEN-17-017)

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

Professor Appleton advised that some staff members within the Faculty of Science and Technology had stated that the principles listed in the revised policy, *ARPP 6C – Principles of Assessment Design* were (1) unnecessarily restrictive; (2) inappropriate for skills based modules, such as research methods and statistics; (3) incomparable with sector norms and expectations; and (4) potentially impossible to implement for accredited courses or that may make it impossible for courses to gain or maintain accreditation. Professor Appleton did however commend the attempt to increase student engagement and reduce staff and student assessment workloads however restrictive changes to assessment were not considered an appropriate solution.

In response to the comments made, Professor Appleton was asked to send her comments on to Dr Kevin McGhee, Acting Deputy Dean (Education & Professional Practice) who could then communicate the comments made at the next Academic Standards Committee meeting.

Chair's Decision

Item noted, no further action.

**7. EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 21 MARCH 2018
(SEN-17-018)**

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

Chair's Decision

Item noted, no further action.

DATE OF NEXT MEETING

Next in-person meeting:	Wednesday 13 June 2018 at 2.15pm in the Board Room
Next Electronic Senate meeting:	9.00am on Wednesday 3 October 2018 to 5.00pm on Wednesday 10 October 2018

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Title	Annual Review of Key Performance Indicators/Performance Indicators (KPIs/PIs)
Paper Reference	SEN-17-020
Committee Member	Professor Tim McIntyre-Bhatty
Previous committee consideration	Academic Standards Committee (23 May 2018) Education & Student Experience Committee (9 May 2018)
Decision Required	The report sets out performance against the KPIs and PIs set out in BU2018.
Implications, impacts or risks (NB: When presenting papers for discussion or decision, it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	The KPIs will be monitored throughout the academic year and regular reports will be made to the appropriate committees where any required action will be agreed.
Confidentiality	Commercially sensitive

EXECUTIVE SUMMARY

1 BACKGROUND AND CONTEXT

- 1.1 The following report summarises performance against the KPIs and PIs which are set out in BU 2018.
- 1.2 The tables in the report show performance at University, and where possible, Faculty level for the 14 KPIs, followed by the detail for the 15 PIs which inform the Academic Strength KPI.
- 1.3 Movement since the February 2018 Board report is reflected by the performance column arrows. 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.

2 KEY RISKS AND ISSUES

- 2.1 KPI1 Academic Strength has increased by 1% to its highest level of 84% capped and by 6% to 108% uncapped. This is largely attributable to the following improvements within the composite of the 15 measures which contribute to the measurement of academic strength:
 - PI15, academic staff who are also working in industry has increased by 6% to 35% overall, following the bi-annual update of data from Faculties in March 2018;
 - PI14, the proportion of academic staff who hold at least 1 recognised professional affiliation has increased from 62% in February 2018 to 66%;
 - PI5, International Conference Presentations per academic FTE per year has moved from 0.87 to 0.93; and
 - PI6, academic staff with a teaching qualification and/or who are HEA fellows has increased to 74% from 73% in the previous period.
- 2.2 PI4, the percentage of BU outputs that have been made available via the green route open access (within the KPI1 Academic Strength composite) has decreased marginally from 85% to 84% and now stands 1% below target.
- 2.3 KPI6, the League Table composite rank has been updated to reflect BU's latest performance in the Complete University Guide. The composite rank now stands at 69, a drop of 3 places since the Times and Sunday Times league table publication was released. This appears to be the result of marginal changes to league table indicators coupled with operating in the most congested middle third of the table.
- 2.4 KPI7 (a) Student Staff Ratio has remained static at 18.2 for the 3rd consecutive period since the published report in July 2017; however KPI7 (b) vacant posts have decreased by c5 FTE to 91.4:
- 2.5 The percentage of academic staff with a doctorate (KPI8) has increased for the first period since the July 2017 report increasing by 1% to 69%; moving to within 1% of the 2018 target.

3 PRIOR SCRUTINY AND RECOMMENDATIONS OF OTHER COMMITTEES

- 3.1 The KPIs and PIs were reviewed by the University Leadership Team on 18th April 2018.

4 DECISION REQUIRED

- 4.1 To consider and note.

KPI Performance

		FHSS	FoM	FMC	FST	BU	Perfor mance	BU 2018 Target	Sector Bench marks	Notes	Next Board Update
KPI1	Academic Strength %	86%	84%	81%	85%	84%	↑	100%	-	Composite of PI1-PI15. No BU target for 2016-17 as progress will vary by Faculty.	July 18
KPI2	Overall student satisfaction (as measured by NSS) %	84%	80%	77%	84%	81%	-	84%	84%	NSS 2017 results	Nov 18
KPI3	Non-UK student population on campus %	2%	24%	17%	11%	13%	-	16%	22%	Latest Enrolment Data	Nov 18
KPI4	Average UCAS tariff points	123	121	123	119	121	-	120	-	2017-18 tariff score for enrolled students on campus.	Nov 18
KPI5	Graduate employability %	99%	94%	89%	91%	92%	-	90%	94%	Most recent DLHE survey showing 2015-16 graduates	July 18
KPI6	League Table composite rank	<i>Not available by Faculty</i>				69	↓	50	-	Composite of TST, GUG and CUG.	July 18
KPI7 (a)	Student/staff ratio	18.0	22.5	16.1	16.9	18.2	↔	18.0	16.0	SSR based on 17/18 planned student data against staff in post as at 29 Mar 2018	Nov 18
(b)	Academic vacant post FTE	18.3	23.0	19.5	30.6	91.4	↑	-	-	Academic vacancies at 29 Mar 2018	Nov 18
KPI8	Academic staff with doctorates %	55%	70%	65%	83%	69%	↑	70%	54%*	As at March 2018	July 18
KPI9	Overall staff satisfaction %	88%	88%	77%	84%	84%	-	90%	-	2017 Staff Survey	Nov 19
KPI10 (a)	Total student numbers	4,994	5,086	4,121	4,477	19,221	-	-	-	HESES 2018 Data	Nov 18
(b)	Total full time undergraduate new entrants	852	1,247	1,044	1,281	4,513	-	-	-	HESES 2018 Data	Nov 18
KPI11	Current ratio	<i>Not available by Faculty</i>				1.1	↔	1.0	1.6	2017-18 Financial Forecast	July 18
KPI12	Annual contribution %	<i>Not available by Faculty</i>				5%	↔	5%	5%	2017-18 Financial Forecast	July 18
KPI13	Total reserves £m	<i>Not available by Faculty</i>				120	↔	83	-	2017-18 Financial Forecast	July 18
KPI14	Gearing %	<i>Not available by Faculty</i>				27%	↔	41%	21%	2017-18 Financial Forecast	July 18

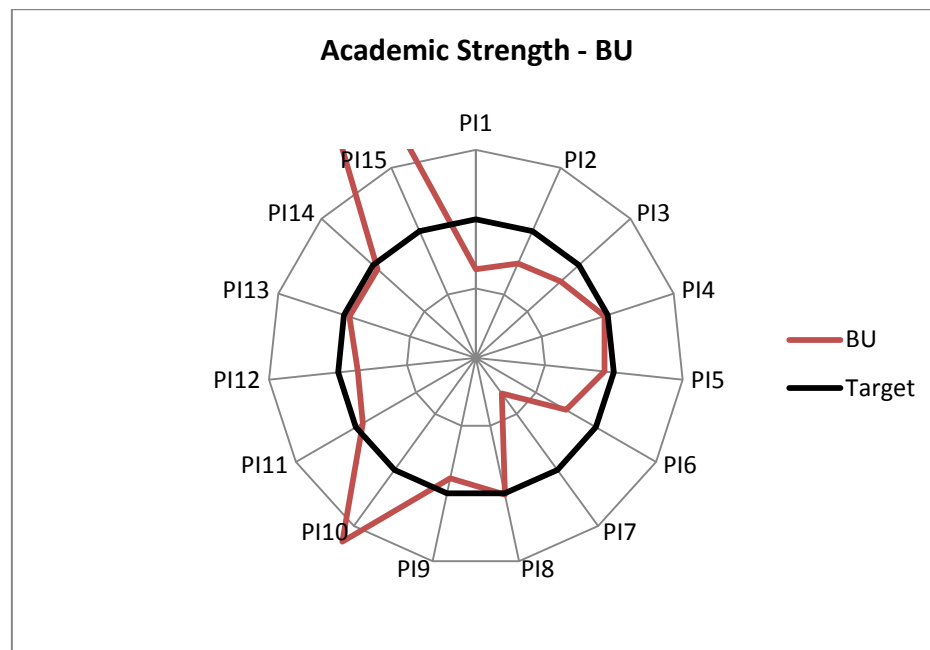
Key ↔ Updated but no performance movement since last report ↑ Updated with improvement in performance
↓ Updated with decrease in performance - Nothing to update since last report

n/a KPI4 – UCAS tariff points changed between 2016-17 and 2017-18 entry. Whilst the calculation is now different, 120 points is largely equivalent to the previous target of 300 points. Benchmarking data is not yet available following tariff point changes.

*Benchmarks: * KPI8 benchmark based on headcount and includes non-established part-time hourly paid staff. The equivalent figure for BU is 53%. Benchmark data based on latest available data, mainly pertaining to 2015-16.*

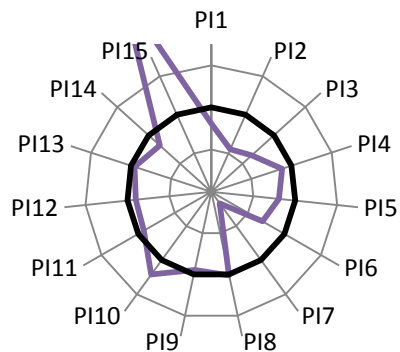
KPI 1 Academic Strength

The graphs below shows performance in KPI1: Academic Strength in each of the 4 Faculties 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 Faculty 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.

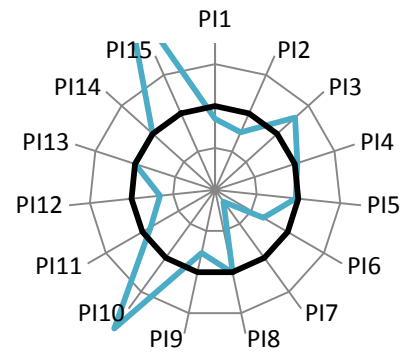


FHSS	FoM	FMC	FST	BU
86%	84%	81%	85%	84%

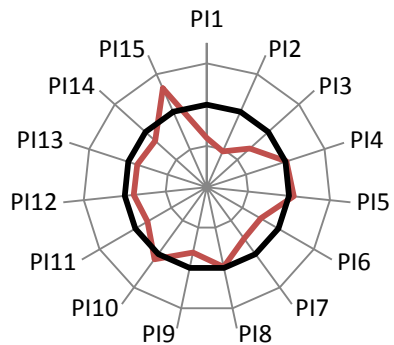
Academic Strength - FMC



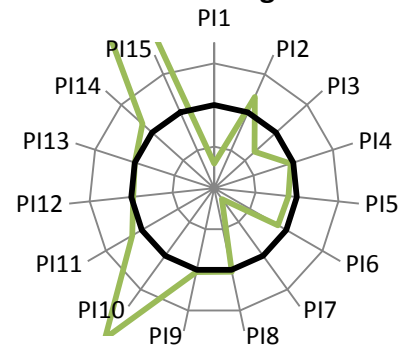
Academic Strength - FST



Academic Strength - FoM



Academic Strength - FHSS



KEY	
Black Line = Target	PI7: % of FT students undertaking an international activity as part of their BU experience
Coloured Line = Faculty Performance	PI8: Full Time BU (excl PI) First Degree New Entrants Continuation (%)
	PI9: PGT/PGR Students as a proportion of total student population (%)
Research	PI10: Student/Staff Co-authored publications per academic FTE per year (ratio)
PI1: Academic Staff with GPA of 3* or above taken as a % of the total number of academic staff	
PI2: R&E Income per Academic FTE (£000s)	Professional Practice
PI3: Post Grad Research Students (FTE Equivalent) : Academic Staff	PI11: % of Graduates entering professional employment or graduate study
PI4: % of BU outputs that have been made available via the green route open access	PI12: Students undertaking sandwich out or short placement (%)
PI5: International Conference Presentations per Academic FTE per year	PI13: Degrees accredited by PSRBs (% of Eligible programmes only)
Education	PI14: Proportion of academic staff who hold at least 1 recognised professional affiliation (%)
PI6: Academic staff with teaching qualification and/or who are HEA Fellows (%)	PI15: Academic Staff also working in Industry (%)

KPI 1 – Definitions

KPI 1 - Academic Strength	Measurement Definition
PI 1 - Academic Staff with GPA of 3* or above taken as a % of the total number of academic staff	This will be measured via mock REF census points in Feb 2016, Autumn 2016, Spring 2018 and Spring/Summer 2019.
PI 2 - R&E Income per Academic FTE (£000s)	Rolling three year average using budget/forecast information at the same point in time for current year and previous two years divided by the average number of academic staff less demonstrators and research assistants over the same three year period.
PI 3 - PGR Students (FTE equivalent) : Academic staff	All academic staff to PGR Students.
PI 4 - % of BU outputs that have been made available via the green route open access	An output has been made available via the green open access route if the full version of the output has been uploaded to BURO via BRIAN. Measured as a proportion of the total output published per calendar year.
PI 5 - International conference presentations per Academic FTE per year	International conferences as reported via BRIAN over the last 12 months per academic staff member less demonstrators (averaged over the same 12 month period).
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 - % of full time students undertaking an international activity as part of their BU experience	Defined as those full time 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 over the past 12 months divided by the average 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 KIS dataset and eligibility checked with Faculties.
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 also working in 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 including PTHP.

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Title	Assessment for Fusion: <i>ARPP 6C – Principles of Assessment Design: Policy</i>
Paper Reference	SEN-17-021
Committee Member/Presenter	Presenters: Anne Quinney, Prof Debbie Holley and Dr Shelley Thompson, Centre for Excellence in Learning (CEL)
Previous committee consideration	ASC: October 2017; December 2017; April 2018; May 2018 QASG: January 2018; March 2018; May 2018
Decision Required	For approval
Implications, impacts or risks (NB: When presenting papers for discussion or decision, it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	CEL and Academic Quality will continue to work in partnership to implement the changes. The Academic Quality Team will work with Faculties to ensure that these changes will be managed in a timely, risk-free and student-focused approach.
Confidentiality	None

EXECUTIVE SUMMARY

1 Purpose and Context

This paper sets out the rationale for changes to the *Principles of Assessment Design policy 6C*. On behalf of the Working Group set up to review and revise the policy we request that Senate approves the changes and approve the approach to implementation as outlined in Section 8, including exceptions to key regulations for modifications as contained in *ARPP 4B – Programme and Unit Modifications: Policy and Procedure*. The proposed changes have been discussed at Academic Standards Committee (ASC) meetings in October 2017, December 2017, April 2018 and May 2018. An implementation plan was endorsed at the May meeting of ASC.

2 Background

The proposed changes have been discussed at ASC in October 2017, December 2017, April 2018 and in May 2018. An implementation plan was endorsed at the May meeting of ASC.

Professor Dai Hounsell, Visiting Professor to the Centre for Excellence in Learning (CEL), has been consulted in his capacity as a world leading expert in Assessment and Feedback practices in higher Education.

Consideration has been given to matters of equality, in the working group discussions and in the paper presented.

3. Recommendation

Senate is asked to approve and ratify the changes to *Principles of Assessment Design policy 6C* and *Programme and Unit Modification Policy and Procedure 4b*.

The final version of 6C is attached including minor amendments for clarity recommended at ASC in May, in relation to exams, dissertations and final year projects.

4. Issues

4.1 Strategy Implications

The paper aligns with BU2025, the TEF and with developments in technology enhanced learning.

4.2 Student Experience

The Students Union at BU have been involved in the working group and associated research projects and endorse the principles underpinning the paper.

4.3 Risk Analysis

As the changes will have an impact on all programmes there has been Faculty consultation and CEL has worked in partnership with colleagues in Academic Quality to design an implementation plan. The new policy will have an impact across the University (levels 4-7), with **university-wide implementation in time for September 2019**. The Academic Quality Team will work with Faculties to ensure that these changes will be managed in a timely, risk-free and student-focused approach. University-wide implementation, rather than a staged approach, has been identified to ensure equity of experience across the student cohort.

4.4 Legal and Compliance

There are no legal implications of this paper.

4.5 Outcomes/Benefits

The aim to increase student achievement, improve retention and progression, and raise student satisfaction can be measured through NSS scores, MUSE data and SIMon data; and the increase in diverse and authentic assessment tasks monitored by enhanced Independent Marking Plans.

Centre for Excellence in Learning Paper: Assessment for Fusion.

Introduction

This paper sets out the rationale for changes to the *Principles of Assessment Design policy 6c*. On behalf of the Working Group set up to review and revise the policy we request that Senate endorse and ratify the changes and approve the approach to implementation as outlined in Section 8, including exceptions to key regulations for modifications as contained in ARPP 4B – *Programme and Unit Modification Policy and Procedure*. This is the final update on the work undertaken by CEL and the working group formed to review and revise the *Principles of Assessment Design Policy 6c*. The proposed changes have been discussed at ASC in October 2017, December 2017 and April 2018, drawing on good practice in the Faculty of Health and Social Sciences where some programmes had already been revalidated with 3,000 words as the word-count per 20 credits, including high performing programmes regularly achieving high levels of student satisfaction. Support for the proposed changes and the draft implementation plan has previously been discussed and endorsed at the May meeting of ASC.

Senate is asked to endorse and ratify

- the revised version of the *Principles of Assessment Design 6c*
- exceptions to *4b Programme and Unit Modifications: Policy and Procedure* to facilitate implementation of the policy as outlined in Section 8 of this paper.

1. Context and background

The strategic case for change is strong, with the emphasis in the Teaching Excellence Framework on *teaching quality*, and particularly on student engagement (TQ1), rigour and stretch (TQ3) and feedback (TQ4). The Assessment and Feedback dimension of the National Student Survey (NSS) is low scoring across the sector, and is an area BU aims to improve. The data collected by the Students Union at BU through the SimOn survey indicates that assessment and feedback are priority concerns of students. In order to make a case for TEF Gold in future a step change is required. The Centre for Excellence in Learning (CEL) designated 2017-18 as a Year of Assessment and Feedback, with review and revision of *Principles of Assessment Design policy 6c* as a priority with a Theme Leader post allocated to lead this project. Research was undertaken to ascertain the evidence base for assessment regulation change. Email requests were sent out by Academic Quality and by the Head of CEL, an internet search for Assessment Policies was undertaken, and the narratives provided by universities achieving Gold in the TEF were read. CEL colleagues drew on the pedagogical literature on assessment and feedback, and consulted Professor Dai Hounsell, a world-leading expert in assessment and feedback.

A working group was established at the beginning of 2017-18 with representation from Faculties, Students Union and Academic Quality, which Anne Quinney has led on behalf of CEL, mirroring the process successfully employed when *6F (Generic Assessment Criteria)* was updated in 2016.

We were mindful of the Higher Education Academy's (now called Advance HE) assertion that "assessment practices in most universities have not kept pace with the vast changes in the context, aims and structure of higher education. They can no longer do justice to the outcomes we expect from a university education in relation to wide-ranging knowledge, skills and employability" (Ball et al 2012 p7). The HEA recommends "a radical rethink of assessment practices and regulations" and a "holistic and proactive approach" (Ball et al 2012 p8).

The HEA report goes on to say that a radical reshaping of assessment has the most significant benefit for student learning and in particular, “the greatest potential to improve student learning is a shift in the balance of summative and formative assessment” (Ball et al 2012 p9). It also creates the opportunity to develop more innovative assessment tools, and to embed dialogical feedback processes in learning activities. Lecturer time is disproportionately taken up with marking assignments, in particular on programmes with large cohorts. Marking is a resource-intense activity for academic and professional staff, with a reduction in the number of assignments leading to improved retention, and a reduction in the time spent on managing non-submissions, academic offences, complaints and appeals.

The table below outlines some of the key evidence used to underpin the revision of the policy and proposed implementation plan, as well as the development of resources for the forthcoming assessment and feedback toolkit. Additional resources consulted are included in the bibliography.

Key themes in the literature

Ball et al 2012 (HEA) Theme: The rationale for transforming assessment	Ball et al 2012 (HEA) Theme: Preparing to change assessment	Gold TEF HEIs Theme: Innovations in Assessment and Feedback	Hounsell 2017/18 Theme: Visiting Professor's advice re Assessment points and volume	O'Neill 2011 editor Theme: Choice of assessment methods (HEA funded study)	Nicol and Macfarlane-Dick 2006 Theme: Seven Principles of good feedback
Improved potential for student learning	Leadership – acknowledges complexity, ambiguity, inclusive approach, time needed to embed in the culture and practices	Portsmouth University Formative activities are required. <i>My Feedback</i> app gathers feedback from multiple sources.	Over the course a three-year degree programme, students would produce 54,000 words (plus the leeway allowed of 10%). Two summative assessments in each of the 18 units yields up to 36 data-points on which to base a degree classification decision. This is a pretty robust foundation-stone.	Propose allowing students to take some control of their learning and to play to their strengths, including choice of assessment type. Takes into account diverse student group ie inclusive assessment	<ol style="list-style-type: none"> helps clarify what good performance is (goals, criteria, expected standards); encourages teacher and peer dialogue around learning;
Increased student satisfaction	Students – develop assessment literacy and understanding of the relationship between assessment and learning.	University of Birmingham Assessment for Learning Initiative. Introduced formative feedback/feedforward. NSS scores increased as did learning outcomes. Programme-specific feedback statement banks improved satisfaction.			<ol style="list-style-type: none"> facilitates the development of self-assessment (reflection) in learning;
Improved value for money; maximising resources for learning	Resources workload management – assessment must not be underestimated in workload planning/resource allocation	Newcastle University Support alternative and innovative methods of assessment. Assessment design at stage or programme level. Consideration given to type and quantity of feedback that will most benefit students			<ol style="list-style-type: none"> delivers high quality information to students about their learning;

		Word counts and duration are expressed as upper limits and not strict requirements.			
Assessment better able to assess the outcomes of 21 st Century education	Staff development - programmes for new lecturers, communities of practice, assessment literacy for staff	De Montfort University Assessment design should ensure opportunities for regular feedback, self-reflect and develop. A wide range of assessment types - with a wide range of skills assessed. Takes into account inclusivity. Normally no more than 2 summative assessments in a 15 credit unit, 3 for 30 credits and 4 for 40 credits. Created an Assessment and feedback glossary.			5. encourages teacher and peer dialogue around learning;
	Regulations and guidance - levers for enhancement and positive change, a whole programme approach to assessment				6. provides opportunities to close the gap between current and desired performance;
	Using Technology-enhanced approaches - efficiencies in staff time and better experience for students; more adaptable and inclusive.				7. provides information to teachers that can be used to help shape the teaching.

The **key principles** outlined below were informed by that process.

2. **Key principles**

- Increase student achievement, improve retention and progression, and raise student satisfaction through the reduction of the summative assessment workload on both students and staff by creating opportunities for effective learning.
- An increased focus from assessment *of* learning to assessment *for* learning, through formative assessment tasks in which students develop assessment literacy and become more active learners by taking responsibility for self-evaluation and development of their learning through increased feed *forward*. The recently revised Generic Assessment Criteria are a useful tool to support this.
- Development of authentic, discipline-relevant and profession-relevant assessments based on sound pedagogic principles that enable students to demonstrate their achievement of level and programme outcomes, through a broader 'menu' of more innovative assessment tasks. This requires the rationalisation of the volume and number of assessment tasks at each level.
- Recognise the role that technology enhanced learning and assessment tools can play, for example in developing and reinforcing learning and in different forms of exams. BU defines exams as time-limited assessments, which can take a variety of forms (e.g. traditional handwritten exams, timed essays, oral exams/vivas, computer-assisted exams, two-stage exams, open-book exams). BU promotes alternatives to traditional handwritten exams, by expecting a wider range of time-limited assessment tasks and retaining traditional handwritten exams only where there is a PSRB requirement or other context-driven requirement.

Inclusive assessment practices and options for integrated programme level assessment are embedded in the changes. The proposed changes to assessment practice will have an impact on every unit of study at every level (UGT and PGT, levels 4 to 7) and will require the updating of all units of study.

The updated version of 6C is attached. Policy and Procedure has been separated to achieve clarity and accessibility for all audiences – staff, students and external examiners.

3. **Strategy**

CEL continues to lead on:

- developing guidance in the form of an Assessment and Feedback Toolkit with exemplars of good practice from BU and beyond, working with Visiting Professor Dai Hounsell
- providing workshops on assessment & feedback and curriculum design.

Academic Quality colleagues continue to lead on, in consultation with CEL:

- advice on implementation of new policy across all Faculties.

4. **Consultation**

Discussions around the proposed policy changes have taken place through a variety of channels, including the working group, QASG, CEL theme leader consultations (e.g. drop-in 1:1 sessions with staff; attendance at Faculty meetings such as FESEC and less formal meetings), CEL workshops (e.g. at department away days/events, masterclasses and PGCE sessions, LEAP trainings), Faculty

Assessment and Feedback Fiestas, and other avenues. Members of the working group have also shared the information within their faculties/departments, and for members from SUBU within the Students Union. An overview of responses to feedback is included in Section 7. The proposed changes and the outline implementation plan have been discussed and agreed at ASC.

5. Working Group Discussion

As noted above, the working group has representation from a range of voices within BU, including CEL, all Faculties, SUBU, Academic Quality, and Additional Learning Support. The diversity of the working group aims to identify and address the opportunities and challenges of revising the policy and procedures as it relates to assessment. The working group has discussed and agreed the principles on which the proposed policy revisions are based (see above), as well as the approach to separating out procedure to ensure clarity between the two. The working group has considered matters of equality and equity.

The working group has discussed the proposed changes and implementation in detail and have considered the following (though this is not an exhaustive list):

- **Measuring assessment workload** - CEL is facilitating a consultation across BU on assessment equivalencies (see discussion below regarding resources) to support a consistent approach to managing student workloads, whilst taking into account profession and discipline specific tasks. We have also reviewed the equivalencies used at other HEIs.
- **Resources for supporting assessment** – these will build into an Assessment and Feedback Toolkit, to be hosted on the CEL externally facing website and will include good practice guides on different methods of assessment; using TEL resources to enhance assessment practice; strategies for embedding formative assessment and *50+ ways to assess your students*
- **Implications for other policies** – CEL will work with Academic Quality to begin to identify other relevant policies and procedures that would be impacted by these changes (e.g. those relevant to programme development and PSRBs, among others)
- **Formative assessment** – the integration of formative assessment is an important aspect of the proposed changes, so there has been discussion on strategies for embedding formative assessment (e.g. using the VLE tools) and support for staff on developing formative assessments that do not then result in overassessment through formative work (e.g. through professional development and good practice guides)

6. SUBU and Student Engagement

SUBU representatives have played an important role in the working group and have contributed information about student views on assessment and feedback practice to inform the policy development, including through SimOn data. Additionally, CEL and SUBU are working collaboratively on research that gathers quantitative and qualitative data on student experiences, expectations, and engagement with assessment and feedback. This has included a GOAT Survey (Go Out and Talk) that has gathered responses from students on both campuses in February/March, a Speak Week question asking students to define 'feedback' in early March, and focus groups for each Faculty held in April/May to consider barriers to student engagement with assessment and feedback. This work will continue in the next academic year. Amongst other outputs for the strands of the research, the results will be used to inform elements of the Assessment and Feedback toolkit, a resource which will be both staff and student-facing.

7. Concerns & Communication

Concerns raised from staff through discussions in departments/faculty events and meetings, feedback gathered by working group members, QASG, and other avenues have included:

- **Resource/workload implications** – requiring formative assessment within units has raised some concern amongst staff that assessment workloads could remain high for students and staff and possibly increase, though potentially less visibly (i.e. assessment that would not be documented on the IMP/student assignment calendars or in staff workloads)
Response: Formative activities will be embedded in unit delivery and the overall assessment burden on staff and students should reduce. Acting on feedback from formative tasks can lead to higher performance in the summative assessment. See Hounsell (undated) Flipping Feedback. Wise Assessment Briefing No.12. <http://www.cetl.hku.hk/wise-assessment-forum>
- **Less opportunity for depth** – by lowering the word count, there is concern students have less opportunity to write in depth and at length (e.g. dissertations)
Response: We propose that as Dissertations and Final Projects are distinct from other assessment types the word count for these assignments is 5,000 words for 20 credits. (See 6c 5.5.4 “Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types the word count for these assignments is 5,000 words for 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound”).
- **Aligning with PSRB requirements** – some initial concern on the reduced word counts not meeting PSRB requirements.
Response: The policy allows for exceptions where PSRB requirements differ on assessment workload (i.e. specify higher word counts) or stipulate particular assessment methods
- **Assignments that require students to undertake a series of small related tasks.** For example in Computer Science or where Team Based Learning is used.
Response: In some situations these can be formative activities, or phased assignments can be designed as summative assessment where essential skills or knowledge (threshold concepts) are required in order to progress to the next stage in the unit. Each stage attracts a mark but it is only one element of assessment, much in the same way as an exam paper has marks for each question and then totalled up. The assessment marking system must be transparent and made explicit in the Assignment Briefing Document. Consideration needs to be given to how the tasks meet the Intended Learning Outcomes and are appropriate to the academic level.
- **Two-stage exams** are increasing in popularity and are pedagogically sound. An individual exam is undertaken followed immediately by a group exam on the same or similar questions. The peer to peer discussion aids understanding and removes the temptation to simply ‘guess’ the answers in a multiple choice format. If two marks are awarded (one for each stage of the exam) will these be considered two elements and then preclude using another assessment type in addition?
Response: Two-stage exams can be considered one element of assessment, it is one exam in two parts. <https://www.youtube.com/watch?v=ZVFwQzIVFy0>
- **The evidence base for these changes now.**
Response: See Section 1.
- **Why use wordcount as a measure?**
Response: The University currently refers to *wordcount* in the Assessment Design Policy 6c and additionally refers to *student effort* in the *Programme Approval, Review and Closure: Policy and Procedure 4a* document in order to inform the assessment strategy of a programme. The revised policy has retained this terminology.

As noted above, the proposed changes represent ongoing good practice enhancements to units and programmes, which also align with pedagogic research on global higher education assessment practice. Some of the concerns identified above can be addressed through appropriate, clear and consistent communication around the changes, as well as through providing resources in the assessment and feedback toolkit (e.g. good practice guides on aligning formative assessment tasks with summative assessment methods; introducing new/alternative assessment methods) and by having larger units where it is necessary to have a greater volume of words (e.g. for dissertations and final year projects).

A briefing document has been circulated, covering the proposed changes and information on how programme teams can adjust assessment strategy, especially important for those programmes undergoing revalidation this academic year and early next year.

CEL offer a range of supports for units/programmes as it relates to assessment and feedback:

- **LEAP workshops** – a new assessment and feedback layer has been added recently (see Resources discussion below) that offers the opportunity for units and programmes to consider the assessment landscape (or menu/diet), as well as identify a range of assessment methods that can be used for formative and summative assessments
- **Theme leader 1:1s** – assessment & feedback and TEL theme leaders hold regular drop-in sessions to provide consultations to staff to discuss questions related to these themes; these are advertised on the CEL and Faculty blogs
- **Assessment Fiestas/Celebrations** – the Assessment Fiestas/Celebrations in May are an opportunity to identify, celebrate, and share good assessment practice in each Faculty, and offer an opportunity to raise awareness around policy changes and address concerns about the proposed changes and implementation

8. Implementation Model and Guidance for Faculties

The new policy will have an impact across the University (levels 4-7), with **university-wide implementation in time for September 2019**. The Academic Quality Team will work with Faculties to ensure that these changes will be managed in a timely, risk-free and student-focused approach.

Programmes with specific Professional Statutory and Regulatory Body (PSRB) requirements may be exempted from the policy changes. All PSRB-related exemptions will need to be considered through the *Exceptions to Standard Regulations Process*.

Key principles of implementation

Role of Faculty Academic Standards Committees (FASCs)

FASCs will play a key role in coordinating and approving changes proposed in response to this policy. Faculties are encouraged to hold additional extraordinary FASCs in November 2018 and February or March 2019 to approve modifications to units in order to meet deadlines for publication. Academic Quality will be providing a summary sheet for Programme Leaders to complete as a cover paper for the modifications proposed which will include a rationale for the changes made as well as brief statement describing the changes. This cover sheet will be required from Programme Leaders in October 2018 which will enable Academic Services to scope the volume of changes planned and will be used by Marketing and Communications for communications to prospective students, enquirers

and offer-holders. FASC will receive these summary documents as well as all unit specifications and the programme summary document in order to approve changes proposed.

Regulatory Exemptions

In order to achieve the scale of change required at unit level the following exemptions from Regulations have been proposed:

- 4B – *Programme and Unit Modifications: Policy and Procedure* (section 4.4): modifications made to units to support the implementation of this new policy would not be counted towards the modifications limit of a total credit value of more than one third of a level for a programme between validations/reviews
- 4B – *Programme and Unit Modifications: Policy and Procedure* (section 8.1): academic teams will not be required to obtain written agreement of at least 75% of students affected by the change must be obtained (normally this would be 75% of affected students per level, per programme).

Appropriate steps will be taken to ensure students are fully informed of changes and to ensure that student choice is not adversely impacted.

Student Communications

Prospective students – Marketing and Communications will complete communications out to applicants and offer-holders once Programme Teams have provided the basic information needed about proposed changes in October 2018. A generic letter will be provided with specific details of changes to a programme inserted.

Current students – Bournemouth University is compliant with CMA requirements and some level of consultation with students where there are significant changes to units will have to happen. Once the scope of changes proposed are known to Programme Teams in October 2018, communications with current students where there are significant changes will need to take place. In addition to programme level consultation it is proposed that students are alerted to the new policy through communications via SUBU and a flag concerning the new policy at enrolment/re-enrolment.

External Examiner Consultation

Existing External Examiners may be used to provide external quality feedback on proposed changes, but this is not a requirement. External Examiners normally play a role in commenting on changes to units and programmes and providing advice to programme teams about changes proposed. External Examiners act in an advisory capacity and are not required to approve changes. As the changes to 6C amount to a change in policy at an institutional level, it is proposed that a general communication to all current External Examiners is sent from the Head of Academic Quality informing them of the new policy and alerting them to possible unit changes to take place during 2018/19. This will prepare External Examiners for communications from Programme Teams regarding modifications, and ensure they are aware of the key principles of the new policy and its implementation.

Repeating Units in 2019/20

Assessment Boards have discretion when it comes to deciding how a unit is repeated when the original version is no longer available (section 6.9.24 *Repeat units that are no longer current* [6L - Assessment Board Decision-Making: Procedure](#)). It is anticipated that most students who have to

repeat in 2019/20 will be offered the opportunity to move to the new unit (where changes have been proposed). However, this is an area of Assessment Board discretion and may be managed on a case by case basis. Assessment Boards will need to ensure the rationale for a decision is clearly recorded and that the units are treated in the same way as it they were taking the original units ie. capped at pass mark.

Common units

Units that are taken by more than one programme will need to be considered through the same modification process. The 'owning' programme and Faculty FASC will be responsible for proposing and approving modifications to common units, and communicating these changes to any programme that shares the unit. Academic Services will support this activity by providing a list of common units and programmes in which the units are taken, and Academic Quality will collate all modified unit specifications after each FASC and provide final approved versions to be shared with other Faculties. However, it is advised that programmes with common units begin discussions as soon as possible during the modifications process to ensure that the 'receiving' programme understands the scope of the changes planned at the earliest opportunity.

Early Review Requests

Academic Quality are aware there may be programmes due for review in 2019/20 who might want to request an early review to take place during 2018/19 in order to make the changes to align to the new policy at the same time as undertaking a curriculum review, rather than making assessment changes in 2018/19 and then undergoing a full review in 2019/20. These requests will be considered by Academic Quality on a case by case basis. Any early review request will need to be compliant with the timescales outlined below for programmes with options and programmes without options.

"Business-as-usual" modifications during 2018/19

Programmes teams who wish to make amendments to programmes and units beyond those required by the revised policy 6C will be able to do so using the standard process for modifications. These changes will not be exempted from the cap of one third limit of a total credit value of a level for a programme or the need to pursue 75% written consent from students. The normal paperwork requirements will be required by FASC and, in order to dovetail with any changes proposed in order to align with 6C, these should be taken at the same extraordinary FASC. The Academic Quality Team will be available to advise on how this can work in individual cases.

Higher Education Classification of Subjects (HECoS)

A new subject coding system, the Higher Education Classification of Subjects (HECoS), has been developed to replace the JACS system. JACS is used by HESA and UCAS to classify subjects of study; the implementation of HECoS provides an opportunity for a far broader range of stakeholders to use a common subject coding system in the future. The implementation deadline for the new HECoS codes is September 2019. Academic Services will be asking Faculties to provide the updated Programme Summary Sheet with new codes as part of modification process. Further details of how to align to HECoS will be provided to academic teams.

9. Timescales

Academic Services have identified the following key deadlines for Faculties to work to, allowing the Student Administration Team to effect changes in the Student Records System and other relevant systems, and for timetabling requirements to be collated:

- Completed modifications by **14 December 2018** for all undergraduate programmes with options (this deadline includes standard modifications for 'business as usual' changes) to allow for curriculum build ahead of selection of optional units;
- Completed modifications by **29 March 2019** for all undergraduate and postgraduate programmes without options

Academic year 2017/18		
Timescales	Activity	Responsibility
May – August 2018	<p>Programme level review of assessment strategies and individual unit assessments – either through additional programme meetings or as a planned element of the Programme Review Meeting at the end of the academic year.</p> <p>Programme and unit review – programme teams to consider what assessment modifications are required for each unit and the programme assessment strategy.</p>	Programme Teams, Heads of Department, Heads of Education
May – June 2018	<p>In-process revalidations – for those programmes in re/validation now and early next academic year, there is an opportunity to embed/absorb the proposed changes sooner. We recommend that reference to assessment workloads in unit and programme documentation should be based on the policy changes due to take effect in 2019.</p>	Programme Teams, Heads of Department, Heads of Education with support from the Academic Quality Team.
Academic year 2018/19		
September 2018	<p>Collate changes by department – to manage the workload we recommend that modifications are collated by departments.</p>	Heads of Department
October 2018	<p>Timeline for Faculty reviews – Faculties and Academic Quality will agree a timetable and process for reviews by each programme/department.</p> <p>Programme teams provide brief summary statement of extent of changes proposed (to be used to understand scope of changes needed and for Student Communications).</p>	Heads of Department, Academic Quality team

November 2018	Extraordinary FASC to facilitate large scale modifications to assessment patterns.	Deputy Deans Education, FASCs
14 December 2018	Deadline for all undergraduate programmes with options submitted to Academic Quality to allow time for curriculum build ahead of selection of option units	FASCs & Academic Quality Team
December 2018 – January 2019	Documentation checked and internal communications to University departments	Academic Quality
January 2019	Communications out to student applicants, offer holders and enquirers	Marketing and Communications
February - March 2019	Extraordinary FASC to facilitate large scale modifications to assessment patterns.	Deputy Deans Education, FASCs
29 March 2019	Deadline for all undergraduate and postgraduate programmes without options	FASCs & Academic Quality Team
April 2019	Documentation checked and internal communications to University departments	Academic Quality
Academic year 2018/19		
Independent Marking Plan data will be used to review alignment with the new policy.		

10. Resources

To support the implementation of the new policy and celebrate and expand good assessment and feedback practice in BU, CEL is developing an Assessment and Feedback Toolkit and other resources, working in partnership with Professor Dai Hounsell, Visiting Professor. Development of the Toolkit, Glossary, good practice guides, and other guidance is ongoing and will be released as they are developed. These include to date

1. **Wise Assessment Forum** – a series of open access publications from the University of Hong Kong, developed by Professor Dai Hounsell. This includes case studies from the home university and elsewhere, a model that will be replicated in the BU Toolkit. <http://www.cetl.hku.hk/wise-assessment-forum>
2. **Assessment & Feedback pocket guide** – this guide, produced by CEL, outlines key elements of good assessment and feedback/feedforward practice, drawn from and linked to relevant academic literature.
3. **50+ Assessment Methods** – these resources developed by CEL provide formative and summative assessment methods that can be used on programmes and offer the opportunity to introduce new and innovative assessment methods on a programme (Appendix 3)
4. **LEAP Assessment layer** – CEL has developed an additional layer on the Learning Excellence Acceleration Programme (LEAP) methodology, which adapts the assessment categories from the University of New South Wales. This approach encourages varied and inclusive assessment practices on a programme. (Appendix 2)

5. **Colour-coding the Independent Marking Plan** – using the assessment categories from LEAP, CEL have colour-coded the BU IMP from PRIME to document existing assessment practice and identify opportunities for programmes/departments to reflect on existing practice.
6. **Equivalencies Consultation** – to support the implementation of new assessment methods, CEL are developing guidance on equivalencies/alternatives to word counts (e.g. 1000-word essay) through review of guidance at other institutions and consulting staff across BU on existing practice. This is collated through a Padlet, which we have used/will use at Faculty events (e.g. FESEC meetings, Faculty Assessment Fiestas), the PG Cert in Education Practice, masterclasses and others. See below for a basic equivalency table which will be added to by faculties to include discipline and profession- specific assessments.
7. **Glossary.** Adapted from De Montford University (TEF Gold standard). (Appendix 1)

Indicative Equivalencies Table

The table below provides some basic guidance on equivalents for written coursework. Equivalencies should be interpreted flexibly for alternatives to essays and traditional exams (i.e. time-limited assessments under exam conditions), in order to encourage innovative, authentic and inclusive assessment practices. Programme teams should consider the assessments for individual units and programmes in line with guidance in regulations on programme design and reviewed annually through the development of the Independent Marking Plan. In other words, assessment workloads should be reviewed as part of the learning hours for each unit and include both formative and summative elements.

Assessment method	50% weighting of 20-credit unit
Essay	1500 words
Unseen exam	1.5 hours
Seen exam	1.5 hours
Poster	1 x A3

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Appendix 1

Glossary of Assessment Terms: A guide for students and staff

This guide is intended to support a shared understanding of assessment terminology between students and staff. This is not an exhaustive list of terms related to assessment and many come from a range of university policies and procedures, so for additional guidance on these terms review the relevant Academic Regulations. It is intended to be a useful resource to explain some of the terms associated with assessment and other related learning and teaching terms that will especially help students.

[NB: This is a resource that is in development, so some of the definitions/terms are still to be written or revised. We welcome your comments/contributions to the document.]

Term	Definition				
Anonymous marking	Anonymous marking is where students' work is marked without the marker having access to the students' names. Some assessment tasks cannot be anonymously marked, for example performances, production of artefacts, major projects and dissertations.				
Academic offence	An academic offence is where a student commits any act which is intended to evade and undermine the university's processes for rigorous and fair assessment. Academic offences include plagiarism, cheating, collusion, copying work and reuse of your own work, among others.				
Academic Adviser	This is an academic member of staff who is a key point of contact and support. Academic advisers provide guidance on academic and professional issues and can signpost other university services for support with personal issues.				
Assessment	Assessment is the way that students' learning and understanding is tested, and the way in which the university is assured that students have met the learning outcomes for each unit. Each unit has one or more assessment tasks, linked to relevant learning outcomes. Successful completion of unit assessment tasks, as measured by a pass mark in the unit, leads to the award of credit.				
Assessment: formative	These are assessment tasks which are designed to help students learn more effectively and to improve their performance. Formative assessments do not contribute to the marks awarded for the unit.				
Assessment: summative	These are assessment tasks are designed to test students' ability to meet the unit learning outcomes. Summative assessments count towards the unit mark which a student achieves and towards the award of credit.				
Assessment methods	These are the types of assessments which are used to test students' knowledge and understanding. Examples include essay; examination; presentation; portfolio; laboratory				
Assessment weightings	These define how much each unit assessment task is 'worth' in the unit. For example a unit's assessment weightings might be as follows: <table style="margin-left: 20px;"> <tr> <td>Presentation & report</td> <td style="text-align: right;">50%</td> </tr> <tr> <td>Portfolio</td> <td style="text-align: right;">50%</td> </tr> </table> <p>The marks achieved for each assessment task would be weighted to calculate the overall unit mark.</p>	Presentation & report	50%	Portfolio	50%
Presentation & report	50%				
Portfolio	50%				

Brightspace	
Collusion	
Coursework	This is a generic term for assessment tasks which are not formal exams.
Credit	<p>Credit is a way of quantifying student achievement in terms of the volume of study undertaken, and the level of challenge of the study. Credit is associated to units which have both a credit value and level, e.g. 20 credits at level 6 (i.e. final year). Credit is awarded to a student on successful completion of the unit.</p> <p>The levels of credit are defined by the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. Levels 4, 5 and 6 equate to an undergraduate honours degree and level 7 denotes postgraduate-level study.</p>
Double marking	This is when two markers assess a piece of work independently (i.e. don't see the first marker's comments or mark) and agree a mark together.
Exam	An exam is a time-limited assessment usually occurring at the end of the unit. Exams can be seen, where the student is provided with the question(s) in advance, or unseen.
External examiner	External examiners are subject experts appointed from other universities or from industry to review the assessment process and students' work. They ensure that the university's awards are comparable in standard to awards granted by other institutions and confirm that they comply with national threshold standards and that the assessment of students is fair.
Feedback	Feedback is provided to students either verbally, in writing, or electronically on the assessments they have submitted. Feedback is intended to explain the mark which the student has achieved and to highlight strengths and areas for improvement.
Feedforward	Feedforward is information provided to students to help them improve their future work – it is forward looking rather than focused on assessments which have already been completed.
Generic assessment criteria	<p>These criteria are set in university policy and explain the requirements a student should meet in their assessed work in order to achieve a mark in a particular band, e.g. 50-59%, 60-69%. The BU generic assessment criteria also provide students with feedforward statements to aid in improving future work.</p> <p>These criteria can be contextualised to specific disciplines/assessments.</p>
Moderation	Moderation ensures that assessment criteria have been applied appropriately and that assessment outcomes are fair and reliable. Moderation focuses on the range of marks across the assessment task via sampling and mark reviews, rather than on a student's individual piece of work.
Peer assessment	An assessment task, either formative or summative, in which students provide feedback and/or an indicative mark on the work of other students.
Plagiarism	<p>Plagiarism is the deliberate attempt to gain advantage by presenting any work, data or concepts that are not the student's own as if they were.</p> <p>Plagiarism can be defined as the significant use of other people's work and the submission of it as though it were one's own in assessed coursework</p>
Programme	A programme is a collection of units at defined levels of study which form a coherent learning experience. Successful completion of a programme leads to the conferment of an award, e.g. BA (Hons) English; MSc Computing. Programmes may also be called courses.

Programme management	A team which has the overall academic management, development and quality assurance/enhancement of a group of programmes or subject area. Each faculty has a number of programmes and programme management teams.
Programme outcomes	<p>Programme outcomes convey the level of intellectual demand and challenge set by the programme, with reference to the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies. They identify what a typical student should know and be able to do when they finish the programme.</p> <p>The university identifies four distinct types of programme outcomes: Knowledge and understanding Intellectual skills Subject specific skills Transferable skills</p>
Second marking	Second marking is where an assessment task is independently marked by more than one member of academic staff. The second marker has access to the mark and feedback given by the first marker. It is part of our process to ensure that student work is marked fairly and equitably across a range of marks. In other words, it is our internal moderation process (see moderation definition).
SITs	This is the student records system that BU uses.
Turnitin	Turnitin is piece of software which allows electronic submission of students' written work, and can detect whether the work has been plagiarised (copied from other sources).
Unit	A standalone learning package with defined content, learning outcomes and one or more assessment tasks.
Unit learning outcomes	Unit learning outcomes define the thing

Appendix 2

LEAP – Assessment categories

Introduction: Assessment is an important aspect of teaching and learning. It provides a measure of student performance (assessment *of* learning), but perhaps more importantly is also an important part of the learning process (assessment *for* learning). However, choosing appropriate assessments is a complex process.



Key considerations in designing an assessment include how formative and summative assessment will be incorporated in a unit, how they enable students to demonstrate achievement of unit learning outcomes, and how they contribute to wider programme learning outcomes. It is also important that programmes incorporate a range of assessments so all students have an opportunity to demonstrate their achievement and have an opportunity to engage in discipline- and profession-relevant tasks. The above can be supported and enhanced through the use of technology enhanced learning (TEL) and assessment tools.

There are many forms of assessment, which can be included in a programme to help achieve the above principles. To help ensure a balance of assessment on a programme, BU categorises assessment into four types: writing, speaking, doing and making. These are not mutually exclusive categories and a single assessment, such as a Mahara eportfolio or a dissertation, may encompass activities that align with all four types.

Each type is summarised below:

Doing

Typically practical, hands-on activities to demonstrate knowledge/skills to address learning outcomes to a pre-determined standard. These assessments can take place in the physical or digital/virtual environment.


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Making

Students create something – a concrete thing or a model/design – and in the process may use research, exploration and experimentation. These creations may be supported through simulated/virtual environments.


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Speaking

These tasks allow students to develop and address learning outcomes through oral interaction and presentation skills. These tasks can take place in the physical or digital/virtual environment, and technology can facilitate feedback and student development.


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Writing

Students demonstrate knowledge and skills through written tasks. These tasks enable students to express ideas for different purposes and to different audiences through different media.


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in Learning 

Acknowledgement:

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APPENDIX 3 - Assessment Methods Cards

[Link to Assessment Methods Cards](#)

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This document is part of the Academic Regulations, Policies and Procedures which govern the University's academic provision. Each document has a unique document number to indicate which section of the series it belongs to.

6C – Principles of Assessment Design: Policy

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1. SCOPE AND PURPOSE

- 1.1 The policy is aimed at Bournemouth University staff and those at partners involved in the delivery of taught academic provision. The policy sets out the principles underpinning assessment design and applies to all undergraduate and postgraduate taught provision.

2. KEY RESPONSIBILITIES

- 2.1 **Senate:** to approve new policies or amendments to existing policies relating to assessment design.
- 2.2 **Academic Standards Committee (ASC):** to consider the effectiveness of the arrangements for assessment design and recommend changes to current policy to Senate. ASC will approve new and revised policies by exception.
- 2.3 **Quality Assurance Standing Group (QASG):** to review policy relating to assessment design and advise ASC on further development.
- 2.4 **Faculty:** To work with staff across the faculty in developing the design of assessments based on pedagogical principles.

3. LINKS TO OTHER BU DOCUMENTS

- 3.1 Other documents with direct relevance to this one are:
- [4B - Programme and Unit Modifications: Policy and Procedure](#)
 - [6B - External Examining: Policy and Procedure](#)
 - [6D - Marking, Independent Marking and Moderation: Policy and Procedure](#)
 - [6E - Assessment Feedback and Return of Assessed Work: Policy and Procedure](#)
 - [6F - Generic Assessment Criteria: Procedure](#)
 - [6H - Academic Offences: Policy and Procedure for Taught Awards](#)
 - [6J - Mitigating Circumstances including extensions: Policy and Procedure](#)
 - [6K - Assessment Boards: Policy and Procedure](#)

- [6L - Assessment Board Decision-making, Including the Implementation of Assessment Regulations: Procedure](#)
- [7H - Student Exchange: Policy & Procedure](#)
- Principles of Assessment Design: Guidance

Policy

4. PRINCIPLES OF ASSESSMENT

- 4.1 Assessment provides a measure of student performance, provides students with exposure to a range of assessment methods appropriate to the discipline and/or profession, informs student development through feedback and feedforward and acts as a tool to monitor student progress. Assessment consists of both formative and summative assessment tasks. (Note for Senate: The Assessment & Feedback tool-kit will contain examples of formative activities which build into summative assessment).
- 4.2 The purpose of assessment is to enable all students to demonstrate that they have fulfilled the learning outcomes of the programme of study and achieved the standard required for the award(s) they seek. The assessment requirements of each programme must therefore relate to the learning outcomes, reflect the achievement of the individual student in fulfilling programme learning outcomes, adhere to the principles of inclusive assessment, and at the same time relate that achievement to a consistent national standard of awards.
- 4.3 BU supports the principle of assessment *for* learning rather than assessment *of* learning. This is underpinned by a requirement for formative assessment tasks in which students develop assessment literacy and become active learners by taking responsibility for self-evaluation and development of their learning through acting on feedback and feedforward.
- 4.4 BU recognises that assessments must enable students to demonstrate their achievement of level and programme outcomes, including where relevant, Professional and Statutory Regulatory Body (PSRB) requirements and develop appropriate employability skills through a broad range of assessment types that allow for authentic, discipline-relevant and profession-relevant assessments based on sound pedagogic principles.
- 4.5 BU recognises that technology enhanced learning and assessment tools can develop and reinforce the learning that takes place, and as such should be considered in the development of innovative, inclusive and authentic formative and summative assessment, including exams. BU defines exams as time-limited assessments, which can take a variety of forms (e.g. traditional handwritten exams, timed essays, oral exams/vivas, computer-assisted exams, two-stage exams, open-book exams). BU promotes alternatives to traditional handwritten exams, by expecting a wider range of time-limited assessment tasks and retaining traditional hand-written exams only where there is a PSRB requirement or other context-driven requirement.
- 4.6 The design of assessments should be informed by sound pedagogic practice and take account of feedback received from peers, students and external examiners.

5. DESIGNING ASSESSMENTS

- 5.1 In line with the principles set out in section 4, assessment design should be student-centred, must relate directly to the intended learning outcomes and aims of a unit, and contribute to level and programme learning outcomes. This can be achieved through the selection of appropriate types of assessment, and ensure that inclusive, authentic and discipline-relevant knowledge and skills are developed.
- 5.2 All assessments must have clearly articulated assessment criteria included at the point of briefing. Assessment criteria should be designed and reviewed in line with the principles of the BU Generic Assessment Criteria Grid (See 6F - *Generic Assessment Criteria: Procedure*) to ensure inclusion of appropriate feedback and feedforward statements and a common language for describing attainment at each level of study.

- 5.3 Student attainment should not include a measurement of attendance unless there are specific PSRB requirements. In such instances this should be clearly stated in the learning outcomes of a unit.
- 5.4 **Alternative assessments for students requiring Additional Learning Support**
- 5.4.1 Reasonable adjustments may be required for individual students with learning differences or disabilities and in line with the Equality Act 2010. However, if the principles of inclusive assessment are applied at the point of design, there may be less need for individual reasonable adjustments.
- 5.4.2 Reasonable adjustments are required where students with disabilities and those with temporary conditions experience substantial disadvantage in comparison to other students. These adjustments aim to enable all students to demonstrate their abilities to meet the learning outcomes of a unit and programme without changing the purpose of assessment. In these cases, an alternative mode or form of assessment may be appropriate to ensure these students are not disadvantaged, nor advantaged compared with their peers.
- 5.5 **Assessment workload**
- 5.5.1 The workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).
- 5.5.2 Each 20-credit unit should normally, unless required by PSRBs, have no more than 2 elements of summative assessments. These elements are formal (i.e. each assessment must be passed for the student to pass the unit). There should be no sub-elements.
- 5.5.3 In addition to summative assessment, formative assessment must be included in each unit to promote effective learning, but this does not contribute to the final unit mark and whilst feedback/feedforward is required it is not required to be independently marked or moderated. The feedback/feedforward provided may be self-assessed, peer assessed or tutor-assessed.
- 5.5.4 Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types the word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

General

6. REFERENCES AND FURTHER INFORMATION

- 6.1 [Part A: Setting and maintaining academic standards](#)
- 6.2 [Chapter B6: Assessment of students and Recognition of Prior Learning](#)
- 6.3 This policy was reviewed according to the University's [Equality Analysis Procedure](#) in July 2014.

Principles of Assessment Design: Guidance

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1. OVERVIEW

2. INTERNAL APPROVAL OF ASSIGNMENT BRIEFS/EXAMINATION PAPERS

- 2.1 Programme/Unit teams have collective responsibility for assessments. Teams should meet to peer review all draft examination papers and all assignment briefs (including assessments completed by multiple-choice questions) and marking schemes at the beginning of the year or prior to Semester 1 and prior to Semester 2. This is particularly beneficial where units are team taught. The purpose of the meeting is to check for clarity, academic equivalence and avoidance of duplication. For partners, it is good practice to also involve the Link Tutor in this meeting. The independent marking plan should record that this process has been undertaken (refer to 6D – Marking, Independent Marking and Moderation: Policy and Procedure).
- 2.2 After the meeting, Faculties should arrange for the production and checking of examination papers using the standardised template found on the [Examinations page of the AS SharePoint site](#). A monitoring sheet for tracking the preparation of examination papers must be used by Faculties/partners in all cases.
- 2.3 **Each Faculty is responsible for the production and use of a standard Faculty-wide assignment brief template.** The template, displaying a clear heading, **Assignment Brief**, should be developed and completed in an electronic format following the assignment brief contents guidance provided at Appendix 1. Examples of templates based on good practice developed within the University are provided in Appendix 2.
- 2.4 The minimum requirements for the assignment brief are:
- assignment title plus an outline of the assignment task;
 - when the assignment is due for submission;
 - how students will be assessed (assessment criteria and weighting);
 - how to submit the assignment;
 - how students will receive feedback (feedback method);
 - how students can get additional clarification/support;
 - details on academic offences including plagiarism and duplication or 'self-plagiarism' including guidance on 'How to avoid academic offences' available

at <https://www1.bournemouth.ac.uk/students/library/using-library/how-guides/how-avoid-academic-offences>.

In addition, for Exam sheet front covers where open book examinations are used, there should also be details relating to academic offences and correct Harvard Referencing (unless a clearly stated alternative referencing style is stated).

NB: Some Professional, Statutory and Regulatory Bodies (PSRBs) request that students clearly outline the page numbers where they have written the answers to exams. Faculties may choose to implement this method of good practice.

- 2.5 Assignment briefs for final year personal research projects are normally included in handbooks made available to students for this type of assignment.
- 2.6 Copies of all assignment briefs and examination papers should be lodged with the Programme Support Officer or HE Coordinator (or equivalent) for partners. The security of examination papers is of critical importance and draft examination papers should always be circulated securely and not printed on open printers. Draft papers must be deposited in a secure place (see also section 8.1.1).

3. EXTERNAL APPROVAL OF ASSIGNMENT BRIEFS/EXAMINATION PAPERS

- 3.1 Faculties/Partners and external examiners should agree which of the proposed assessments are to be reviewed but as a minimum, examiners should receive all assessment briefs which contribute toward classification in order to have an opportunity to review them, therefore normally excluding Level 4 assessments (but including Level 4 of Foundation degrees and awards which are designed to terminate at Level 4). To include:
- i. all examination papers (including resit papers);
 - ii. all assignment briefs* (including reassessment where appropriate);
 - iii. marking schemes for the above;
 - iv. specific guidance associated with professional, statutory or regulatory bodies (PSRBs)

* A sample of assignment briefs which are assessed by 100% coursework (including those assessed by one formal element worth 100% or those assessed by a number of sub-elements worth 100% in total) **must be reviewed**.

- 3.2 External Examiners may be invited to visit the University/partner in order to review assessment briefs and examination papers, although this process is more commonly undertaken through written correspondence. Examination papers and assignment briefs should be provided in final draft form and in a timely fashion. External Examiners must not be used as proof-readers. The involvement of External Examiners is required for all levels of assessment that contribute to the award classification, including those qualifications that terminate at Level 4 and for both levels of Foundation degrees (refer to 6B - *External Examining: Policy and Procedure*).

4. EXAMINATIONS: PAPERS, TIMETABLING AND PROCESSES

4.1 Faculty submission

- 4.1.1 Once examination papers have been approved internally (e.g. via peer review) and externally by External Examiners (see section 7) and have been signed off by the Faculty (normally by the Unit Leader), they should be saved electronically by the Programme Support Officer *and uploaded* to a secure site as specified by Student Administration. Before they are uploaded, the examination papers should be 'ready to print' except for the date and time of the exam. This means checking through unit codes, addition of marks, unit tutor contact details, front page instructions and formatting as well as proof reading the paper. If a copy is made of a photograph, the

original should be submitted to the Examinations Coordinator (EC). If there are any problems with the papers, the Faculty will be notified by phone or e-mail.

- 4.1.2 Common examination papers used by more than one partner must be produced by Faculties in liaison with partner colleagues in accordance with the procedure above.
- 4.1.3 The deadline for the receipt of all final versions of sit and resit papers is communicated directly from Student Administration to Programme Support Officers and also put onto the [Examinations page of the AS SharePoint site](#). The time and date of the examinations should be entered on the paper by the Faculty if known. The EC will arrange for the papers to be printed and delivered to the examination site.
- 4.1.4 Partners are responsible for ensuring examination papers are kept secure and are printed and delivered to the examination site. Partners are not required to submit examination papers to Student Administration.

4.2 **Timetables**

- 4.2.1 Examination timetable planning begins in the June of the previous academic year to allow time to book suitable venues and to inform the teaching timetable. Details of the three main examinations periods (Winter, Summer and Resit) can be found on the examinations website:
<http://studentportal.bournemouth.ac.uk/learning/exams/timetable.html>
- 4.2.2 Timetables for all examinations should be approved by the Programme Management. A copy of the January timetable will be published to students in November and the Summer exam timetable in March. Dates and times for each exam will be published first and room details added at least 4 weeks before the start of the relevant exam. It is unlikely that changes will be possible after the timetable has been published. Any change request will be discussed with the relevant Programme Support Officer but it is also recommended that students check the timetable in the week before their exam. Exam timetables will be published on the web at <http://studentportal.bournemouth.ac.uk/learning/exams/index.html>. Students requiring ALS (see Section 11) are provided with an individual timetable which will include their specific details and provisions.
- 4.2.3 Partners are responsible for timetabling examinations and ensuring the timetable is published in a timely manner to students. Common or part common examinations are set at the same time as the University and/or other partners.

4.3 **Postponement of a student sitting an examination**

- 4.3.1 In exceptional circumstances (e.g. medically unfit to sit); postponement of an examination may be granted by the Programme Leader (refer to *6J – Mitigating Circumstances including Extensions: Policy and Procedure*).
- 4.3.2 The Programme Support Officer/HE Coordinator (or equivalent) should keep a record of all postponement applications and resulting decisions.

4.4 **Examination processes**

- 4.4.1 Unit Leaders are normally required to be present at the outset of any examination for which they have been responsible for writing the examination paper. Thereafter they must leave the examination room and be available in a named place on University/partner premises for the duration of the examination.
- 4.4.2 Student Administration will provide invigilators for all winter, summer and resit examinations within the specified examination period. Partners are responsible for making their own arrangements for invigilators.

- 4.4.3 For students requiring ALS, adjustments to the examination process may have been recommended by the ALS Service and alternative arrangements may be required (see section 11). Partners are responsible for providing support to disabled students.
- 4.4.4 It is the responsibility of the student to ensure they are aware of the correct time, date and location of all examination sessions i.e. winter, summer and/or resit they are required to attend. Students must make themselves available for all scheduled examinations required for their programme.
- 4.4.5 Resit examinations taken at Bournemouth University/partner do not carry an administrative charge for candidates.
- 4.4.6 Bournemouth University (BU) candidates are identified by their BU Smart Card student ID number (prefix 4xxxxxx or 94xxxxxx and not candidate numbers, library numbers or IT codes etc) and these need to be written on the examination papers by the candidate. Candidates must bring their Student ID Card to be permitted entry to the examination room. In the event that a Smart Card is lost, alternative picture ID may be used for one examination. Thereafter a replacement Smart Card can be obtained from askBU at the cost of £10. Candidates from partners who use Smart Cards must bring them to the Examinations room. Candidates from partners who do not use the BU Smart Cards must have their BU ID Cards with them. ID cards should be placed on the desk throughout the examination.

4.5 **Overseas examinations (typically resits)**

- 4.5.1 The University rules require all students to make themselves available for scheduled examinations. However, in some circumstances (typically during the resit period) some students may be permitted to sit their examinations overseas. This normally applies where international students return home for the summer and must be agreed with the Faculty. Students who are on holiday overseas during the resit period may exceptionally take their examinations whilst they are on holiday. Examinations will not be moved for students who have booked holiday over any examination period. ('Overseas' is defined as non-UK locations, including the Channel Islands, Northern Ireland and Orkney.)
- 4.5.2 In order to sit/resit examinations overseas, students must arrange to do so either at their local office of the British Council or a local higher education institution with English speaking staff. At least 10 days' notice will be required. Further details of the process can be found on the student portal here: <http://studentportal.bournemouth.ac.uk/learning/exams/taking-exams-overseas.html>. Once the student has obtained local permission they should supply Student Administration or the appropriate member of staff in the partner, with the e-mail address and telephone numbers of the relevant overseas staff to confirm arrangements. BU candidates should do this by completing the online form which can be found here: <http://studentportal.bournemouth.ac.uk/learning/exams/taking-exams-overseas.html>. Password protected examination papers will be sent by e-mail approximately three days before the examinations are scheduled.
- 4.5.3 There is no charge by BU to students who sit their examinations overseas. However, students will be responsible for any charges the British Council or other overseas institution may stipulate

5. **STUDENT SUBMISSION OF COURSEWORK ASSIGNMENTS**

- 5.1 Unit Leaders should instruct students to submit all formally assessed coursework assignments to the appropriate location on or before the due date/time, whether this be in hard copy or online. Deadlines should be strictly adhered to, to allow equity of treatment to all students. Work submitted after the deadline will be penalised.

- 5.2 Each piece of work submitted in hard copy should have attached to it a Faculty/partner coursework submission form. The submission form must include a disclaimer against plagiarism completed by the student to confirm that the work submitted is their own. To comply with BU's Green IT Policy, students should be encouraged to print their work double sided, unless the requirements of the assessment does not permit this.
- 5.3 Some artefacts, e.g. tapes, models or software, may need special submission arrangements. Students should be advised to retain a copy of their work. Work should be registered by the Programme Support Officer/HE Coordinator (or equivalent). Academic staff should not accept assignments directly from students that have not been processed through the approved administrative system (except for that specified in section 9.10.2).
- 5.4 In exceptional circumstances, extensions to coursework deadlines may be granted. The application for an extension must be made in writing, using the Mitigating Circumstances form and submitted to the Programme Leader on or before the due date (refer to 6J – *Mitigating Circumstances including extensions: Policy and Procedure*).
- 5.5 **Submitting assignments online**
- 5.5.1 When setting submission deadlines for online submission (e.g. electronic files or equivalent), Faculties should be mindful to ensure deadlines reflect when IT Service Desk support is most readily available, therefore enabling students to obtain support in times of difficulty.
- 5.5.2 In cases of BU system failure at short notice prior to an online submission deadline, students must contact the IT Service Desk immediately and obtain an IT incident number. The IT Service Desk and the Learning Technologists will liaise and inform Faculties, as necessary, that the student attempted to submit before the deadline and that alternative submissions should be expected. The student will be advised by the IT Service Desk of the alternative submission method: for submissions made via Turnitin this is via email to a specific Faculty email address designated for submission purposes, which will require them to include their IT incident number with the submission. It is the responsibility of the Faculty to ensure the relevant email address is made available to the IT Service Desk in advance of submission.
- Students submitting via other online methods, for example via myBU/Brightspace content folders (large media files submissions) or Mahara e-portfolio submissions will be advised of alternative submission methods upon contacting the IT Service Desk.
- In addition to this, (to align with section 10.1 of this *Policy and Procedure*) upon receipt of the assignment, the Faculty should either produce a manual receipt or e-mail back confirmation to the student that the work has been successfully received (in lieu of a BU system generated receipt).
- 5.5.3 Students may require additional support when submitting online, including what to do during situations of BU system failure (as per section 9.5.2). In such cases it is recommended that a test submission be carried out early in the unit cycle to ensure confidence with the online submission system and support processes. Support can be provided by the Faculty's designated Learning Technologists (or e-mail learningtechnology@bournemouth.ac.uk). Students entering BU provision through an approved progression route or similar (e.g. via direct entry to Level 6) may also require additional support in the use of online submission systems.
- 5.5.4 For students submitting via the online system, the disclaimer against plagiarism will be included on the Assessment area screen. By submitting online, students are automatically confirming the work submitted is their own.

- 5.5.5 For agreed extensions for online submissions it is the responsibility of the Faculty to ensure that Programme Support Officers and the Faculty's designated Learning Technologists (or e-mail learningtechnology@bournemouth.ac.uk) are informed to ensure the system is correctly set up to accommodate these submissions.
- 5.5.6 **ALS students submitting work online must include the term 'ALS Marking Guidelines' in the header of their document to ensure the marking guidelines are applied.** Further guidance for online submissions for ALS students can be provided by the Faculty's designated Learning Technologists (or e-mail learningtechnology@bournemouth.ac.uk).

6. RECEIPTING OF ASSIGNMENTS

- 6.1 If Turnitin or Brightspace is the IT system used for online submission the system will produce a receipt acknowledging that the student's assignment has been successfully uploaded to the system. **Students must retain this receipt as evidence that their submission has been successful.** For online submissions using other IT systems for example Mahara or for large media files submitted to myBU, the IT system itself will be able to demonstrate that files have been uploaded to them. In cases of uncertainty, relating to the capabilities of the online systems, Faculties should contact their designated Learning Technologists (or e-mail learningtechnology@bournemouth.ac.uk). If the IT system does not generate a received receipt (where it should), then the student should contact the IT Services Desk immediately (see also Section 9.5.2).
- 6.2 When submitting assignments in hard-copy format, students may be issued with a manual receipt (e.g. dissertations and where a manual system already exists within Faculties). For the remaining assignments, the only alternative for auto-receipting is for students to e-mail an electronic copy as well as submitting hard copy. In this case, e-mail boxes, in whichever format each Faculty prefers (e.g. by level, programme, unit etc), can be set up by IT Services for students who require a receipt. In this case, the following provisos will apply:
- e-mail submission is optional for those students who would like a receipt but have no other method of obtaining one;
 - e-mail submission in these circumstances will be for the purposes of receipting only. It will not replace the hard copy submission which will still be required by the deadline;
 - the hard copy assignment is the definitive copy and is not optional;
 - hard copy assignments submitted after the deadline will be marked as a late submission, even if the electronic copy is submitted within the deadline. Students are therefore advised to prioritise submission of the hard copy version;
 - auto - receipting is not confirmation that the hard copy has been deposited. It is simply a back - up process;
 - in the unlikely event that a hard copy assignment goes missing, only then will the mailbox be checked. Only electronic versions that are submitted before the deadline will be considered and the assignment will be marked as submitted;
 - mailboxes will not be checked other than where a student reports an assignment missing;
 - electronic copies of assignments do not need to be retained once the hard copy assignment has been logged. It will be for Faculties to determine how often they clear out their mailboxes. Students must not rely on Faculties to retain an electronic copy of their assignment for future reference;
 - receipting is not possible for certain types of assignment where electronic submission is not suitable (e.g. some artefacts).

7. APPENDICES

Appendix 1 - Assignment Brief contents guidance
Appendix 2 - Examples of Faculty Assignment Briefs

APPENDIX 1: STUDENT ASSESSMENT - ASSIGNMENT BRIEF CONTENTS GUIDANCE

This guidance is provided in addition to the minimum requirements set out in section 6.4 of ARPP 6C and is intended to be used selectively in the context of different assignment briefing requirements.

Element	Notes
Assignment Brief	Heading
Faculty	Heading
Programme(s)/Level	
Unit name/details	
Unit Leader/Tutor	
Assignment set by (first marker)	If additional and/or different from above
Assignment checked by (second marker)	
Assignment marker(s)	If additional and/or different from above (e.g. marking team)
Assignment Issue date/date set/version no.	
Submission date/due date/time	
How to submit the assignment	Instructions on how (physical/online) and where (location/myBU/Brightspace link etc)
Assignment size/length equivalence!	Indicative word limit and/or workload/hours of student learning time
Weighting of assignment % of Overall Unit Mark	
Feedback method	How feedback will be given/provided (Oral/written/electronic)
Assignment Title	
Details of the assignment task(s) to include (below):	
<ul style="list-style-type: none"> Overview of assignment Clear rationale 	Including how to be completed, individually or in a group/team
<ul style="list-style-type: none"> The learning outcomes being assessed Assessment criteria and weightings (conforming to the Unit Specification) 	
<ul style="list-style-type: none"> Group assignment – additional specifications 	e.g. Engagement/participation criteria. Clear identification of individual student contributions to the group or team's work.
<ul style="list-style-type: none"> Submission format/specific structure requirements 	Include specific file type details, especially for online submission
<ul style="list-style-type: none"> Requirements for citing and listing references 	Direction/guidance re BU Citation and Referencing format. Where alternative styles to Harvard Referencing are require, this should be clearly stated.

Notices etc.


e.g. Please note that in accordance with the current University Regulations, any coursework assignments submitted after the due deadline will be regarded as 'late' and awarded a mark of 0%.

e.g. If you are unable to submit on time due to medical or other circumstances, you **MUST** obtain an approved extension from your Programme Leader **PRIOR** to the submission deadline. Extension Request Forms are available from ***.

e.g. General academic support is available via the Academic Skills Community on myBU/Brightspace. Additional support is provided by the Faculty...*contacts etc.*

e.g. Refer to BU Student Regulations/Welcome Guide.

APPENDIX 2: EXAMPLES OF FACULTY ASSIGNMENT BRIEFS

 Bournemouth University	Coursework Assignment Brief		Academic Year
	Programme Title		Level
	Unit Title		
	Faculty	Title of Brief: Critical Essay	This assignment is a formal element of coursework worth XX% of the overall unit mark (Each piece of coursework may vary according to the unit)

THE BRIEF

Details of what the students are expected to do.

- Relate the brief to the ILOs that the assignment is testing.
- Include criteria for assessment and weightings if using.
- Ensure the criteria relate to the ILOs.
- Include here any formative details e.g. presentations of work in progress.
- Make it explicit if this is a group or individual piece of work.
- This proforma should be considered as the Faculty's default template for coursework assignment briefs. If any brief (for example, the Dissertation) requires a different format then use this template as a checklist to ensure all relevant information is provided.

SUBMISSION DETAILS

Requirements for the format of what is to be submitted, including word count or its equivalence, details of electronic copies and hard copies, where/how to submit, who to contact if there are technical issues when submitting online etc.

DEADLINE

Date and time:

Please note that this is the final time you can submit – not the time to submit!

Your feedback and mark for this assignment will be provided on **[enter agreed date here]**

The feedback method: Oral/written/electronic (delete/amend as appropriate)

HELP AND SUPPORT

Please describe how any questions arising from this assignment brief should be handled – e.g. tutorials (if factored into teaching load), in seminars, online forum, etc.

- You must acknowledge your source every time you refer to others' work, using the **Harvard Referencing** system (Author Date Method) (or an alternative referencing style stipulated for the assessment). Failure to do so amounts to plagiarism which is against University regulations and is classified as an academic offence. Please refer to <https://www1.bournemouth.ac.uk/students/library/using-library/how-guides/how-cite-references> for the University's guide to citation in the Harvard style.
- There are also other types of academic offences including duplication or 'self-plagiarism'. Refer to: **How to avoid academic offences** page (<https://www1.bournemouth.ac.uk/students/library/using-library/how-guides/how-avoid-academic-offences>) for further details.

- Students who require **learning support** may contact Additional Learning Support on <http://studentportal.bournemouth.ac.uk/learning/als/index.html>.
- General **academic support** is available via the Academic Skills community on myBU.
- **Additional support** is provided by the Faculty. International postgraduate students should contact ??? all other undergraduate and postgraduate students should contact???.
- If you have any valid **mitigating circumstances** that mean you cannot meet an assignment submission deadline and you wish to request an extension, you will need to complete and submit the Mitigating Circumstances Form for consideration to your Programme/Framework Administrator together with appropriate supporting evidence (e.g. GP note) normally before the coursework deadline. Further details on the procedure and the mitigating circumstances form can be found at www.bournemouth.ac.uk/student/mitigating. *Please make sure you read these documents carefully before submitting anything for consideration.*

Disclaimer: The information provided in this assignment brief is correct at time of publication. In the unlikely event that any changes are deemed necessary, they will be communicated clearly via e-mail and myBU/Brightspace and a new version of this assignment brief will be circulated.

Version: 1



Faculty

Assignment Briefing Sheet

Programme:	Level:
Unit Name:	Unit Tutor:
Assignment Marker:	
Assignment Title:	
Feedback method: Oral/written/electronic (delete/amend as appropriate)	
Issue date:	Submission date and time:
Weighting of this assignment: (as % of total coursework assessment for the unit)	Format of what is to be submitted, including word count or its equivalence, details of electronic copies and hard copies, where/how to submit, who to contact if there are technical issues when submitting online etc.
<p>Please note that in accordance with the current University regulations any coursework assignments submitted after the due deadline will be regarded as 'late' and awarded a mark of 0%.</p> <ul style="list-style-type: none"> Therefore if you are unable to submit your assignment on time due to medical or other mitigating circumstances you must complete a 'Mitigating Circumstances' form PRIOR to the deadline and submit it to your Programme Leader for approval. Mitigating Circumstances forms are available from your Programme Support Officer or online in the 'Faculty Students' area of myBU/Brightspace. You must acknowledge your source every time you refer to others' work, using the Harvard Referencing system (Author Date Method) (or an alternative referencing style stipulated for the assessment). Failure to do so amounts to plagiarism which is against University regulations and is classified as an academic offence. Please refer to https://www1.bournemouth.ac.uk/students/library/using-library/how-guides/how-cite-references for the University's guide to citation in the Harvard style. There are also other types of academic offences including duplication or 'self-plagiarism'. Refer to: How to avoid academic offences page (https://www1.bournemouth.ac.uk/students/library/using-library/how-guides/how-avoid-academic-offences) for further details. 	
<p>Details of the assignment task(s) to include:</p> <ol style="list-style-type: none"> Rationale The learning outcomes being assessed Overview of assignment Assessment criteria and weightings (conforming to the Unit Specification) 	

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Title	Foundation Year Certificate: Assessment Regulations
Paper Reference	SEN-17-022
Committee Member/Presenter	Adam Child, Head of Academic Quality
Previous committee consideration	Quality Assurance Standing Group (QASG) on 2nd May 2018 (QASG M17/024) Approved by Academic Standards Committee (ASC) 23 May 2018 (ASC-17-024)
Decision Required	To approve the proposed changes to: <ul style="list-style-type: none"> • 2A – Awards of the University: Policy; • 6A – Standard Assessment Regulations: Undergraduate Programmes
Implications, impacts or risks (NB: When presenting papers for discussion or decision, it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	Maintenance of academic standards for new Level 3 provision at Wiltshire College. The success of the developments with the College is dependent on the agreement of suitable assessment regulations for the Level 3 award the College wishes to offer.
Confidentiality	None.

1 Purpose

- 1.1 This paper seeks approval from Senate on the proposed changes to Academic Regulations and Policies to support the introduction of level 3 assessment regulations in order to maintain academic standards for new level 3 provision in development with a partner College.
- 1.2 Academic Standards Committee (ASC) and Quality Assurance Standing Group (QASG) have been consulted on proposed changes to policy and regulations as the proposal has developed.

2. Background

- 2.1 To support proposed plans to develop a suite of Foundation Degree programmes in Life Science subjects in partnership with Wiltshire College, a set of standard assessment regulations has been drafted to enable the achievement of a Foundation Year exit award (equivalent to Level 3 of the Regulated Qualifications Framework). The primary purpose of the award is to facilitate entry into Foundation Degrees at Wiltshire College. However there is benefit to defining a target qualification within academic regulation in support of students who eventually choose not to progress onto these programmes of study.
- 2.2 The structure of the Foundation year award, known as a Foundation Year Certificate will be a minimum of 80 credits at Level 3. The proposed assessment regulations for the Foundation Year Certificate award represent an adjustment to the current 6A - *Standard Assessment Regulations* for Undergraduate Programmes; available within section 6.1 of the [Academic Regulations, Policies and Procedures](#).
- 2.3 BU made exit awards at this level of provision as part of the University's extended degree programmes at Bournemouth and Poole College between 1999 and 2005, the last occasion being in academic year 2004/05. During this seven year period, the University conferred a total of 147 exit awards at Level 3.
- 2.4 At the May 2018 meeting ASC considered and approved policy updates and changes to regulations to support the introduction of the new regulations. A summary of the changes is included below:
- The introduction of a Level 3 award under the title of Foundation Year Certificate;
 - A level descriptor outlining the expectations required of the Foundation Year Certificate;
 - Updates to 6A – *Standard Assessment Regulations: Undergraduate Programmes* to include reference to level 3 provision.

3. Regulatory Updates

- 3.1 The University's Regulations and Policies have been updated to reflect the changes approved at ASC:
- 2A – *Awards of the University: Policy*;
 - 6A – *Standard Assessment Regulations: Undergraduate Programmes*
- 3.2 A summary of the key proposed changes to regulations is included below (links to the revised versions of policies and regulations have been included for ease of viewing):
- [2A – Awards of the University: Policy](#) has been updated
 - Clause 7.3 now includes reference to level 3 qualification and level 3 expectations;
 - Clause 9.6 includes reference to SEEC Level Descriptors ;
 - Appendix 1 list of awards now contains reference to Foundation Year Certificate.
 - [6A – Standard Assessment Regulations: Undergraduate Programmes](#) has been revised and updated to reflect the change of name to Exceptional Circumstances:
 - Clause 5.1 Foundation Year Certificate has been added to the period of registration table;
 - Clauses 7.1 – 7.2 has been updated to clarify limited compensation will be available for level 3 awards;

- Clause 8.1 and 8.4 progression requirements for level 3 awards have been added;
- Clause 10.2 outlines the minimum credit awarded to achieve a Foundation Year Certificate;
- Clause 11.1 specifies classification rules for the Foundation Year Certificate;
- Clause 12.3 specifies the reassessment rules for level 3 provision;
- Clause 12.8 confirms the carrying credit rule will not apply for level 3 provision.

3.3 Bournemouth University's Generic Assessment Criteria (Appendix 1 6F - *Generic Assessment Criteria: Procedure*) will be updated for 2018/19 to include level 3 provision. This will be completed in time for the expected start date of the programmes at Wiltshire College in January 2019.

4. **Recommendations**

4.1 Senate is asked to approve the changes to University regulations.

Appendix B: Equality Analysis template

Screening	Please provide explanatory comments
1. What activity is being analysed?	<ul style="list-style-type: none"> • Introduction of Level 3 exit award; • Adjustment to Assessment Regulations and Policies to accommodate Level 3 provision.
2. Who likely to be affected by the activity?	BU students and staff; Partner Institutions delivering Level 3 provision
3. Who led the analysis?	Adam Child, Head of Academic Quality
4. Who contributed to the analysis?	Wing Chow, Academic Quality Manager ASC Senate
5. What information has been used to inform the analysis?	<ul style="list-style-type: none"> • Programme Development Proposal (PDP) for the development of Level 3 provision at a Partner Institution; • Minutes from ASC consideration of the PDP; • Student records data relating to the University's history of delivering and conferring awards for Level 3 provision; • Sector research on common practice for the management of Level 3 provision using HE infrastructure.
Analysis	Please provide explanatory comments
6. How does the activity promote good relations/equality/inclusion in relation to:	
6.1 Age	The Level 3 programme is designed to facilitate access to FE and potentially, HE for mature learners who have relevant work place/industry experience but lack the required academic skills and qualifications. The recognition of achievement through the conferment of an award at this level is intended to serve as encouragement for learners who are new to formal education.
6.2 Disability	The Level 3 programme will be delivered at a regional FE College to facilitate the provision of educational opportunities for mature learners who live and work nearby.
6.3 Gender Reassignment	No effect
6.4 Marriage and civil partnership ¹	The Level 3 programme will be delivered at a regional FE College to facilitate the provision of educational opportunities for mature learners who live and work nearby.
6.5 Pregnancy and maternity (including paternity)	No effect
6.6 Race (colour, ethnic or national background)	No effect

¹ Marriage and civil partnership are protected under the legislation but only for the need to eliminate unlawful discrimination in employment.

6.7 Religion or belief (including non-belief)	No effect				
6.8 Sex (Female/Male)	No effect				
6.9 Sexual orientation	No effect				
7. Does the activity have an actual or potential adverse impact in relation to?					
7.1 Age	No – should have a positive impact				
7.2 Disability	No – should have a positive impact				
7.3 Gender Reassignment	No				
7.4 Marriage and civil partnership ²	No – should have a positive impact				
7.5 Pregnancy and maternity (including paternity)	No				
7.6 Race (colour, ethnic or national background)	No				
7.7 Religion or belief (including non-belief)	No				
7.8 Sex (Female/Male)	No				
7.9 Sexual orientation	No				
8. Comment on the good practice identified					
9. Comment on the actions to mitigate actual or potential adverse impact					
10. Decision/Feedback/Approval					
10.1 What is the analysis outcome? (See Table 1 to assist here)	Please circle	Level 1	Level 2	Level 3	Level 4
10.2 Have you consulted with EDSG?	No				
10.3 When will the analysis be reported to EDSG?	TBC				
10.4 Which Committee will approve the analysis?	Senate				
10.5 Date of approval					
10.6 When and how will the analysis be reviewed?	As part of the next major review of the relevant Academic Regulations, Policy and Procedure documents.				

² Please see footnote 1.

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Title	Mitigating Circumstances: Review of Policy and Procedure
Paper Reference	SEN-17-023
Committee Member/Presenter	Adam Child, Head of Academic Quality
Previous committee consideration	<p>An earlier version of the paper was considered at the Quality Assurance Standing Group on 20 March 2018 (QASG-17-006)</p> <p>Academic Standards Committee approved the recommendations at the meeting on 11 April 2018 (paper ASC-17-100 and ASC M17/060).</p>
Decision Required	<p>To approve the proposed changes to:</p> <ul style="list-style-type: none"> • <i>6J – Exceptional Circumstances including Extensions: Policy and Procedure;</i> • <i>6K - Assessment Boards: Policy and Procedure</i>
Implications, impacts or risks (NB: When presenting papers for discussion or decision, it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	<p>A review of the Mitigating Circumstances Policy and Procedure (6J – Exceptional Circumstances including Extensions: Policy and Procedure) was identified as an action in the Annual Academic Quality Report 2016/17. The Appeals and Complaint Report 2017 has further underlined the need for a review of this policy.</p> <p>The risk of not reviewing and updating the policy procedure could lead to increasing numbers of student appeals and complaints as Mitigating Circumstances cannot be managed at Faculty level in a sustainable manner under the current policy.</p>
Confidentiality	None.

1 Purpose

- 1.1 This paper seeks approval from Senate on the proposed changes to Academic Regulations and Policies following the review of *6J - Mitigating Circumstances: Policy and Procedure*, including the updated and revised regulations and policies.
- 1.2 Academic Standards Committee (ASC) and Quality Assurance Standing Group (QASG) have been consulted throughout on proposed changes to policy and regulations as the proposal has developed.

2. Background

- 2.1 The Mitigating Circumstances policy and procedure, [6J – Mitigating Circumstances including Extensions: Policy and Procedure](#), was identified in the Academic Quality Annual Report 2016-17 as an area for review and potential enhancement.
- 2.2 At the April 2018 meeting ASC considered and approved policy updates and changes to regulations to support the revisions proposed to the Mitigating Circumstance Policy and Procedure for 2018/19 implementation¹. A summary of the changes is included below:
- The policy and procedure is renamed 'Exceptional Circumstances' to emphasise to staff and students the short-term nature of these circumstances, and re-direct longer-term circumstances to other relevant policies such as Fitness to Study/Fitness to Practice and Interruption of Studies. This re-naming will form the basis of a communications campaign to students and staff about the purpose of the policy in which Academic Quality will work with SUBU to hold workshops and inform staff and students about the changes;
 - To encourage consistency in decision-making, the same Chair is required for all Faculty Exceptional Circumstances Boards within an academic year;
 - The grading system to judge the severity of circumstances has been removed so that claims are either accepted or declined;
 - The policy and procedure now focus more on students demonstrating 'impact on studies and/or assessment' through an Exceptional Circumstances claim and the type of evidence that would normally be accepted in different situations;
 - The policy and procedure have been revised and simplified where possible to become more student-focussed. It is intended that student focus groups will be used to develop new pro formas and additional guidance to support the policy;
 - Reference to the Appeal Process for students has been revised to reflect the right of Appeal against an Assessment Board decision, rather than the automatic course of action if the Assessment Board deadline has been missed.

3. Regulatory Updates

- 3.1 The University's Regulations and Policies have been updated to reflect the changes approved at ASC:
- [6J – Exceptional Circumstances including Extensions: Policy and Procedure](#);
 - [6K - Assessment Boards: Policy and Procedure](#).
- 3.2 A summary of the key proposed changes to regulations is included below (links to the revised versions of policies and regulations have been included for ease of viewing):
- [6J – Exceptional Circumstances including Extensions: Policy and Procedure](#) has been updated to reflect the change of name to Exceptional Circumstances:
 - Clause 1.3 Introduction of Fitness to Practice/Fitness to Study;
 - Clause 4.1 - 4.3 and appendix 2 see an increased focus on demonstrating 'impact on study' and evidence required;
 - Clause 6.8 reference to Appeal Process revised.

¹ ASC minutes (11 April 2018) ASC 17/060

- [6K - Assessment Boards: Policy and Procedure](#) has been revised and updated to reflect the change of name to Exceptional Circumstances:
 - Clause 7.6 the referencing to the grading system has been removed;
 - Appendix 1A Exceptional Circumstances Boards Terms of Reference requires the same Chair for all Circumstances Board across a Faculty.

4. Recommendations

- 4.1 Senate is asked to approve the changes to University regulations.

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Title	<i>Amendments to ARPP 6A – Standard Assessment Regulations: Postgraduate Research Degrees</i>
Paper Number	SEN-1718-024
Paper Author/Contact	Dr Fiona Knight, Doctoral College
Purpose & Summary	<p>This paper sets out the rationale and context driving changes to the research degree process at Bournemouth University which require amendments to <i>6A - Standard Assessment Regulations: Postgraduate Research Degrees</i>. This change focuses on replacement of the current, formal “Transfer Examination” by an informal, but equally rigorous, academic progression point entitled the “Major Review”. This paper also presents the proposed updates to Section 5 of <i>6A - Standard Assessment Regulations: Postgraduate Research Degrees</i> required in light of this change of process.</p> <p>The recommended changes have been approved by the University Research Degrees Committee (13 February 2018) and Academic Standards Committee (11 April 2018).</p> <p>Senate is asked to approve the changes to <i>6A - Standard Assessment Regulations: Postgraduate Research Degrees</i>. The new processes will be incorporated into the next version of <i>8A Code of Practice for Research Degrees</i>.</p> <p>The changes, which will be implemented from 1 August 2018, will be formally communicated to all relevant stakeholders (PGRs, Supervisors, DDRPPs) and will apply to all new PGRs and those existing PGRs who have not yet completed the “transfer” process. Current PGRs, who are post transfer, are not affected by these changes.</p>
Decision Required of the Committee	For approval
Implications, impacts or risks (NB: When presenting papers for discussion or decision, it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	None
Confidentiality	None



1 INTRODUCTION

- 1.1 This paper sets out the rationale and context driving changes to the research degree process at Bournemouth University which require amendments to *6A - Standard Assessment Regulations: Postgraduate Research Degrees*. This change focuses on replacement of the current, formal “Transfer Examination” by an informal, but equally rigorous, academic progression point entitled the “Major Review”. This paper also presents updates to Section 5 of *6A - Standard Assessment Regulations: Postgraduate Research Degrees* required in light of this change of process.
- 1.2 The recommended changes have been approved by the University Research Degrees Committee (URDC) (13 February 2018) and Academic Standards Committee (ASC) (11 April 2018) and follows a series of discussions and 2 reviews undertaken by Working Groups convened by the Committee (April 2016, January 2018¹). These Working Groups, which set out to consider whether the Transfer Examination is still fit for purpose and in line with sector practice, included representation from Faculties, Doctoral College, PGRs and Academic Quality.

2 BACKGROUND & RATIONALE

- 2.1 Until September 2013, all candidates for the award of Doctor of Philosophy (PhD) were initially enrolled onto an MPhil programme and “transferred” on to a PhD programme after they had demonstrated their ability to complete a PhD thesis in a timely manner by successfully undertaking a Transfer Examination. However, after September 2013, regulations changed so that candidates directly registered for the award of Doctor of Philosophy (PhD). The driving force behind this was twofold:
- to comply with changes to UKVI regulations
 - to improve accuracy of calculation of PhD completion rates
- As such, having a formal “Transfer Examination” became a misnomer, since PhD candidates no longer transferred their registration from the Master level programme to the Doctoral level.
- 2.2 A sector analysis was undertaken to identify the current practice for standard full-time PhD programmes across a range of HEIs² and used to inform discussion, by the Working Group in 2018, about the most appropriate process to meet the specific requirements at BU. The Working Group concluded that the requirement for a mid-point formal examination is no longer a standard component of a PhD programme, and has been replaced in a majority of HEIs by a “review”. The Working Group therefore proposed that the current formal Transfer Examination should be replaced by an informal, but equally academically rigorous, Major Review progression point which confirms the positive trajectory of the candidate and their project towards successful and timely completion.

¹ The first working group met in April 2016, convened as a sub-committee of the Graduate School Research Degrees Committee; their findings were put on hold pending the outcome of the Graduate School Consultation. The second working group met in January 2018, convened as a sub-committee of URDC, and resumed the review which had been started by the previous working group.

² Including: Oxford Brookes University, University of Portsmouth, University of Plymouth, University of Surrey, University of West of England, Southampton University, Southampton Solent University, University of Leicester, University of Salford, Brighton University

2.3 For this reason, Section 5 of 6A - *Standard Assessment Regulations: Postgraduate Research Degrees* has been amended (outlined in Section 4 below) and details of the formal assessment of progress (Transfer Examination) removed. Details of the new Major Review process (outlined in Section 3 below) will be set out in 8A – *Code of Practice for Research Degrees*.

3 KEY PRINCIPLES OF MAJOR REVIEW

3.1 The current Initial Review and proposed Major Review will be the 2 key academic progression points for candidates enrolled on a PhD programme of study. The purpose and process of the Initial Review are set out in Section 7.4 of 8A – *Code of Practice for Research Degrees*. The following section sets out the purpose and process of the proposed Major Review and supporting rationale from the URDC and Working Group discussions.

3.2 The Major Review is an important milestone to be completed by 18 months (full-time study and 36 months part-time equivalent), the purpose of which is to:

- assess the quality and timeliness of the candidate’s work to date
- confirm the scope of the research project to fulfil the requirements of a PhD
- confirm the candidate’s capability of satisfactorily completing their PhD in a timely manner

3.3 The process for the Major Review will be centred on submission of a “Briefing Paper” and discussion with an independent panel. The “Briefing Paper” (up to 3,000 words, or equivalent, supported by an abstract of 300 words), should clearly outline:

- evidence of progress to date
- outline of proposed original contribution to knowledge likely to emerge from final thesis
- statement of intended further work
- timeline for successful completion including detailed plan for next six months, with measurable targets and outline plan for completion of thesis
- additional evidence may be appended and could include data/material from body of draft thesis and any publications to date

The Major Review panel discussion will be conducted by 2 Independent Academics and overseen by an Independent Chair. The Independent Academics will be nominated by the Supervisory Team and approved by the Chair of the Faculty Research Degrees Committee (or equivalent). The Independent Chair will be nominated by the Chair of the Faculty Research Degrees Committee (or equivalent).

The outcomes of the Major Review panel discussion will be streamlined and will comprise:

- Pass
- Resubmission (within 1 month)
- Resubmission with re-assessment panel discussion (within 3 months)
- Transfer to MRes / MPhil
- Withdrawal

Where a resubmission is required, this will come with recommendations from the Independent Academics and their guidance to enhance the research project going forward. The Independent Academics could request either that evidence of amendments are approved directly by one of the assessment panel (as nominated), or request that the original panel of Independent Academics and Chair be reconvened in order to conduct a second assessment panel discussion.

The outcome of the Major Review will be ratified by the Faculty Research Degrees Committee, and reported via Faculty Research Degrees Committee Minutes to the URDC.

3.4 The Working Group concluded that the academic progression point needs to facilitate the candidate towards timely and successful completion. There is evidence across all Faculties that the current model diverts focus away from the final thesis by requiring the candidate to spend valuable time preparing a 10,000 word document which may not contribute to the final thesis. Furthermore, under the current model, the examination process frequently creates delay, as candidates are required by examiners to repeatedly amend the document over details which do not further the progression toward completion.

3.5 This proposed Major Review process will retain all the advantages of the current transfer (academic rigour, independent academic oversight, confirmation of potential to complete, experience of mirroring a viva-type situation) without interrupting progress.

4 **CHANGES TO 6A - STANDARD ASSESSMENT REGULATIONS: POSTGRADUATE RESEARCH DEGREES**

4.1 In implementing the new Major Review process, Section 5.3 to 5.6 of *6A - Standard Assessment Regulations: Postgraduate Research Degrees* will be replaced by the following:

- Doctoral candidates who are enrolled onto a programme of PhD research are required to demonstrate their ability to complete a PhD thesis in a timely manner by successfully undertaking a Major Review. The Major Review should take place no later than 18 months registration full-time study (36 months part-time registration) and in line with processes as set out in *8A - Code of Practice for Research Degrees*. Doctoral candidates on other programmes of research (e.g. DProf, EngD and EdD) are normally enrolled on the named award and progress in line with the programme requirements.
- Provision for candidates who fail to meet the required standard, is set out in *8A Code of Practice for Research Degrees*.

4.2 Full details of the changes are given in the updated *6A - Standard Assessment Regulations: Postgraduate Research Degrees* attached.

5 **ACTIONS**

5.1 **Senate is asked to approve:**

- **the proposed changes to *6A - Standard Assessment Regulations: Postgraduate Research Degrees* to remove of Transfer Examination from the policy document**

5.2 If Senate approves the changes to *6A - Standard Assessment Regulations: Postgraduate Research Degrees*, the new processes will be incorporated into the next version of *8A Code of Practice for Research Degrees*.

5.3 These changes will be implemented from 1 August 2018 and changes will be formally communicated to all relevant stakeholders (PGRs, Supervisors, DDRPPs). The changes will apply to all new PGRs and those existing PGRs who have not yet completed the “transfer” process. Current PGRs, who are post transfer, are not affected by these changes.



Owner:	Academic Quality
Version number:	3.2
Date of approval:	June 2018 – Pending approval at Senate
Effective date:	August 2018 (Academic Year 2018/19)
Date of last review:	Interim review July 2017
Due for review:	July 2019

This document is part of the Academic Regulations, Policies and Procedures which govern the University's academic provision. Each document has a unique document number to indicate which section of the series it belongs to.

6A - Standard Assessment Regulations: Postgraduate Research Degrees

1. SCOPE AND PURPOSE

- 1.1 Every Bournemouth University programme which leads to an award of the University, including the award of credit, is governed by a set of standard assessment regulations.
- 1.2 The regulations in this document govern degrees by research and are intended for Bournemouth University staff and Postgraduate Research Students (PGRs). The regulations must be followed by the Research Degree Examination Team which is authorised to assess PGR candidates in accordance with the relevant assessment regulations, and to recommend that awards of the University be conferred on those who achieve the standards required for an award.
- 1.3 The standard regulations are applicable, without modification, unless exceptions have been approved by the University through the formal procedure of programme approval, review or modification. Exceptions may be required to accommodate the requirements of Professional, Statutory or Regulatory Bodies (PSRBs) or to accommodate research programmes with taught, credit-rated units of assessment. Where this is the case, the exceptions are recorded in *8A - Code of Practice for Research Degrees* and must be clearly articulated to the Research Degree Examination Team at the beginning of the *viva voce* examination.
- 1.4 All PGRs sign up at enrolment to accept the assessment regulations prevailing at the time and any subsequent approved changes during their registration period. The assessment regulations are made available to PGRs on the BU website and are provided on enrolment. Each PGR is presented with a hard copy of the current *8A - Code of Practice for Research Degrees* on an annual basis and are notified of any changes made to the assessment regulations during their studies.

2. KEY RESPONSIBILITIES

- 2.1 **Senate:** to approve the standard assessment regulations and any amendments to these and to confirm awards to students.
- 2.2 **Academic Standards Committee (ASC):** to consider revisions to the assessment regulations periodically and recommend amendments to Senate.
- 2.3 **Research Degree Examination Teams:** to implement the assessment regulations and confer awards to students who have met the requirements of the award.

- 2.4 **The Doctoral College and Academic Quality (AQ):** to review the assessment regulations periodically and make recommendations for amendments.

3. LINKS TO OTHER BU DOCUMENTS

- 3.1 These regulations should be read in conjunction with [8A - Code of Practice for Research Degrees](#) which sets out the University's policy and procedural framework relating to research degrees and defines a set of standard procedures and specific responsibilities covering the academic supervision, administration and assessment of research degrees for all Faculties within the University.
- 3.2 The functions and operations of the Research Degree Examination Teams are detailed in [8A - Code of Practice for Research Degrees](#).
- [6M - Research Misconduct: Policy and Procedure](#)
 - [11C - Academic Appeals: Policy and Procedure for Research Degrees](#)
 - [6J - Mitigating Circumstances including Extensions Policy and Procedure](#)

Regulations

4. REGISTRATION

- 4.1 The maximum periods which a PGR may take to complete the programme of research, from first registration, are normally as follows:

		Minimum (months)	Maximum (months)
MRes	<i>Full Time</i>	12	18
	<i>Part Time</i>	24	36
MPhil	<i>Full Time</i>	18	36
	<i>Part Time</i>	36	72
PhD	<i>Full Time</i>	24	48
	<i>Part Time</i>	48	84
DBA	<i>Part Time</i>	48	84
DProf	<i>Full Time</i>	48	60
	<i>Part Time</i>	48	84
EdD	<i>Part Time</i>	48	84
EngD	<i>Full Time</i>	48	60
	<i>Part Time</i>	-	-

- 4.2 Where there are mitigating circumstances PGRs may request an extension to the maximum registration. Extensions cannot be granted retrospectively and applications must be made by the PGR in advance.

- 4.3 PGRs whose work forms part of a larger group project may register for a Research Award. In such cases each individually registered project must in itself be distinguishable for the purposes of assessment and be appropriate for the award being sought.

5 PROGRESSION AND TRANSFER

- 5.1 All PGRs registered for a research degree, including professional doctorates, will be monitored regularly to ensure satisfactory progress is maintained. Formal monitoring points are set out in *8A - Code of Practice for Research Degrees*, or appropriate Professional Doctorate Programme Specification/Handbook.

- 5.2 PGRs registered onto an MRes or MPhil, who make exceptional progress, may with agreement of their supervisory team, choose not to submit an MRes or MPhil thesis for examination, at the specified time, but to transfer to PhD. In such instances, the candidate should prepare for the transfer examination as set out in the *8A - Code of Practice for Research Degrees*.

- 5.3 Doctoral candidates who are enrolled onto a programme of PhD research are required to demonstrate their ability to complete a PhD thesis in a timely manner by successfully undertaking a Major Review. The Major Review should take place, commence their study at MPhil level and only later progress to Doctoral level, subject to successful outcome of the transfer examination process, no later than 18 months following registration for full-time study (36 months part-time registration study) and in line with processes as set out in *8A - Code of Practice for Research Degrees*. Doctoral candidates on other programmes of research (e.g. DProf, EngD and EdD) are normally enrolled on the named award and progress transfer in line with the relevant programme requirements.

- 5.4 Provision for candidates who fail to meet the required standard, is set out in *8A Code of Practice for Research Degrees*.

- 5.4 ~~The transfer examination (report and viva voce examination) is a formal assessment of progress and is conducted in the same way as the final examination (thesis and viva voce examination). The University's policy and procedural framework for research degree examination is set out in *8A - Code of Practice for Research Degrees*. Following the transfer examination the transfer examiners may recommend one of the following. That the candidate:~~

- ~~i) — transfers and continues on the programme of PhD*;~~
- ~~ii) — transfers and continues on the programme of PhD* subject to CORRECTIONS / AMENDMENTS being made to the transfer report as recommended by the transfer examiners (within 1 month full time / 2 months part time);~~
- ~~ii) — does not transfer but is permitted to undertake further work to RESUBMIT the transfer report and be re-examined (within 2 months full time / 4 months part time);~~
- ~~iv) — does not transfer but works to the submission for the award of MPhil;~~
- ~~v) — does not transfer and is withdrawn.~~

~~*PhD or appropriate Professional Doctorate.~~

~~The outcome of the examination and progression is monitored by the Faculty and reported to the Graduate School.~~

- 5.5 ~~Where a PGR fails to pass the transfer at the first attempt, the Transfer Examiners should advise the PGR the reasons why transfer has not been approved, and what further work should be carried out prior to resubmission within an agreed time frame. If the PGR fails to satisfy the transfer examination upon resubmission, one further opportunity is provided to re-submit.~~
- 5.6 ~~If the PGR then fails to meet the necessary level on the second resubmission, the Transfer Examiners will either:~~
- ~~i) allow the candidate to continue to work to the submission of the award of MRes or MPhil;~~
 - ~~ii) withdraw the candidate from the University.~~

6 RESEARCH DEGREE EXAMINATION

- 6.1 The University's policy and procedural framework for research degree examination is set out in *8A - Code of Practice for Research Degrees*. The process for submission and examination of a research degree thesis is the same at both MPhil and Doctoral level. Differences in process at MRes level are outlined below and in *8A - Code of Practice for Research Degrees*.
- 6.2 The examination of a research degree is in two parts (preliminary assessment of the thesis (or equivalent) and the *viva voce* examination. Candidates for an MRes award will be required to give a presentation as part of the *viva voce* examination. On completion of the examination, the Research Degree Examining Team may recommend one of the following:
- i) that the award for which the candidate is registered be made;
 - ii) that the award for which the candidate is registered be made subject to CORRECTIONS being made to the thesis;
 - iii) that the award for which the candidate is registered be made subject to AMENDMENTS being made to the thesis;
 - iv) that the candidate be permitted to RESUBMIT for the degree and be re-examined;
 - v) that the candidate be awarded the lower research degree of MPhil (*only available for candidates registered for doctoral examinations and subject to the presentation of the thesis amended to the satisfaction of the Examiners*);
 - vi) that the candidate NOT be awarded the degree and not be permitted to be re-examined.
- 6.3 Any corrections or amendments must be made to the satisfaction of the Research Degree Examining Team before the appropriate award can be made.

7 PROVISION FOR FAILED CANDIDATES

- 7.1 Where the Research Degree Examining Team recommends that the candidate resubmit (see regulation 6.2 iv above), the candidate will be permitted a re-examination on one occasion only.
- 7.2 If there are mitigating circumstances that prevent a PGR from meeting the deadline set for the re-examination, these circumstances must be made known to the Graduate School at least one month prior to the due date. Such notification does not mean that an extension can be provided.

- 7.3 On completion of the re-examination, the Research Degree Examining Team may recommend one of the following:
- i) that the award for which the candidate is registered be made;
 - ii) that the award for which the candidate is registered be made subject to CORRECTIONS being made to the thesis;
 - iii) that the award for which the candidate is registered be made subject to AMENDMENTS being made to the thesis;
 - iv) that the candidate be awarded the lower research degree of MPhil (*only available for candidates registered for Doctoral examinations and subject to the presentation of the thesis amended to the satisfaction of the Examiners*);
 - v) that the candidate NOT be awarded a degree and not be permitted to be re-examined.

8 PROVISION FOR FAILED CANDIDATES WITH VALID REASONS FOR POOR PERFORMANCE

- 8.1 If it is established to the satisfaction of the Research Degree Examining Team that a PGR's absence, failure to submit work or poor performance in all or part of the assessment for an award was due to illness, or other cause found valid on production of acceptable evidence, the Research Degree Examining Team will act as follows.
- 8.2 Where mitigating circumstances are confirmed, a PGR may be reassessed as if for the first time in any or all of the elements of assessment, as specified by the Research Degree Examining Team. If an assessment affected by illness was itself a second attempt the PGR will be permitted to be reassessed as if for the second time.
- 8.3 In exceptional cases, where the PGR's ability to complete his/her programme of research is affected by serious circumstances (such as terminal illness of the student), and it is established that the PGR is likely to be unable to complete/return to complete his/her studies within a reasonable time period, the Research Degree Examining Team may act in one of the following ways:
- i) where the Research Degree Examining Team is satisfied that there is sufficient evidence of the PGR's achievement to determine an award, the PGR may be recommended on the basis of the available evidence for the award for which he or she is a candidate. The decision of the Research Degree Examining Team must be ratified by the Chair of Senate.
 - ii) an Aegrotat award may be recommended when the Research Degree Examining Team does not have enough evidence of the PGR's performance to recommend the award for which the PGR is a candidate. Before such a recommendation is made, the student must have demonstrated achievement at the level for which an Aegrotat award is considered. The Research Degree Examining Team must be satisfied that on the balance of probabilities but for illness or other valid cause the PGR would have reached the standard required. The decision of the Research Degree Examining Team must be ratified by the Chair of Senate. Where appropriate, the PGR must have signified that he or she is willing to accept the award.

9 RESEARCH MISCONDUCT

- 9.1 Where evidence of an assessment offence in the preparation of the thesis, or other irregularities in the conduct of the examination, comes to light prior to or subsequent to the recommendation of the Research Degree Examination Team, action will be taken, in accordance with the University policy on academic misconduct as outlined in *6M - Misconduct in Academic Research: Policy and Procedure*. Where an allegation is upheld, the examiners will be notified of any required action and whether the candidate is eligible for any recommendation as outlined in Section 7 above.

10 TERMINATION

- 10.1 Should the PGR fail to maintain appropriate contact; make satisfactory progress or pass formal milestones as outlined in the Code of Practice, the PGR's enrolment may be terminated subject to the appropriate termination procedures outlined in *8A - Code of Practice for Research Degrees* being followed.

General

11 REFERENCES AND FURTHER INFORMATION

- 11.1 *8A - Code of Practice for Research Degrees*
- 11.2 Details of the Appeals Procedure are given in the current version of the University's *11C Academic Appeals: Policy and Procedure for Research Awards*
- 11.3 Full listing of the University's [Academic Policies and Regulations, including](#) the following:
- *6J - Mitigating Circumstances including Extensions: Policy and Procedure*
 - *6M - Misconduct in Academic Research: Policy and Procedure*
- 11.4 The QAA's [Part A: Setting and maintaining academic standards](#): (incorporating the Framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)) describes the level and achievement represented by all taught and postgraduate research awards (other than honorary degrees and higher doctorates) granted by the University.
- 11.5 The QAA's [Chapter B11: Research Degrees](#) which guides University principles and process for the assessment of PGRs.
- 11.6 Further information:
 Doctoral College, Bournemouth University
 e-mail: DoctoralCollege@bournemouth.ac.uk
- 11.7 This policy was reviewed according to the University's [Equality Analysis Procedure](#) (BU Equality Analysis Procedure) in March 2014

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Title	BU2025 Senate Committee Alignment
Paper Reference	SEN-17-025
Committee Member/Presenter	Jacky Mack, Head of Academic Services
Previous committee consideration	None
Decision Required	To 'approve'
Implications, impacts or risks (NB: When presenting papers for discussion or decision, it would be expected to confirm whether or not an analysis had been undertaken as part of the standard committee paperwork).	As noted in paper.
Confidentiality	Not confidential

BU2025 Senate Committee Alignment

Background and Purpose

The launch of BU2025 provides an opportunity to review the current Senate committee structure in terms of alignment with the new strategic plan (as previously noted at Senate in February 2018). This should include consideration of how Departments feature in the formal deliberative and reporting structures and any potential to streamline committee responsibilities in line with BU2025, as well as avoiding potential duplication and facilitating enhanced communications.

The current responsibilities, as set out in approved Terms of Reference, are noted below, alongside proposals for how ongoing responsibilities (where applicable) could be met in a revised structure. The proposals have been informed by feedback from Executive Deans, Deputy Deans Education, members of ULT, Chairs of relevant reporting committees and Faculty Education Service Managers. The current Senate Committee Structure diagram is shown in Appendix 1, and the proposed structure in Appendix 2.

1. Academic Standards Committee (ASC) and Education and Student Experience Committee (ESEC)

Academic Standards Committee (ASC)

Delegated authority and purpose: Responsible on behalf of Senate for setting and maintaining the academic standards of University awards.

Education and Student Experience Committee (ESEC)

Delegated authority and purpose: Responsible on behalf of Senate for monitoring and enhancing the overall student experience, including the quality of learning opportunities, education enhancement, pastoral, personal development and extra-curricular opportunities available to students, in line with the aims of the BU Strategic Plan 2012-2018 and BU Strategic Plan 2025.

It is proposed to merge the remit of ASC and ESEC, and to form a new Academic Standards and Education Committee.

Bringing these two committees together will remove the artificial separation between oversight of quality assurance and standards and education enhancement. In doing so, this will facilitate a more holistic remit whereby the student experience, education policy oversight and development and quality and enhancement monitoring, review and action planning are fully integrated. To facilitate this broader purpose and help manage the committee business effectively, matters for approval will be reviewed and streamlined where possible, and an 'E-meeting' model will be implemented to manage more routine matters that do not require specific committee approval.¹ It is also proposed to replicate this at Faculty level, therefore both the Faculty Academic Standards Committee and the Faculty Education and Student Experience Committee would merge to become the Faculty Academic Standards and Education Committee.

2. ASC Reporting Committees

a. Faculty Academic Standards Committee (FASC)

Delegated authority and purpose: In conjunction with the Academic Standards Committee, Education and Student Experience Committee, Faculty Academic Board and Faculty Education and Student Experience Committee (FESEC), to be responsible for the maintenance of academic standards and quality assurance and operational enhancement processes on all of the educational activity within the Faculty.

As noted in 1. above, it is proposed to replace this committee by the merged Faculty Academic Standards and Education Committee.

¹ Similar to current Senate model, and recommended for wider implementation in the Senate Effectiveness Review in May 2017.

a. International and UK Partnerships Committee (IUPC)

Delegated authority and purpose: Responsible on behalf of Academic Standards Committee (ASC) for maintaining strategic oversight of partnership development as set out in the BU Strategic Plan with regard to international and UK partnership activity.

It is proposed that oversight of strategic partnership development will sit executively with ULT. Approval of low risk partnerships (as defined in 7B Partnership Approval Policy and Procedure) will be devolved to Faculties with Executive Deans being responsible for approval in line with agreed institutional framework and priorities, with oversight from Academic Quality. New partnerships involving higher risk models as defined in 7B will continue also require partnership approval managed through ASC (proposed new Academic Standards and Education Committee).

It is therefore recommended to remove this committee.

b. Quality Assurance Standing Group (QASG)

Delegated authority and purpose: To discuss and advise the Academic Standards Committee on policy, regulations and procedures associated with the quality assurance and enhancement framework and to enable the University to identify and disseminate good practice.

The advisory remit of this committee to ASC can be fulfilled through stronger feed through from the proposed new Faculty Academic Standards and Education Committee. Task and finish groups with targeted membership may still be deployed to support major policy developments, and could feed directly to Faculty level initially to ensure buy-in at the appropriate stage of development and to allow the Faculty to contribute to developments in a more structured, systematic way.

It is therefore recommended to remove this committee.

3. ESEC Reporting Committees

a. Faculty Education and Student Experience Committee

Delegated authority and purpose: Responsible for monitoring and enhancing the overall student experience within the Faculty, including the quality of learning opportunities, education enhancement, pastoral, personal development and extra-curricular opportunities available to students, in line with the aims of the BU Strategic Plan 2012-2018.

As noted in 1. above, it is proposed to replace this committee by the merged Faculty Academic Standards and Education Committee.

b. Student Voice Committee

Purpose: To manage and enhance the processes for gathering student feedback; to review student feedback and make recommendations for service improvements based on feedback; to manage the process for responding to student feedback.

It is proposed that the remit of this committee is embedded as required within the proposed new Academic Standards and Education Committee. Approval of any institutional level surveys would be managed executively by ULT.

It is therefore recommended to remove this committee.

c. Technology Enhanced Learning Strategy Forum (TELSF)

Purpose: TELSIF is a deliberative committee that engages with education leaders and key stakeholder to determine TEL priorities for the University. TELSIF locates its work under the 'Create Share and Inspire' corporate plan BU 2018.

In particular: C1 *Deliver an outstanding and personalized student experience*

S4 *To deliver inspirational teaching using the latest technology in world class facilities*

I4 *Support and inspire staff to realise their full potential*

These aims are operationalised through: the development and promotion of innovative practices using TEL in pedagogical enhancement; and by advising upon, recommending and suggesting ways in which the creation of an excellent learning environment can be realised.

Linked to the implementation of BrightSpace, the Centre for Excellence in Learning (CEL) will be responsible for leading the ongoing development of technology enhanced learning and innovation. It is proposed that the remit of this group is subsumed within the proposed new Academic Standards and Education Committee, with executive action led from CEL, and matters requiring deliberation escalated to the new Committee only when strictly necessary.

It is therefore recommended to remove this committee.

d. Faculty Student Forums

There is no consistent model for these across Faculties. It is recommended that existing student feedback mechanisms to Programme Team meetings are reviewed alongside consideration of how student feedback should link to the proposed new Departmental Committees (see 4.c.) to ensure appropriate oversight and ownership for issues raised.

It is therefore recommended to remove Faculty level Student Forums as a separate stand-alone entity in the structure.

4. Faculty Academic Board and reporting committees

a. Faculty Academic Board

Delegated authority and purpose: Faculty Academic Board is the principal academic deliberative committee of the Faculty with responsibility for the nature and quality of the Faculty's academic provision. Subject to the general responsibility of Senate for the academic work of the University, each Faculty Academic Board shall take oversight of and academically debate the planning, co-ordination, and effective development of research, knowledge exchange, professional practice and education within the Faculty.

The terms of reference for the FAB were reviewed and updated in February 2018, however, it was noted at the February Senate meeting that a further review would be required in the summer.

It is recommended that the FAB is retained, and that the terms of reference are reviewed to ensure alignment to BU2025 priorities and to re-consider membership.

b. Programme Management Teams

It is recommended that these are retained with the reporting line changed to the proposed new Department Committee (see 4.c.).

c. New Department Committee

It has been recognised through various discussions over the past months in relation to BU2025 and operational planning that consideration should be given to how Departments feature in the formal deliberative committees structures. Building on the approach being implemented in the Faculty of Media and Communication it is proposed to establish a new Department Committee, chaired by the Head of Department reporting to the Faculty Academic Board, with secondary reporting lines to the proposed new Faculty Academic Standards and Education Committee and the Faculty Research and Professional Practice Committee.

5. University Research and Knowledge Exchange Committee and reporting committees

a. University Research and Knowledge Exchange Committee

Delegated authority and purpose: Responsible on behalf of Senate for leading, promoting and monitoring the University's research and knowledge exchange activity.

It is proposed that the core remit of this committee is retained and reviewed to ensure direct alignment to BU2025, and re-named the Research and Professional Practice Committee.

b. Faculty Research and Knowledge Exchange Committee

Delegated authority and purpose: Responsible on behalf of the University Research and Knowledge Exchange Committee for leading, promoting and monitoring the Faculty's research and knowledge exchange activity.

It is proposed that the core remit of this committee is retained and reviewed to ensure direct alignment to BU2025, and re-named the Faculty Research and Professional Practice Committee.

c. University Research Degrees Committee

Delegated authority and purpose: Bournemouth University Research Degrees Committee is the principal deliberative committee of the University with responsibility for the strategic direction, nature, quality, development and delivery of the University's research degree provision. The BU Research Degree Committee is a Sub-Committee of URKEC.

The BU Research Degree Committee shall debate the planning, co-ordination, development and oversight of research degrees across BU. It should also work with the PVC (Research & Innovation) on key aspects of PGR student experience, research degree policy and quality assurance. The BU Research Degree Committee will review its role and membership periodically.

This committee in its current form was new in 2017/18. It is recommended that this committee is retained in 2018/19, and its remit re-considered alongside that of the Research and Professional Practice Committee in summer 2019.

d. Faculty Research Degrees Committee

Delegated authority and purpose: The Faculty Research Degrees Committee has specific responsibility for overseeing research degree delivery and related matters, including the implementation of research degree policies and procedures, PGR progression monitoring and enhancing the PGR student experience in the Faculty Doctoral School.

It is recommended that this committee is retained for 2018/19.

6. Summary of proposed changes

Academic Standards Committee	Merge with ESEC to create Academic Standards and Education Committee
Faculty Academic Standards Committee	Merge with FASC to create Faculty Academic Standards and Education Committee
International and UK partnerships committee	Remove
Quality Assurance Standing Group	Remove
Education and Student Experience Committee	Merge with ASC to create Academic Standards and Education Committee
Faculty Education and Student Experience Committee	Merge with FASC to create Faculty Academic Standards and Education Committee
Technology Enhanced Learning Forum	Remove
Student Voice Committee	Remove
Faculty Student Forums	Remove
Faculty Academic Board	Retain and update terms of reference
Department Committee	Create new committee
Programme Management Teams	Retain and revise reporting line
University Research and Knowledge Exchange Committee	Retain and update terms of reference, re-name as Research and Professional Practice Committee
University Research Degrees Committee	Retain
Faculty Research and Knowledge Exchange Committee	Retain and update terms of reference, re-name as Faculty Research and Professional Practice Committee
Faculty Research Degrees Committee	Retain

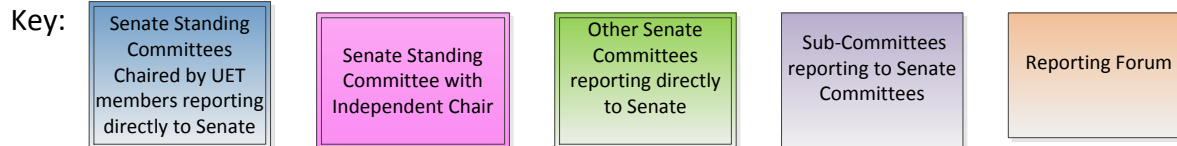
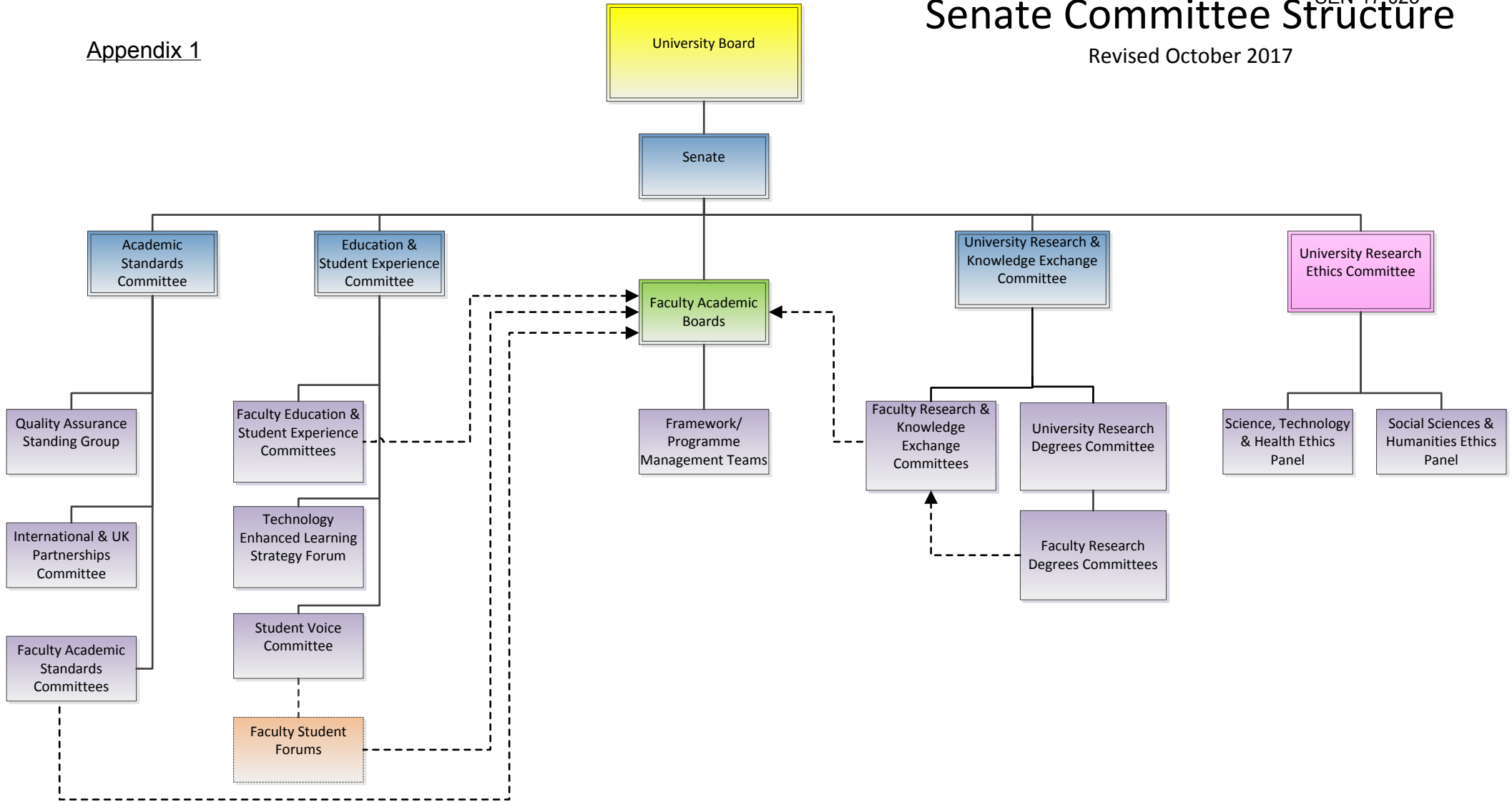
7. Risks and Issues

An effective 'e-meeting' model is a critical enabler for these proposals. The existing Confluence tool used for e-Senate is out of support and a business case is in development to propose a replacement for this as part of a solution to support University deliberative (and executive) meeting management more broadly. If this is not in place for the start of the 2018/19 academic year, SharePoint could be used as a temporary solution.

Terms of reference for the new and revised Senate reporting committees will be subject to separate approval by Senate through an e-meeting to be convened shortly. University Board approval will also be required for changes to the Scheme of Delegation linked to these proposals.

8. Decision Required

Senate is asked to consider the proposed changes and approve this structure to be implemented at the start of the 2018/19 academic year.

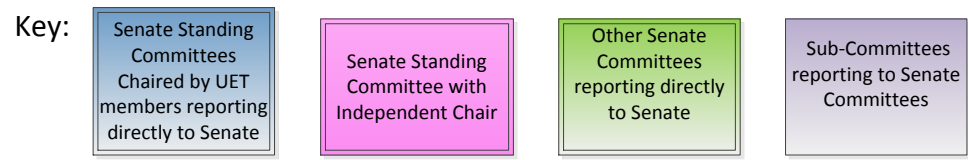
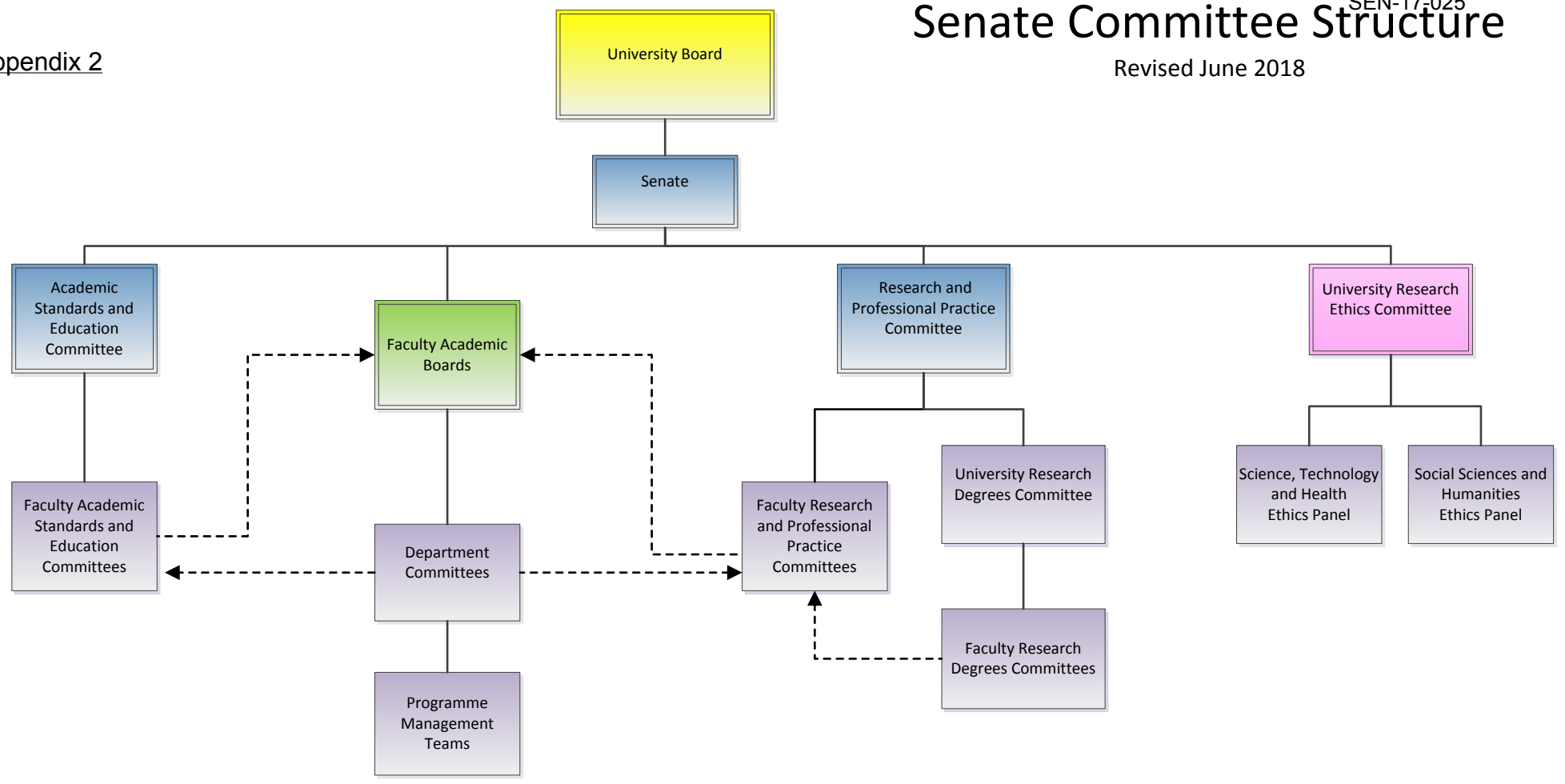


Links between UET and Senate: UET members chair Senate and its Standing Committees (with the exception of the Research Ethics Committee) and own the implementation of BU 2018. This will inform the work of Senate Committees.

Senate Committee Structure

Revised June 2018

Appendix 2



Links between UET and Senate: UET members chair Senate and its Standing Committees (with the exception of the Research Ethics Committee) and own the implementation of BU2025. This will inform the work of Senate Committees.

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Number	SEN-17-026
Sub Committee and Date of Meeting	Education & Student Experience Committee minutes of 9 May 2018 (unconfirmed)
Items recommended for approval by a sub-committee	None
Items referred for information by sub-committee	None
Items approved by the sub-committee	Section 17/042 – MUSE: the next stage Section 17/043 – Review of Single Student Charter (further wording to be approved via Chair's Action)
Confidentiality	No restrictions.



**Bournemouth
University**

UNCONFIRMED

EDUCATION & STUDENT EXPERIENCE COMMITTEE (ESEC)

MINUTES OF THE MEETING HELD ON WEDNESDAY 9 MAY 2018

Present

Prof T McIntyre-Bhatty (Chair)	Deputy Vice-Chancellor
Prof R Stillman (Deputy Chair)	Head of Department – Life and Environmental Sciences (FST) (Deputy Chair)
Ms P Peckham (Secretary)	Education Service Manager (FST)
Mr G Lillis (Clerk)	Academic Quality Officer (AS)
Ms M Barron	Head of Student Services (SS)
Mr A Child	Head of Academic Quality (AS)
Ms J De Vekey	Head of Insight and Policy, Students' Union (SUBU)
Dr B Dyer	Deputy Dean (Education & Professional Practice) (FMC) and Chair of the Student Voice Committee
Ms B Elias	SU Vice-President (Activities) 2017/18, Students' Union (SUBU)
Dr L Farquharson	Deputy Dean (Education & Professional Practice) (FM)
Prof D Holley	Head of Centre for Excellence in Learning (CEL)
Mr A James	General Manager of the Students' Union (SUBU)
Mr S Jones	Head of Facilities Management
Prof V Katos	Member of the Professoriate (FST)
Dr F Knight	Academic Manager, Doctoral College
Ms J Mack	Head of Academic Services (AS)
Dr A Main	Learning Impact Leader (CEL)
Dr K McGhee	Acting Deputy Dean (Education & Professional Practice) (FST)
Canon Dr B Merrington	University Chaplain
Dr M Morgan	Associate Dean (Student Experience) (FMC)
Dr P Ryland	Associate Dean (Student Experience) (FM)
Dr J Taylor	Academic Manager, Doctoral College
Mr J Ward	Director of IT Services
Dr S White	Senate Representative (FHSS)
In Attendance	
Ms W Drake [Agenda Item 4.4]	PMO Principal Project Manager
Ms A Fernandez [Agenda Item 4.4]	Director of Marketing and Communication (M&C)
Ms M Koseva [Agenda Item 4.4]	Global Talent Programme Officer
Ms L Ladle [Agenda Item 4.4]	Careers and Employability Manager
Ms E Smith [Agenda Item 5.3]	Activities Development Manager (SUBU)
Apologies	
Mr D Asaya	SU President 2017/18, Students' Union (SUBU)
Dr K Curtis	Co-opted Member of the Professoriate (FHSS)
Prof G Esteban	Member of the Professoriate (FST)
Mr A Hancox	SU Vice-President (Education) 2017/18, Students' Union (SUBU)
Ms E Harding	SU Vice-President (Community) 2017/18, Students' Union (SUBU)
Dr C Hunt	Associate Dean (Student Experience) (FST)
Mr S Laird	Director of Estates
Dr S Minocha	Pro Vice-Chancellor (Global Engagement) (OVC)
Dr C Osborne	Head of Academic Operations (OVC)
Prof S Porter	Member of the Professoriate (FHSS)
Prof E Rosser	Acting Executive Dean and Deputy Dean (Education & Professional Practice) (FHSS)
Dr G Roushan	Chair of the Technology Enhanced Learning Strategy Forum
Ms C Souter-Phillips	SU Vice-President (Welfare) 2017/18, Students' Union (SUBU)

17/032 APOLOGIES

Apologies were noted as listed above.

17/033 DECLARATIONS OF INTEREST

There were no declarations of interest.

17/034 MINUTES OF THE PREVIOUS MEETING HELD ON 21 MARCH 2018**Accuracy**

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

17/035 Matters Arising/Actions Log

All matters arising from the previous meeting were deemed to be complete, with the exception of those listed below. Please refer to the actions log for details of completed actions.

Item 4.1.10 (17 January 2018) Attendance Monitoring/Student Engagement

The Director of IT Services reported that a technical review meeting had taken place before Christmas 2017, where the potential for multiple data sources and modelling many different aspects of attendance was identified. This was included as part of the digitalisation agenda, which received Board approval on 4 April 2018. The challenge now would be how to model student engagement, and what constituted “good” or “bad” in this context. A research project may need to be undertaken on this and it would form part of the next digital enablers plan, for which funding may be available. A proposal would be brought back to ESEC in September 2018 with a view to September 2019 implementation.

Action ongoing

Action: JW

To be completed by: 7 September 2018

Format of completed action: paper

Method of circulation: via paper pack for next meeting

Item 3.2.4 (29 November 2017) Single Sign-On (SSO)

The Director of IT Services reported that the first phase of this project had come to an end, and this presented an opportunity to review its objectives. Some systems had been successfully integrated, but this was dependent on individual suppliers complying with the standard. To achieve perfect SSO compliance, an overarching system would need to be purchased, which would be very expensive. The project had focussed only on web systems so far, but IT technology was increasingly moving towards app-based approaches, so passwords for logging into systems would become less relevant. The Committee was therefore asked to consider whether continuing along this path was the right technical approach for the next three to four years, and whether the benefits were sufficient to justify the inevitable de-prioritisation of other IT projects that doing so would mean. Several members commented that the multiple sign-ons still caused students significant frustration, which impacted student satisfaction. The Director of IT Services pointed out that a roaming profile was now available to students, which obviated some of the issues, although it was acknowledged that this worked only for web-based and Microsoft applications, and that not all students were aware of this facility. The Chair concluded the discussion by reiterating the need to provide a seamless user experience and that the task was to determine what the approach should be to achieve this. To this end, it was suggested that it would be helpful to see all the IT projects as a whole in order to decide which should receive priority, as well as looking at a list of the applications students typically have to log onto and their comments about this in the student arrival survey. This would form the basis of a paper for consideration at ULT.

Action Closed. The matter would be referred by the Director of IT Services to ULT for consideration.

Action: JW
To be completed by: ULT meeting July 2018
Format of completed action: paper
Method of circulation: in paper pack for July ULT meeting

Item 3.5.2 (29 November 2017) PTES and PRES

The Chair of the Student Voice Committee reported that emails with a link to the survey were sent out on 23 April with a closing date of 1 June 2018. A PowerPoint presentation was delivered to PGT Programme Leaders to contextualise the survey. Associate Deans Student Experience are leading on the campaign and were the first point of contact for any queries. Students were able to complete the survey via email link, iBU, myBU or Brightspace. The Learning Impact Leader (CEL) was overseeing any issues and queries with the survey. The target for completion was 35 per cent with the incentive of BU donating £1 for every completed survey to providing re-usable water bottles for the following year's PGT cohort. The Student Voice Committee (SVC) task and finish group had concluded formal meetings and regularly reported to SVC via email.

The Learning Impact Leader (CEL) reported that the response rate was rather low at 6 per cent two weeks in; there had been some problems with the student log-in process. A reminder email had been sent out the previous day with a direct link into the survey bypassing the need to log in. Further such emails would be sent. In addition, as students had the strongest connection to their Programme Leaders, ADSEs had been asked to email all the Programme Leaders to encourage their students to complete the survey. The Associate Dean (Student Experience) (FM) requested programme response data so that programmes with low response rates could be targeted in future; the Learning Impact Leader (CEL) would find out if this data could be obtained and then inform Programme Leaders.

Action ongoing

Action: AM
To be completed by: prior to commencement of next cycle's surveys
Format of completed action: email to Programme Leaders
Method of circulation: email to Programme Leaders

Item 6.3 (21 March 2018) V4L Update

It had been stated at the previous meeting that an update on anonymous marking would be provided in the V4L update paper (ESEC-17-037), but this had not been included. The Chair was able to provide the following verbal update: Brightspace had been working on a solution with delivery expected in time for implementation in September 2018, but the supplier had missed this deadline. The next opportunity for implementation would be February 2019 but this would not be ideal as it would occur midway through the academic cycle. Implementation may therefore be postponed until September 2019.

Action ongoing

Action: GR
To be completed by: updates to ESEC throughout next cycle
Format of completed action: paper
Method of circulation: via paper pack for next meeting

FOR DISCUSSION

17/036 **SUBU President's Report**

The SUBU President was not present to deliver his report in person due to illness; the report was taken as read. The General Manager of the Students' Union was pleased to see the successes the officers had achieved. It was noted that the benefits of the induction for the new officers would be maximised by having this early in their term of office. The scope and breadth of SUBU activities were commented upon favourably, and the general impression was of an effective and positive term. The Committee expressed its thanks to the outgoing sabbatical officers.

17/037 Annual Review at End of Cycle Key Performance Indicators/Performance Indicators

The paper was taken as read. The Chair pointed out that this was the last time the information would appear in this format as it would be superseded by the BU2025 KPI format. Some members were surprised at the lower score on graduate employment despite most BU students having undertaken a year's industry placement; however it was pointed out that the longitudinal educational outcomes (LEO) data painted a more favourable picture, and the figures may continue to improve when the process became centralised across the sector and was no longer administered by universities themselves. The Chair commented that academic strength shows a strong trajectory, however some of the indicators deemed by the University to be the most important, such as the NSS, had not mirrored this performance. This would need to be addressed in BU2025.

17/038 Annual Review: Global Talent Programme (GTP) and Participation of PGT Students 2016/17

The Careers and Employability Manager and Global Talent Programme Officer provided some background to the Global Talent Programme, which brought together in one place the full range of extracurricular activities at the University that equip the participants with employment and enterprise attributes required by the future workforce. The GTP had helped to simplify and coordinate the University's employability offer with a renewed emphasis on global awareness and employability skills. Approximately 60 per cent of participants were from FM, 5 per cent from FHSS, and the remainder split equally between FMC and FST.

The Head of Centre for Excellence in Learning (CEL) enquired as to how many Widening Participation students were participating in the scheme and whether there was anything CEL could do to support greater engagement. The Global Talent Programme Officer advised that this data was not held in the system but a report could be run in SITS; the Careers and Employability Manager agreed they could look at this data.

Action: LL/MK
To be completed by: 30 June 2018
Format of completed action: Email
Method of circulation: Email to Head of CEL

The Associate Dean (Student Experience) (FM) asked whether there were plans for promoting the programme in September. The Global Talent Programme Officer advised that the programme team was involved in induction activities including PAL and ResLife, and information would appear in the pre-arrivals communications. The team also hoped to be involved in Faculty induction events as per the previous year although there were not sufficient staff resources to attend every event. It was also agreed that it would be appropriate to take this to the Induction Working Group.

17/039 Review of ESEPs

- **Academic Services:** The Head of Academic Services reported that the Assessment for Fusion project was ongoing, with significant potential for enhancements to assessment practice identified for the next academic year. Online results publication was on schedule for delivery in the summer; this would mean student results would be made available online rather than mailing them out. The format would be the same and students could print out the transcript if they wished. Publication of the exam timetable this year took place six weeks earlier than previously and the aim was to do this even earlier for 2018-19. Work was being undertaken with DDEPPs on tighter oversight of staff submission of exam papers in order to reduce late submissions and the error rate. A question was asked about a review of study skills; the Head of Academic Services advised that work was commencing to reimagine the offering in line with BU2025, emphasising greater consistency and best use of varied modes of delivery. Representatives from Faculties would have the opportunity to be involved; the Associate Dean (Student Experience) (FM) volunteered for this role.
- **Centre for Excellence in Learning (CEL):** The Head of CEL said work had been done around good academic practice with a Programme Leaders' course, Teach BU, the first anniversary of the launch of the TEL Toolkit and the Learning Technologists joining CEL. The work CEL had undertaken had been informed by good-quality data and a solid evidence base, working closely with the PRIME team. There had been some learning technology (LT)/IT issues, but 65 per cent

of these were resolved by the IT service desk as they were not strictly LT issues. CEL sent out a monthly email which encouraged staff to contact the learning technologists to raise any issues.

- **Doctoral College:** The Academic Managers of the Doctoral College reported that work had been undertaken to improve communication as the success of initiatives relied on the engagement with them. “Lunch bite” training sessions had been delivered for those wishing to develop their doctoral supervision skills, and research and development exploring the use of Brightspace to improve accessibility on and off campus had been undertaken. PRES was launched on 10 April 2018, with a closing date of 18 May 2018; it was hoped that an increased response rate of 45 per cent from 43 per cent the previous year would be achieved. The Deputy Chair reported that some students within FST were unhappy with the £600 continuation fee. The Doctoral College representatives pointed out that the BU fee was generous in comparison with the sector. However, the matter was on the agenda for the next meeting of the Research Degrees Committee.
- **Estates:** The Head of Facilities Management reported that construction of the Poole and Bournemouth Gateway Buildings had begun, a prayer room was planned and also work was being undertaken across the built structure and grounds to improve them. It was recognised that more could be done to improve accessibility and to this end, Estates had joined the Business Disability Forum for advice. As a result, work would be undertaken to upgrade the doors to the Fusion lecture theatres in consultation with disabled students. All areas of the University could benefit from membership of the Business Disability Forum, which would respond rapidly to requests for advice on accessibility issues. Going forward, all facilities management contracts would contain penalty clauses to recoup costs if performance was unsatisfactory. The bus service was growing with additional evening services and a reduction in complaints received. The new Naked Café provided additional catering options, and the offer would be developed further with more vegetarian and vegan choices. Members of the Committee fed back comments from students and visitors about the attractiveness and tidiness of the campus, and the areas of long grass were also positively remarked upon.
- **Human Resources and Organisational Development:** There was no representative present to speak to this item. The paper was taken as read.
- **IT Services:** The Director of IT Services reported that all open access PCs had been upgraded with new hardware that took up less desk space, and the overall number had been increased by 165 over the last 12 months. The Applications Anywhere software had been rolled out, whereby software was not installed onto a specific PC but followed an individual student from PC to PC. Excellent feedback had been received about the laptop loan pilot, and this would be introduced across both campuses in the following six months. It was disappointing that there were still issues with students “hogging” PCs and using them for reasons other than their intended purpose. A possible solution would be to extend the filtering facility beyond its current focus on Prevent issues so that it could target particular web categories accessed from particular computer labs at particular times. The General Manager of the Students’ Union expressed reservations about this approach, and the Chair requested that a watching brief be kept on this issue.
- **Marketing and Communications:** The Director of Marketing and Communications reported that the main success had been improvements to the graduation experience, with two free guest tickets and a reduction in the costs of photography. The website information on additional course costs had been improved in response to feedback, and a section explaining how students’ fees were spent by the University was about to go live. Arrivals communications had been streamlined whilst it was recognised that there was a need to segment the audience beyond the current UK undergraduate focus; this work was ongoing.
- **Student Services:** The Head of Student Services reported that the most important success had been ResLife, the residential life programme which had helped significantly with identifying wellbeing issues early. Feedback on Student Engagement Coordinators, particularly in FST and FHSS, is that it has become an invaluable role. The benefit of the greater investment in counselling was beginning to show. The General Manager of the Students’ Union (SUBU) enquired whether there were plans to address the findings of a recent report which showed that Black students were disproportionately affected by mental health issues. The Head of Student Services advised that only international vs UK student data was collected, therefore such a

conclusion could not be drawn. Currently the number of BME students at BU was low, but data is being collected and a targeted approach to address the needs of this group would need to be implemented if issues were identified. It was noted that there were no BME student advice staff, and a lack of diversity within the staff group generally.

17/040 **V4L Update**

The paper was taken as read. With regard to the increase in the file size limit, the Acting Deputy Dean (Education & Professional Practice) (FST) said that 5GB was desired. The Chair noted that the previous file size limit under Blackboard had been 0.5GB and that Brightspace was already providing better file submission size. The Committee heard that Turnitin had announced that they were in communication with D2L regarding a new interface called CloudViewer. This was not likely to go live until January 2019, but may provide a future solution for anonymous marking.

17/041 **DEBATE ITEM: Defining Teaching Quality and the Continuous Development of Teaching Competences**

Owing to time constraints, the debate item was postponed to the September 2018 meeting.

FOR APPROVAL AND ENDORSEMENT

17/042 **MUSE: the Next Stage**

The Learning Impact Leader (CEL) explained that Mid-Unit Student Evaluation (MUSE) had been in operation since 2014 and it was time to consider an electronic future for the survey. Of the systems available, Brightspace was recommended as the best option except that it defaulted to a web interface when used with a smartphone. Among the advantages of Brightspace were that it would result in a cost saving of around £50k a year; it would offer students a familiar user interface, and the survey could be held open for longer than the lecture session so those not attending the lecture would not be disenfranchised. This would improve response rates. The Committee was in agreement with the proposal to source an electronic solution, but it was deemed imperative that whatever system was adopted should display correctly on smartphones. The proposal was put forward to defer the move for another year and to stay with the current supplier to see what Brightspace achieved in that time. However, it was argued that, in view of the fact that Brightspace was moving toward adaptive interfacing in the long term there would not be an issue. Therefore, it would be acceptable to run the survey without the adaptive interface for one year to allow Brightspace to develop this. The Committee endorsed this approach. The Director of IT Services agreed to assist in liaison with the supplier.

Endorsed

17/043 **Review of Single Student Charter**

The Head of Insight and Policy (SUBU) proposed two minor amendments to the wording of the Charter. The first amendment (3.1 in the paper) was approved but the Committee had some reservations about the wording of the second (3.2 in the paper). It was also suggested that the latter be included with one of the existing bullet points so that the list of BU versus student commitments appeared more balanced. It was agreed that a revised proposal would be submitted for consideration via Chair's action. It was also agreed that the matter would be brought to the Induction Working Group to ensure that students were made aware of the changes.

Action: JV
To be completed by 25 May 2018
Format of completed action: Chair's Action Form
Method of circulation: Email to Chair

17/044 **SUBU Proposal for an Academic Societies Patron Scheme**

The SUBU Vice-President (Activities) and SUBU Activities Development Manager had identified that academic societies with strong support and involvement from academic staff tended to be more successful and sustainable, and to this end wished to encourage more staff to become involved as

patrons. It was stressed that patrons were not required to undertake additional work but to act as link between SUBU and students; the societies would continue to be student-led. The Senate Representative (FHSS) advised that she had been liaising with the SUBU leads about an alternative name for the societies as feedback from students indicated that the word “academic” could be off-putting. The Committee invited suggestions from the SUBU leads as to how they might identify potential patrons; the leads requested that members contact them directly in person or via email to explore this further. The Committee endorsed the proposal, noting that such societies were a valuable means for students to make friends and experience a sense of belonging.

Endorsed

FOR NOTE

17/045 Centre for Excellence in Learning (CEL) Update

The paper was taken as read.

Noted

REPORTING COMMITTEES

17/046 Student Voice Committee Minutes of 18 April 2018

The Student Voice Committee minutes of 18 April 2018 were noted.

Noted

17/047 Technology Enhanced Learning Strategy Forum (TELSF) Minutes of 6 February 2018

The Technology Enhanced Learning Strategy Forum minutes of 6 February 2018 were noted.

Noted

17/048 Faculty Education & Student Experience Committee Minutes

The Faculty Education & Student Experience Committee minutes were noted as below:

- FHSS minutes of 18 April 2018 (unconfirmed)
- FM minutes of 25 April 2018 (unconfirmed)
- FST minutes of 18 April 2018 (unconfirmed)

Noted

ANY OTHER BUSINESS

17/049 Dr Dyer’s Retirement

The Chair announced that this was the last time that Dr Dyer would be attending a meeting of this Committee prior to her retirement. She had diligently chaired SVC for five years and had been an active professional participant in the academic leadership of the University. On behalf of the Committee, he thanked her for her contribution.

17/050 DATE AND TIME OF NEXT MEETING

Thursday 20 September 2018, 14.00 to 16.00, The Boardroom

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Number	SEN-17-027
Sub Committee and Date of Meeting	University Research Ethics Committee minutes of 2 May 2018 (unconfirmed)
Items recommended for approval by a sub-committee	None
Items referred for information by sub-committee	4.2 – Social Sciences & Humanities Research Ethics Panel Term Report
Items approved by the sub-committee	None.
Confidentiality	No restrictions.

Minutes of a meeting held on Wednesday 2 May 2018, 13:30, CG17 Christchurch House, Talbot Campus

In Attendance: Mr John Stevens (Chair) (JS); Ms Sarah Bell (Committee Secretary) (SJB); Prof. Holger Schutkowski (HS); Dr Sean Beer (SB); Mr Jeffrey Wale (JW); Mr Paul Lynch (PL); Dr Jane Hunt; Dr Katherine Appleton; Mr Don Gobbett; Dr Martin Hind; Dr Clare Cutler

Apologies: Dr Deborah Gabriel; Ms Clare Gordon; Dr Ian Jones; Dr Shelley Thompson

In attendance: Mr P Stocks (PS) (Agenda Item 5.1)

1 Welcome and Apologies

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

2 Conflicts of Interest

2.1 No conflicts of interest were reported.

3 Minutes of the Meeting of Wednesday 31 January 2018 UREC-1718-2-002

3.1 It was agreed the minutes were a true and accurate account of the last meeting.

3.2 Updates/Actions from previous minutes

3.2.1 The Committee acknowledged that both Panel Chairs had been asked to remain in situ until the end of July by PVC (R&I), Prof John Fletcher. As both HS and SB were members of UREC due to their role as Panel Chair respectively, the Committee also endorsed the continual operation of the Chairs and other founding Panel members who had past the time that they are permitted to serve in accordance with the terms of reference (ToR). The Chair also indicated that there may be other members of UREC who were now past the date at which they could continue as members of UREC according to its ToR. It was agreed to leave things as they are until the results of the review were known.

3.2.2 Minute 3.1 – Clause 5.1 had now been updated
Minute 5.6.1 – revamp of the research ethics checklist was ongoing with a ‘soft’ launch aimed for June (dependent on testing) and full launch for the new 18/19 academic year.

4 Research Ethics Panel Reports

4.1 Science, Technology & Health Research Ethics Panel Term Report UREC-1718-2-003

4.1.1 This report covers the last period for which HS had a mandate as Chair of the STH Research Ethics Panel.

- As with his counterpart on the SSH Panel, HS has served his statutory three years plus one year’s extension as per Terms of Reference. Arrangements for succession are not yet in place, even though a solution is being sought through OVC.
- Work with the Panel has been gratifying and effective, and HS considered it a great pleasure and honour for having been able to work with so many knowledgeable colleagues and for having had the steadfast support of SJB throughout.
- Overall, the quality of submissions has been steadily improving over the years, even though some submissions continue to be prepared less carefully than one would expect.
- The issue of being quorate in meetings is improving but still has not been settled. This needs to be addressed in the discussion about succession of panel members and places clear responsibility with line managers.

- As in the SSH Panel, the volume of applications going through review, either by correspondence or at Panel, is not a realistic reflection of the actual research undertaken at BU; placing potential implications for the REF and this will require careful thought.

4.1.2 Since writing the report, HS informed the Committee that both he and SB had met with the PVC (R&I) with regard to the lack of succession planning at a senior level and it was agreed that SB and HS would remain as Chairs and replacements would be in place by the end of July.

4.2 **Social Sciences & Humanities Research Ethics Panel Term Report UREC-1718-2-004**

4.2.1 This report covers the last period for which SB had a mandate as Chair of the SSH Research Ethics Panel.

SB noted that along with HS, they had been trying to implement succession planning for the last 12 months, with no result. At the time of writing, both SB and HS had been waiting on decisions with regard to interim and longer term but had now been asked to remain in situ until the end of July.

- The panel continues to be busy but SB still considers that this does not truly reflect the research that is being conducted in the University. SB also had concerns that potentially academics are claiming research outputs in annual appraisal and for promotion that have not received appropriate ethical reflection; although current systems prevented appropriate audit of this.
- The Panel continues to receive positive comments with regard to its operation and SB paid tribute to the hard work and dedication of panel members.
- The panel has seen some excellent research proposals from some researchers, however, Panel members continue to have serious concerns about the quality of submissions from some researchers.
- Colleagues' poor time management has resulted in requests for expedited reviews.
- It is of specific concern that the minutes presented by UREC to Senate, of which this report pays part, appear to be simply tabled and are never discussed.
- SB thanked SJB for her hard work and support, along with all panel members.

4.2.2 SB updated the Committee that although UREC reports directly to Senate, minutes are 'noted' and not necessarily discussed. For future, if UREC requires input from Senate, a Senate agenda item should be requested for discussion.

4.2.3 HS raised whether it would be an option to update UREC's ToR to include membership from Senate. This member should be independent of the Ethics process at BU.

5 **Items for Discussions**

5.1 Research Data Management Update
PS updated the Committee on RDM activities.

5.1.1 PS reported that BORDaR had now been launched.

5.1.2 It was raised by members that BORDaR could be more visible online because some members were aware that it had been launched and some could not find it by searching via BU's website; a number of search options were provided but none related to BORDaR.

PS reported that he would talk to IT Services and M&C regarding making BORDaR's profile more prominent.

5.2 Questionnaire hosting sites and BU advice

5.2.1 SB had been approached by UG/PGT students on the use of appropriate hosting sites. SB enquired whether BU had an 'approved' list and a process for enquiry/approval regarding a hosting site's suitability. SJB advised that RKEO was unaware of such a list and process but advised that should enquiries be received, only 3 hosting sites were recommended namely: SurveyMonkey, Qualtrics and BOS (latter two requiring a licence). SJB would liaise with Library Services to ascertain current process and existence of approved list. Following the outcome of these investigations, SJB would make the information available via the Research Ethics Blog.

Action: SJB to liaise with Library Services

5.3 Research Definitions (Clause 5) and Process (Clause 10.3.1) – Research Ethics Code of Practice (RECP) in relation to UG/PGT Review and Approval Process Review

5.3.1 The Committee had been asked to review current guidance in relation to student projects (UG/PGT) in light of a current student-led investigation into sexual assault as part of the MA Multimedia Journalism (MAMMJ) Investigative Journalism unit.

5.3.2 SB provided background in relation to Journalism projects. Journalism projects within FMC come under the exemption and review system within FMC based on 'professional practice' as discussed in the ['Research Ethics supplementary guide'](#) and projects do not go through the standard BU ethical review and approval process.

5.3.3 This particular student case did not go through the research ethics review and approval process, however it went through a rigorous review process within FMC. It was not clear to UREC whether this type of review was standard for all such student/staff projects.

5.3.4 JS asked who made the decision with FMC to conduct a 'non-standard' ethical review of this project. PL confirmed the decision was made by senior members within the faculty and JS continued by asking why they didn't complete the online ethics checklist to be approved by the Ethics Programme Team via normal channels of review. PL referred back to current guidance which states that "*Research is a form of disciplined enquiry which aims to contribute to a body of knowledge or theory. This does not normally extend to teaching only activities, course evaluation, demonstrations and general coursework assignments, but does apply to undergraduate and postgraduate taught research dissertations, or projects made publically available outside BU*"¹ and this project was not considered research dissertation or project but rather coursework/professional practice. It was discussed that FMC (Journalism) guards the right to engage in professional practice without it being called research, however, if there is an exemption for professional practice of this type, there should be a system where it is 'ethically' reviewed on the same basis that research is reviewed.

5.3.5 KA raised the point that there are 'teaching only activities' which involve students collecting data as a teaching mechanism so students can learn how to collect data and run studies. However, this data is not analysed or included in publications.

5.3.6 The Committee concluded that the wording of Clause 5.1 should remain as it is until the next main review of the RECP.

5.3.7 The Committee concluded that this student investigative project had been appropriately reviewed. However, the Committee would like the supplementary guide to be reviewed by FMC (Journalism team) to make sure it is still fit for purpose. The Committee would also like more detail on the operational review process to be included for investigative projects (staff/student) not considered to be research.

¹ Research Ethics Code of Practice Clause 5.1

- 5.3.8 For projects not considered research, there should be institutional responsibility for the ethics of professional practice.

SJB to liaise with the Dean, FMC

6 Matters raised by UREC Members

- 6.1 No matters were raised by members

7 Any other Business

- 7.1 Service Quality Reviews - A Member raised concerns with the quality of Service Quality Reviews and the re-use of data collected via evaluations.

- 7.1.2 To conduct a service quality review for internal evaluation does not require ethical approval unless results were published externally (which would require ethical approval). However, it is problematic if a Researcher wishes to use this data for research purposes as the original consent would not have included this and therefore retrospective approval would be required.

- 7.1.3 Members commented on the quality of questionnaires distributed in relation to service quality reviews, an example being the current travel plan questionnaire. Concerns were raised regarding the discriminatory nature of the gender demographic question (namely providing a prescriptive list when BU is supposed to be an inclusive institution e.g. the question should be posed as '*With what gender do you identify with an option 'prefer not to say'*') and not including the option 'none of the above' to some questions. Potentially Staff were being scientifically manipulated to provide a certain response which was disappointing. It appears that in terms of Service Quality Reviews, some areas within BU are not following the basic standards that would be expected in published research.

- 7.1.4 CC raised the point regarding the distribution of national questionnaires which may not conform to our recommendations e.g. Postgraduate Research Experience Survey. The Committee acknowledged that this was an institutional matter, however, BU should be in a position to push back where questionnaires are used that may not conform to BU standards.

- 7.1.5 The Committee reflected whether it would be appropriate to contact Jim Andrewes (JA) responsible for Professional Services to raise their concerns or whether this was outside the remit of the Committee. The Committee concluded that because research questionnaires are reviewed by Panels and the role of Panels was to advise on good practice, it was within the Committee's remit to escalate and as such a letter noting concerns such service quality reviews raised would be sent to JA.

7.2 Action: The Committee to write to Jim Andrews

- 7.2.1 HS raised the issue that there seemed to be a lack of understanding within departments of the review and approval process for UG/PGT checklists.

SJB explained the process and that information was readily available in the RECP and on the Research Ethics Blog. HS informed the Committee that some departments were using the old paper based version found on BrightSpace. SJB asked for details, so that this could be followed up with Dr Kevin McGhee (DDEPP, FST).

Action: HS to provide details and SJB will follow up with DDEPP

8 Date of Next Meeting

18 July 2018

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Number	SEN-17-028
Sub Committee and Date of Meeting	Faculty of Health & Social Sciences – Faculty Academic Board minutes of 15 May 2018 (unconfirmed)
Items recommended for approval by a sub-committee	None.
Items referred for information by sub-committee	None.
Items approved by the sub-committee	Section 17/085 – Approval of Proposed New Visiting Professors Section 17/088 – Approval of Renewals of Visiting Professors Section 17/091 – Approval of New Visiting Fellows and Associates Section 17/097 – Approval of Proposed Renewals of Visiting Fellows and Associates
Confidentiality	Not confidential.

HSS FACULTY ACADEMIC BOARD MEETING

MINUTES OF THE MEETING HELD ON Wednesday 15th May 2018

Present

Professor Stephen Tee	Executive Dean for HSS and FoM
Professor Elizabeth Rosser	Acting Dean of HSS/Deputy for Education and Professional Practice
Jonny Branney	Senior Lecturer In Adult Nursing
Carol Clark	Head of Dept - Human Science & Public Health
Kathy Curtis	Head of Dept Nursing & Clinical Sciences
Audrey Dixon	CoPMRE Manager
Ian Donaldson	Principal Academic
Clive Andrewes	Director of Employer Engagement (Health)
Rosslyn Dray	Lecturer (Academic) In Social Work
Rebecca Freeman	Faculty Support Administrator
Alex Hancox	SU Vice President (Education)
Jose Lopez Blanco	Faculty Librarian
Penn Greenberg	Programme Support Team Leader
Jane Murphy	Professor Of Nutrition
Ursula Rolfe	Senior Lecturer In Emergency Care Nursing
Sam Porter	Professor and Head Of Dept - Social Work & Social Sciences
Abbie Rees	Programmes Administrator
Rebecca Triggs	Programmes Administrator
Sue Way	Associate Professor
Sara White	Associate Dean Student Experience
Vanora Hundley	Deputy Dean for Research and Professional Practice
Kim Vine	Financial Operations Administrator
Teresa Burdett	Lecturer In Integrated Healthcare
Vanessa Heaslip	Principal Academic In Adult Nursing
Mariam Vahdaninia	Postdoctoral Researcher In Emergency Care & Nursing
Michael Knight	Educational Development Tutor
Juliet Wood	Lecturer (Academic) In Midwifery
Edwin van Teijlingen	Professor of Reproductive Health
Tom Wainwright	Associate Professor Of Orthopaedics - Deputy Head of ORI
Sharon Docherty	Senior Lecturer (Academic) In Quantitative Methodology & Statistics
Kathryn Cheshir	Education Service Manager
Suzy Wignall	Clinical Governance Advisor
Emma Crowley	LLS Academic Liaison Manager
Tamas Hickish	Co-Director of CoPMRE/BUCRU
Emma Bockle	Lecturer In Adult Nursing
Swrajit Sarkar	Lecturer (Academic) In Nutrition
Joanna Thurston	Lecturer (Academic) In Sports Therapy
Lindsey Scott	Programme Support Team Leader
Apologies	
Alison Taylor	Senior Lecturer in Midwifery
Andrea Lacey	Lecturer (Student Representative Champion)
Anneyce Knight	Senior Lecturer in Adult Nursing
Jonathan Parker	Professor
Joanne Holmes	Lecturer in Nutrition
Joe Harrison	Research Administrator (Doctoral College)
Luisa Cescutti-Butler	Senior Lecturer In Midwifery
Tanya Richardson	Executive Assistant

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Sara Ashencaen Crabtree	Professor of Social & Cultural Diversity
Nicky Adams	Primary Care Workforce Centre Administrator
Osman Ahmed	Lecturer in Physiotherapy
Helen Allen	Senior Research Health Psychologist
Tanya Andrewes	Lecturer in Nursing
Adam Bancroft	Lecturer in Paramedic Science
Rachael Bewes	Lecturer in Physiotherapy
Michael Bracher	Post Doctoral Research Fellow
Sheila Brooks	Post-Doctoral Research Fellow
Vince Clark	Learning Technologist
Karen Cooper	Lecturer in Adult Nursing
Dawn Dann	Lecturer Practitioner Post-Reg
Lesley Elcock	Practice Fellow in Perioperative Practice
Lee-Ann Fenge	Professor of Social Care
Adam Fraser	Physician Associate Curriculum Development Lead
Jane Healy	Lecturer in Sociology & Crime & Deviance
Stephanie Schwandner-Sievers	Principal Academic
Michelle Heward	Post Doctoral Research Fellow - Dementia
Sarah Keeley	University Practice Learning Advisor
Annabel Kenny-Jones	Programme Support Administrator
Paul Lewis	Associate Dean - MRHS
Lynne Rutter	Senior Lecturer In Leadership & Management In Health & Social Care
Margarete Parrish	Senior Lecturer
Janet Scammell	Associate Professor
Christoph Schroth	Lecturer in Paramedic Science
Paula Shepherd	University Practice Learning Advisor
Peter Thomas	Professor of Health Care Stats & Epidemiology
Alison Trinder	Paramedic Lecturer Practitioner
Nicola Whittaker	Assistant Business Accountant
Richard Williams	Senior Lecturer (Academic) In Social Work
Christopher Kelly	Communications Team Leader
Berta Crespo	Programme Support Officer
Carol Wilkins	Principal Academic
Claire Taylor	Global Engagement Mobility Officer
Deirdre Sparrowhawk	Faculty Director of Operations
Emil Siwaldi	Lecturer ODP
Gill Jordan	Senior Lecturer in Nursing
Emily Rosenorn-Lang	Research Assistant (PQSW)
Heather Stokes	Placement Support Officer
Immy Holloway	Associate Reader
John Tarrant	Senior Lecturer - Operating Department Practice
Judith Chapman	Visiting Fellow
Kathy Head	P/T Lecturer Adult Nursing
Liz Norton	Senior Lecturer
Mary-Ann Robertson	Business Relations Manager
Nicki Wilkins	Placement Support Officer
Peter Atkins	Service User & Carer Coordinator
Rachel Clark	Senior GP Administrator
Saffron Scott	Senior Lecturer
Sara Glithro	SIP Unit Leader
Sarah Petty	Programme Support Officer
Sue Baron	Lecturer in Adult Nursing
Steven Trenoweth	Principal Academic in Mental Health Nursing
Vivien Maiden	LP Child Nursing
Mark Saddington	IT and Engagement Resources Manager
Christine Fowler	Head of Library Services

UNCONFIRMED17/064 **APOLOGIES**

Apologies were noted as listed above.

17/065 **MINUTES OF THE PREVIOUS MEETING HELD ON 14th FEBRUARY 2018**17/066 **Accuracy, FABHSS-17-045**

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

17/067 **Outstanding Action Plan/Matters Arising, FABHSS-17-046**

The Faculty Academic Board noted the Action Plan Register and all items were completed.

17/068 **FOR DISCUSSION – Faculty Reports**17/069 **Dean's Report, FABHSS-17-047**

Prof Stephen Tee asked if there were any comments on the Dean's report.

Work towards preparing for BU 2025 is well underway. Steve commented that we don't do very well with International students and we need to encourage more International students to Bournemouth University. He asked that if anyone had any expertise/links with International students then to get in touch.

17/070 **Deputy Dean for Education, FABHSS-17-048**

Prof Stephen Tee said all vacancies that haven't been appointed have been stripped and there is a good reason for this. The key message is that we need to invest in the core business and that any new posts need to deliver to BU2025 requirements.

17/071 **Deputy Dean for Research, FABHSS-17-049**

The BU review of how the university will represent itself in the forthcoming REF exercise is ongoing and decisions regarding the definition of 'research active' will be taken by UET in July. The key thing is that everyone is encouraged to keep writing. There is now help available with new staff in post-doctoral posts.

Integrated Clinical Academic (ICA) Programme

Call for applications for Internships and Transitional/Bridging Awards. These have been a great stepping stone to get clinicians into research.

- *Internships*: Each successful applicant will be awarded £10,000 to cover costs including: partial backfill salary, incidental costs, research and clinical supervision, and formal education costs. <https://hee.nhs.uk/our-work/clinical-academic-careers/research-internships>
- *Bridging awards*: for those with a master's degree - Each successful applicant will be awarded up to £15,000 to cover costs including salary backfill, incidental costs, research and clinical supervision, and formal education costs.
- <https://hee.nhs.uk/ourwork/clinical-academic-careers/ica-bridging-scheme>

Applications need to be submitted to qualityimprovement.wx@hee.nhs.uk by 9.00 am on 2nd July 2018.

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NEW Erasmus+ mobility programme for 2018/19 at the Faculty of Health Sciences, University of Ljubljana.

For mobility in spring semester only, for the mobility period from February 2 until April 30. Information on mobility options for individual study programmes are available on University of Ljubljana [website](#). BU should first nominate students to the Office of International Relations of the University of Ljubljana. The nominations should be sent to intern.office@uni-lj.si. Nominated exchange students should fill in an [online application](#)
Deadline: 15 November.

17/072 **Acting Associate Dean, Global Engagement, FABHSS-17-050**

Dr Jill Davey wasn't present so Steve ran through the report.

17/073 **Associate Dean, Student Experience, FABHSS-17-051**

Sara White mentioned that they are looking for an Athena Swan lead for HSS. She also mentioned that completion of the PTES survey has been a key focus and needs to continue being a focus as the current completion rate is sat at 6% and the aim is 35% completion.

BU have been exploring and developing a new AA policy which will be implemented in September 2018. It is compulsory that all academics attend one of the following teaching sessions on 6th June or 14th June. If people are unable to make these, there will be mop up sessions in September.

Alex Hancox, SU Vice President (Education) commented that there is a bigger presence from SUBU required at Lansdowne, especially in the new building. Also, a new website for SUBU is currently being developed which will be more user friendly for students.

17/074 **Senate Report, FABHSS-17-052**

Sara White went through the Senate report, but there nothing to add.

17/075 **Human Sciences and Public Health, FABHSS-17-053**

Carol Clark highlighted the good news from her report which included the staff who have HEA fellowship status being up 90% and making good progress as a Faculty. One area not achieved for BU2018 was PHD's staff completions, sat at 56% not 80%, something that needs working on for BU2025.

17/076 **Social Science and Social Work, FABHSS-17-054**

Prof Sam Porter commented that the creation of the Research centres was positive as well as the collaborative work taking place. The department are currently in the process of potentially creating another 4 programmes:

- 1) Criminology
- 2) Criminology and Law
- 3) Criminology and Psychology
- 4) Sociology and Politics

17/077 **Nursing and Clinical Sciences, FABHSS-17-055**

Dr Kathy Curtis said the department continues to have many successes to celebrate and it is important to point out that achievements have been managed with a heavy teaching load. The Apprenticeship schemes are progressing but have their challenges.

17/078 **Academic Services, FABHSS-17-056**

Emma Crowley updated everyone on the following:

UNCONFIRMED**Making your research data open access – BU's dedicated data repository now live!**

[BORDaR](#) or Bournemouth Online Research Data Repository is BU's new research data repository solution which was launched in February 2018. The repository provides a secure and open access home for data emanating from BU's world leading externally funded research projects. We also know from HEFCE that research data deposits will gain credit in the REF when associated with submitted outputs, environment narratives and impact case studies.

Find out how to develop a Data Management Plan, to accurately and ethically document your data or how to deposit your data as mandated by your research funder via the [Research Data Management guide](#) or by contacting boardar@bournemouth.ac.uk or the [HSS Faculty Library Team](#) who are happy to support you.

Please note:

- All staff with current or recently completed externally funded research projects should urgently review the mandated funder requirements for their project and consider how they can make the data informing that research available open access via BORDaR.
- All staff with current or recently completed externally funded research projects who have deposited their data open access elsewhere (according to funder requirements) also need to document this in BORDaR.
- All staff who are in the process of or who are considering developing a research funding bid will need to incorporate a Data Management Plan in that bid.

17/079 FOR DISCUSSION – Faculty Developments**17/080 BU2025, Verbal**

Professor Stephen Tee gave an update on the following:

Plan has been signed off by the board. The vision is to be recognised worldwide with the values being a lot more focussed on responsibility. Collaboration is needed for bedding in the implementation. Professor Stephen Tee mentions the discussions around a new department – Medical Science. This will bring the Faculty of HSS and Faculty of Science Technology together.

Professor Stephen Tee also mentioned that Bournemouth University has around 20,000 students. There is no intention to grow the student numbers, but BU wants to change the shape i.e. more International students, more PGR's and more Research income.

Vanora Hundley commented that 70% of staff are aligned to a Research Centre, but this needs to be 100%.

There are foundations for having a Department of Medical Science as part of the Faculty of Health & Social Sciences. People will be encouraged to be part of the Medical Science team. Medical Science and Technology is growing. However the Bournemouth Gateway will not be big enough for Medical Science

A platform for research to include CCG, Wessex Clinical research network, BU, Primary care, Social care, Acute hospitals, Community Care, Wessex AHSN.

The driving research ambition is nurturing chief investigators to drive research, looking at system wide issues through Research Active Dorset Group, Workforce, Sponsorship of studies Contract and costing, IT systems, Data and Building portfolios of activity in under-represented specialties/societal groups i.e diabetes and respiratory, social care.

UNCONFIRMED**17/081 HSS Green Impact, FABHSS-17-057**

The Green Impact Team explained that the University has been awarded the Bronze Award and will be working towards a Silver Award. More people are always welcome to join the Green Impact team.

17/082 V4L, Verbal

A presentation was made by Dr Gelerah Roshan, Academic sponsor of Vision 4 Learning sponsorship. The purpose of Gelerah's presentation was to give us an update and where they are with the project. Brightspace is already running full on in this Faculty and all students have accounts. The greater piece is the cultural change, changing the mind set and sharing good practices.

The presentation slides will be distributed when the minutes are sent out before the next Faculty Academic Board meeting in October.

Three things to take away are:

- Regular updates on V4L Sharepoint
- Any questions can be emailed to V4L@bournemouth.ac.uk
- Join the D2L community – www.community.brightspace.com

17/083 FOR APPROVAL AND ENDORSEMENT**17/084 Visiting Faculty Proposals****17/085 Proposed New Visiting Professors**

17/086 Dr Ann Phoenix, FABHSS-17-058
Approved

Prof Sara Crabtree

17/087 Prof Debra Jackon, FABHSS-17-059
Approved

Prof Sara Crabtree

17/088 Proposed Renewals of Visiting Professors

17/089 Dr Mike Wee, FABHSS-17-060
Approved

Prof Paul Thompson/
Ms Audrey Dixon

17/090 Professor Gwyneth Lewis, FABHSS-17-018
Approved

Dr Sue Way

17/091 Proposed New Visiting Fellows and Associates

17/092 New Visiting Associate - Kevin Brooks, FABHSS-17-062
Approved

Prof Tamas Hickish/
Ms Audrey Dixon

17/093 New Visiting Fellow - Dr James Bromilow, FABHSS-17-063
Approved

Ms Audrey Dixon/
Dr Tim Battcock

17/094 New Visiting Fellow - Istvan Batta, FABHSS-17-064
Approved

Prof Rob Middleton

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17/095	New Visiting Fellow – Karen Grimshaw, FABHSS-17-065 Approved	Prof Keith Brown
17/096	New Visiting Associate – Alice Girling, FABHSS-17-066 Approved	Dr Luisa Cescutti-Butler
17/097	Proposed Renewals of Visiting Fellows and Associates	
17/098	Renewal Visiting Fellow - Celia Beckett, FABHSS-17-068 Approved	Mr Clive Andrewes
17/099	Renewal Visiting Fellow - Dr Tim Battcock, FABHSS-17-069 Approved	Ms Audrey Dixon/ Prof Tamas Hickish
17/100	Renewal Visiting Fellow - Robert Brown, FABHSS-17-070 Approved	Prof Keith Brown
17/101	Renewal Visiting Fellow - Jane Holroyd MBE, FABHSS-17-071 Approved	Prof Keith Brown
17/102	Renewal Visiting Fellow - Richard Field, FABHSS-17-072 Approved	Prof Keith Brown
17/103	Renewal Visiting Fellow - Daisy Bogg, FABHSS-17-073 Approved	Prof Keith Brown
17/104	Renewal Visiting Fellow - Sarah Gallimore, FABHSS-17-074 Approved	Mr Clive Andrewes
17/105	Renewal Visiting Fellow - William Haydock, FABHSS-17-075 Approved	Dr Rosie Reid
17/106	REPORTING COMMITTEES	
17/107	Faculty Academic Standards (24/01/18), FABHSS-17-076	
17/108	Faculty Academic Standards (14/03/18), FABHSS-17-077	
17/109	APE (27/02/18). FABHSS-17-078	
17/110	APE (27/03/18), FABHSS-17-079	
17/111	CPD Framework Minutes (22/03/18), FABHSS-17-080	
17/112	Programme Management Team (21/03/18), FABHSS-17-081	
17/113	LLS - Midwifery Report, FABHSS-17-082	
17/114	LLS- Health Sciences PMTM 2 Team Meeting, FABHSS-17-083	
17/115	LLS- Student Experience Forum, FABHSS-17-084	
17/116	Student Experience Forum, FABHSS-17-085	

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17/117 Midwifery Team Meeting, FABHSS-17-086

17/118 **ANY OTHER BUSINESS**

Athena Swan – Sara Ashencaen Crabtree now the Athena Swan representative. A monthly briefing will be happening, engagement and regular attendance will be encouraged.

Edwin commented on the process for Visiting Faculty, maybe something that needs to be addressed moving forward.

17/119 **DATE AND TIME OF THE NEXT MEETING**

Tuesday 10th October 2018, 2.00pm

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Number	SEN-17-029
Sub Committee and Date of Meeting	Faculty of Management – Faculty Academic Board minutes of 16 May 2018 (unconfirmed)
Items recommended for approval by a sub-committee	No items recommended.
Items referred for information by sub-committee	No items referred.
Items approved by the sub-committee	Minutes of previous FAB meeting held on 7 February 2018 were approved. 1 visiting researcher was approved.
Confidentiality	Not confidential.

FACULTY OF MANAGEMENT ACADEMIC BOARD

MINUTES OF THE MEETING HELD ON 16 MAY 2018

Present

Prof Stephen Tee (Chair)
Dr Milena Bobeva
Prof Dimitrios Buhalis
Dr Chris Chapleo
Lois Farquharson
Prof George Filis
Dr Ian Jones
Dr David Jones
Gelareh Roushan

Executive Dean
Associate Dean – Global Engagement
Head of Department – Tourism & Hospitality
Head of Department – Marketing
Deputy Dean - Education
Interim Head of Department – Accounting, Finance & Economics
Head of Department – Sport & Physical Activity
Head of Department – Leadership, Strategy & Organisations
Director of Accreditation

In attendance

Debra Adams
Phyllis Alexander
Samreen Ashraf
Sukanya Ayatakshi-Endow
Elvira Bolat
Jayne Caudwell
Sophie Cherrett
Mehdi Chowdhury
Stavros Degiannakis
Janet Dickinson
Hany Elbardan
Jo Freeman
Parisa Gilani
Charalampos Giousmpasoglou
Sharon Goodlad
Louise Hanlon-Brooks
Josie Harris
Jens Holscher
Emma Jackson
Emma Kavanagh
Daniel Lock
Mike Mallia
Dermot McCarthy
Heather Mitchell
Miguel Moital
Donald Nordberg
Jo Peasland
Nikolaos Papanikolaou
Mark Ridolfo
Debbie Sadd
Carly Stewart

Academic
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Professional & Support Staff
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Academic

Observers

Anne Davey
Alex Hancox

Library
SUBU

Apologies

Philip Alford	Academic
Dean Allen	Academic
Frazer Ball	Academic
Spencer Barnett	Academic
Sue Barnes	Professional & Support Staff
Bruce Braham	Academic
Rebecca Britten	Professional & Support Staff
Louise Hanlon-Brooks	Professional & Support Staff
Anya Chapman	Academic
Bethany Cleeve	Academic
Victoria Cracknell	Professional & Support Staff
Jacqui Day	Academic
Morris D'Cruz	Academic
Peter Erdelyi	Academic
Chris Fowler	Library Services
James Gavin	Academic
Denise George	Professional & Support Staff
Richard Gordon	Academic
Steph Guillemet	Professional & Support Staff
Emma Kavanagh	Academic
Alan Kirkpatrick	Academic
Yeganeh Morakabati	Academic
Lesley Murphy	Academic
Maria Musarskaya	Academic
Dean Patton	Academic
Julie Robson	Academic
Maria Ryan	Professional & Support Staff
Philip Ryland	Associate Dean – Student Experience
Mike Silk	Deputy Dean - Research
Lucy Sheppard-Marks	Academic
Svetla Stoyanova-Bozhkova	Academic
Richard Shipway	Academic
Roger Vaughan	Academic
Varuni Wimalasiri	Academic
Aaron Yankholmes	Academic

1.0 APOLOGIES

Apologies were noted as listed above.

3.0 MINUTES OF THE PREVIOUS MEETING HELD ON 7 FEBRUARY 2018

3.1 Accuracy (FOMFAB-17-018)

The minutes of the meeting held on 7 February 2018 were approved as an accurate record.

3.2 Action Log from Previous Meeting held on 7 February 2018 (FOMFAB-17-019)

FOMFAB-17-012 - target points discussed in DDE Report Item 4.8 (FOMFAB-17-029)

4.0 FOR DISCUSSION – FACULTY REPORTS

4.1 Executive Dean's Report (FOMFAB-17-022)

ST provided update to members.

BU2025 - UET still working on implementation phase. ST, MS, LF and GR are involved in away days and also engaged in conversations with UET, final discussions being held at ULT today, then going to Board for approval. There may be some changes around departmental and leadership structures if plan is approved.

AACSB visit was a great testament to the Faculty with the panel giving positive feedback to TMB and JV. Looking forward, plan to expand AACSB accreditation to other programmes and encouraging staff to be more engaged in networking with AACSB Universities/Business Schools. ST thanked all staff involved and their contribution has been noted. The AACSB panel were very impressed with our staff, students and external contributors, which is seen as a real tribute to the tremendous amount of hard work involved. A celebration event is being held on 12 June at Key West on the Pier.

TEF – replacing HEFCE and Office for Fair Access, TEL is moving on to subject level with BU organising internal pilots, this will be an opportunity to put forward any reflections, areas that need developing along with areas of strength, teams asked to engage as part of the developmental process.

SURE Conference was a success with good representation from all Faculties.

International Commencement Ceremony held in January also had good attendance from both staff and students.

NSS now closed, with results to be published in August. Action plans remain ongoing in many areas.

Staffing – ST wanted to thank staff for their flexibility. UET decision has been made that all current vacancies have been stripped out of all Faculties and bids are to be placed for any new vacancies in line with the BU2025 strategy. FM Exec are looking closely at resource envelope and Workload Planning in order to build case for new staff with UET following implementation sign off. ST confident that gaps identified can be filled.

4.2 Department of Events & Leisure Report (FOMFAB-17-023)

Programme Review went well, thank you to Debbie Sadd and Julie Whitfield. E&L student, Rosie Littlejohns won dissertation prize which will provide funding to present paper at a conference. Steady output of journal articles, with two being published in 4* journals.

Increasing number of staff applying for external funding with some success, good departmental income stream, early career staff have made good use of QR funds. Debbie Sadd involved with GFOL to China and Hong Kong. ST congratulated those in the department had won external funding.

4.3 Department of Marketing Report (FOMFAB-17-024)

Strong global activity, Helen O'Sullivan in particular. Thanked all staff involved in AACSB for their flexibility. Department has improved number of journal publications along with excellent bidding activity. Strong collegiate team ethos, CC incredibly impressed by flexibility and adaptability of individuals within department. Maheshan De Silva Kanakarathne has successfully defended his PhD.

4.4 Department of Tourism & Hospitality Report (FOMFAB-17-025)

Department has improved in Complete University Guide (up 10 points). CHME conference starts next week which has attracted substantial sponsorship. New degrees ready to roll out for next year. Focusing on three positive metrics to help Faculty achieve TEF gold and working on the remaining three. Good bidding, publications and external engagement within department.

- 4.5 Department of Leadership, Strategy & Organisations Report (FOMFAB-17-026)**
Thanked staff for their contribution to AACSB visit, really impressive, particular mention for Mark Ridolfo who was instrumental. BABS team changing, would like to thank and recognise Parisa Gilani and Deb Taylor and offer congratulations for doing such a great job. New team will consist of Maureen Kehinde, Le Bo and Sarah Leidner. New top ups programme lead is Tony Abdoush, who has stepped up even though not in the department. Would like to welcome Mina Dragouni to the department. Department has been providing masterclasses, for example how to write a literature review. QR funded Sandbanks sessions have been successful and led to some 4* publications. Department is working with local councils and businesses which is instrumental in achieving Venus award. QR funded workshop being held on 16 July, call for abstracts "Targets and terror in academia" by 15 June.
- 4.6 Department of Sport & Physical Activity Report (FOMFAB-17-027)**
Department is producing good quality research rather than quantity, top quality outputs with wider disciplinary areas rather than subject specific. Long standing members of staff are also achieving high quality output, Bruce Braham recently published in BMC Public Health. Department undergoing programme review to make significant changes in portfolio, new programme BSC Sports Science. Number of staff have been abroad, for example Emma Kavannah has recently returned from Australia (Commonwealth Games) and Gary Evans and Lynda Challis have recently visited China.
- 4.7 Department of Accounting, Finance & Economics (FOMFAB-17-028)**
Congratulate and commend all AFE staff that were involved and contributed to AACSB. Good research within department has led to strong publications, vital to maintain this momentum however difficult to achieve with current budgets. ST advised there is pressure on budgets across the University, however research grant income allows Faculty undertake overseas trips etc, Faculty needs to grow external grant funding as well as international student income. Department congratulated Chris Hartwell who has achieved HEA Senior Fellow in record time. Wish Sangeeta Khorana and Allan Webster good luck with their project.
- 4.8 Deputy Dean Education Report (FOMFAB-17-029)**
Following AACSB visit, data requests will be streamlined over summer period so staff are not asked to undertake the same tasks several times. Congratulations to all those with HEA fellowship, Faculty was 75% compliant but this has increased due to more staff achieving qualifications. Admissions update – there are some minus figures compared to last year. ST asked members to take this into consideration when employing staff, lower recruitment will have an impact for 3 years. Southampton Uni are gaining 20% of their students through clearing, using a different focus, students are delaying their decisions until clearing and seeing it as a more positive experience, there is no evidence that students who come through clearing perform worse than the normal route. Faculty has to support clearing 100%. PA suggested looking at American market since gaining AACSB. ST confirmed this needs to be exploited. Asked members for any ideas/suggestions please speak to LF. LF advised waiting for guidance at next BUCAT. MR raised if there was potential for redeployment of staff across departments? ST advised WLP is being analysed across all 6 departments including other Faculties, need to ensure we use all available resource and any vulnerable units are manned by staff across all departments. JC raised that although international students bring in a good income, their written English is not great, BU has an ethical commitment to help them at University level rather than individual staff level. ST stated it is necessary to ensure relevant English language standard and also provide support. LF advised that various groups are looking at different aspects with outcomes to follow, PR and LF looking at Faculty and how it will be supported going forward. SG raised that students coming from BUIC have poor language skills. MB highlighted pilot scheme currently under way to help international students. Brightspace – strategic workgroups to be organised. Paper board process to be discussed at next FASC to ensure consistency. Meeting with HoDs on 17 May to discuss narrative for subject TEF.

- 4.9 Deputy Dean Research Report(FOMFAB-17-030)**
MS sent apologies.
ST went through highlights of report with members.
- 4.10 Associate Dean Global Engagement Report (Verbal Update)**
GFOL was represented by 10 members of Faculty, outcomes exceeded expectations. 24 students were recruited to support event with 12 from FoM, great assets and ambassadors to BU. FoM is leading Faculty in terms of international students with 686 students, 15.5% overall intake of Faculty. Faculty has recruited a third more international students than expected, 100 international and 13 European. GELs are working on trimming down partnership database. MB thanked Gary Evans and Helen O'Sullivan for helping with gaining new partnerships. Heidelberg University now a BU partner. Faculty also has highest number of students graduating in Global Talent Programme. Requirement to work more closely with staff going abroad to look at building/strengthening relationships whilst staff are travelling abroad. FM Exec approved international management programme which will be used as a template to provide international schools throughout the year and also provide income generation from similar projects. Global Leaders and Engagement event being held on 10 July, if staff interested speak to MB.
- 4.10.1 Senate Update (Verbal Update)**
DM provided update and thanked staff who raised issues regarding entry requirements and tariff points; student wellbeing; medical facilities and resourcing. Research is being undertaken on keeping entry requirement bands rather than a single target. Additional wellbeing services are being investigated to assist staff in making students aware of what services are/are not available, for example services that should be dealt with by GP/hospital. Next Senate scheduled for 13 June 2018.
- 4.11 Associate Dean Student Experience Report (FOMFAB-17-032)**
Philip Ryland sent apologies.
- 4.12 Director of Accreditation Report (FOMFAB-17-033)**
GR thanked all those that supported the visit, including staff from other Faculties and staff who were directly engaged: Laura Roper, Lisa Munday, Elaine Findlay, Simon Thomas, Louise Hanlon-Brooks, Jo Milner, Alex Hancox from SUBU, Heather Mitchell, Emma Jackson. Colleagues from PRIME, the library, Admissions and Alumni who were actively engaged with the report and meeting with the panel. The campus tours were also very significant contributions. The accreditation has been awarded for 5 years which will mean continuous improvement over the next 5 years. Propose the Faculty continues gathering data and working with HoDs and PLs make sure details are monitored and interventions in place on maintaining alignment. Portfolio review and programme review should determine what the Faculty decides to do for future accreditation, planning and long term sustainability to be determined which will be discussed at BS Management Advisory Group meeting on the 17 May 2018.
- 4.13 V4L Report (Verbal Update + Slides)**
GR advised members second phase will commence in September 2018. Asked colleagues to book as teams to undertake training and use drop in sessions for 1:1 training. Online unit will also soon be available on how to use Brightspace, see links in attached slides.
- 5.0 FOR APPROVAL AND ENDORSEMENT**
- 5.1 Visiting Researchers**
Mohamed Elsayed (associated with Dr Mehdi Chowdhury) Sept 2018 to Mar 2019

Endorsed

5.2 Issues raised following BATM PC Meeting

Item 1 – members discussed content of Muse reports and element of transparency as there can be some sensitive information within reports. Members discussed what data is sent between departments and sharing of good practice. Agreed this matter should be raised at next FESEC on 23 May 2018.

**Action: Raise at FESEC
To be completed by 23 May 2018
Format of completed action: Email
Method of circulation: Email**

Item 2 – members agreed this should be discussed at departmental level.

Noted

6.0 REPORTING COMMITTEES

6.1 Academic Services Report (FOMFAB-17-035)

The report from Academic Services to the Faculty Academic Boards dated April 2018 were noted. Update – AMER has now been approved by ASC awaiting final guidance and forms that students will be using in 2018/19.

Noted

7.0 ANY OTHER BUSINESS

7.1 STEEP Update (Verbal)

STEER was highly commended during AACSB visit. ST provided members with an overview, created in reaction to league table scores and originally started at Level 6 but more recently also includes Levels 5 and 7. Great for student feedback, what they perceive from placement and STEER then tries to plug gaps, such as personal development skills and accredited skills. ST asked members to raise STEER at inductions (only takes 10 mins), resource and budget available.

7.2 ALD Impact Report

Liz Falconer provided an overview of report. Funded through V4L project and over next 12 months will be working in areas on curriculum design and Brightspace. Workshops will be held along with assistance from CEL. LF focused on using virtual reality in supporting teaching and developing pedagogic research whilst David Biggins is more focused on analytics. Also looking to develop online training for Brightspace. Main three points of focus are: 1) Sense of reflective practice and teamwork amongst colleagues, 2) enhancing quality in setting assessments and 3) building a culture of continuous improvement.

**Action: Issue report to Faculty
To be completed by 30 May 2018
Format of completed action: Email
Method of circulation: Email**

7.3 Athena Swan Update

Research council will not grant funding for Universities who do not have Athena Gold or Silver awards. Athena Group is being led by Sonal Minocha with representative from each Faculty - Lorraine Brown is FoM representative. Athena Swan will be raised at all future FAB meetings.

**Action: Include Athena Swan on FAB Agenda
To be completed by 30 May 2018
Format of completed action: Email
Method of circulation: Email**

7.4 HEA Fellowship

ST wished to thank Martyn Polkinghorne for his support in assisting with HEA programme.

8.0 DATE AND TIME OF NEXT MEETING

TBC

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Number	SEN-17-030
Sub Committee and Date of Meeting	Faculty of Media and Communication Academic Board minutes of 2 May 2018 (unconfirmed)
Items recommended for approval by a sub-committee	None
Items referred for information by sub-committee	17/033 Exec Dean's Report 17/034 DDEPP/ADSE Report 17/036 DDRPP Report 17/037 Discussion re use of Social Media
Items approved by the sub-committee	17/038 Visiting Fellow Appointment 17/039 Visiting Associate Appointment
Confidentiality	No restrictions.

**FACULTY OF MEDIA AND COMMUNICATION ACADEMIC BOARD
MINUTES OF THE MEETING HELD ON 2 MAY 2018**

Present:

Professor Michael Wilmore	Executive Dean
Dr Richard Berger	Associate Professor of Media and Education
Mark Brocklehurst	Director of Operations
Ken Brown	Lecturer, Law
Josh Deerman	Financial Operations Administrator
Dr Barbara Dyer	Deputy Dean Education and Professional Practice
Dr Karen Fowler Watt	Head of School: Journalism, English and Communication
Jo Freeman	Head of Student Administration
Alex Hancox	SUVP Education
Maike Helmers	Senior Lecturer Sound Design
Dr Nael Jebriil	Senior Lecturer in Journalism/PL MA Media & Communication
Dr Darren Lilleker	Head of Department, CMC
Professor Iain MacRury	Deputy Dean Research and Professional Practice
Ian Marsland	Faculty Librarian
Professor Julian McDougall	Professor of Media and Education
Professor Dinusha Mendis	Professor, Law Department
Associate Prof Michelle Morgan	Associate Dean Student Experience
Dr Kate Murphy	Principal Academic, History
Professor Barry Richards	Professor of Political Psychology
Dr Richard Scullion	Associate Professor, CMC
Professor Kerstin Stutterheim	Professor of Media and Cultural Studies

In attendance

Helen Middleton	Academic Quality Administrator
Karen Newsome	Executive Officer (Minutes)

17/030 **APOLOGIES**

Apologies were noted from 13 academic staff members and 6 professional/support staff members.

17/031 **MINUTES OF PREVIOUS MEETING HELD ON 14 FEBRUARY 2018 - FABFMC -17-052**

The minutes were approved as an accurate record.

CONFIRMED

17/032 **MATTERS ARISING/ACTION LOG – FABFMC-17-053**

All matters arising from the previous meeting were deemed to be complete, with the exception of those carried forward on the action log.

CONFIRMED

17/033 **DEAN'S REPORT – VERBAL**

BU2025 has been approved, and ULT are now considering the implementation plan. Reflecting on BU2018, the Dean noted demonstrable improvements in all areas of FMC, and congratulated staff for the hard work in achieving these. Looking to BU2025, MW noted a shift in focus from student income to income generated through RKE. Strategic investment areas have been identified; there is potential for FMC to be involved in them all. Fusion will continue to be at the heart of BU's strategy. MW noted the healthy overall budget situation within FMC as growth continues; as targets set by BU for FMC are challenging, controlling expenditure is important. MW expressed thanks to HoDs for their hard work in implementing the Workload Planning Model, and to all academic staff who have fully engaged in its implementation. The Board noted the importance of the WLP audit at UET/UCU level; a joint review will be published. MW highlighted the importance of the work of the Finance and Operations team led by MB and LH in establishing a process for managing expenditure e.g. PTHP spend whilst still supporting staff effectively to achieve admirable results in teaching and research. The Dean also expressed thanks to BD, MM and SE's team for the

excellent MUSE completion rates in Semester One, providing evidence of outstanding educational provision in FMC. The Board noted that MUSE is only one metric of measuring student satisfaction, but that it has been put to use in a positive way is encouraging.

The Dean also reported on the following:

- A TEF subject pilot is being undertaken as an internal exercise within BU. The timing is challenging, but MW noted that much analysis has already been done that can be used for the pilot, which should minimise the extra work required.
- MW has been working with HoDs on the establishment of departmental committees, formalising work already taking place in the Faculty by ensuring a link to Exec and FAB, so strengthening the connection between Faculty and Departments.
- An alumni project has enabled FMC to identify different types of work alumni are involved in. Alumni Relations now have an understanding of work done in FMC; the learning developed through this project will be shared so as to utilise available expertise to support students.
- Departures from BU include John Brissenden (27 April) and the Board acknowledged with thanks his contribution to BU, wishing him well for the future. Also, the DDEPP, Dr Barbara Dyer, will be retiring at the end of July, and the Board wished to record thanks for her contribution to FMC over the last few years, since her move from HSS. Dr Richard Scullion will take on the role of DDEPP on an interim basis.

The Dean invited questions/comments; the subject of ownership of digitalised teaching and academic content in BU2025 arose. The Board noted this as an unresolved issue needing to be clearly addressed so BU can adapt accordingly. MW noted that FMC has experts in this field who could play a part in reviving the debate.

NOTED

17/034 **DEPUTY DEAN (EDUCATION) AND ASSOCIATE DEAN STUDENT EXPERIENCE REPORT – FABFMC-17-054**

The DDEPP and ADSE presented their respective reports as circulated. BD noted areas requiring improvement for the NSS and steps put in place to address these. Attention was drawn to the Postgraduate Taught Experience Survey (PTES) closing 1.6.18, and incentive information for PLs to share with students. Attention was also drawn to steps taken in FMC to facilitate effective use of the Brightspace VLE, including an internal implementation working group and promotion of training opportunities. The successful gathering of MUSE data in Semester One, academically led, was noted; development of IT solutions/proposals for gathering data in future years is underway. Work is being done to relaunch the Faculty blog in order to maximise communication opportunities.

The ADSE report was taken as read with attention being drawn to the arrival and orientation schedule for 2018, to be finalised in June. MM also noted a working group on feedback etiquette, i.e. how to teach students about feedback in a professional setting, perhaps as part of induction studies. The provision of training for Academic Advisers was also noted.

NOTED

17/035 **UPDATE RE V4L – VERBAL**

Wendy Drake (WD), Principal Project Manager, attended the Board to present an update re the Brightspace VLE. The presentation will be circulated post-meeting. WD highlighted the following:

- A large file solution is currently being tested.
- Changes to Turnitin are taking place; impact will be monitored.
- Usability testing is underway; staff are invited to contact WD in order to participate (closing date 25.5.18).
- An interactive management session has taken place; staff can provide further comments at <https://bournemouth.onlinesurveys.ac.uk/brightspace-implementation-process-staff-survey>.
- Training is ongoing; a D2L expert is visiting on 24 May; information will be circulated.

UNCONFIRMED

- A Learner Analytics workshop is scheduled for 22 May.
- A culture change survey can be accessed at <https://staffintranet.bournemouth.ac.uk/fusion/centreforexcellenceinlearning/brightspace/brightspacelearningtechnologyupdateapr2018/>
- FMC's Academic Learning Designer is Liz Falconer; the V4L Sharepoint site and staff internet both have regular updates; any questions can be sent to V4L@bournemouth.ac.uk.

It was noted that the training is important as not using the V4L according to the guidance given could have implications further down the line, notably for the Programme Support Team.

NOTED

17/036 **DEPUTY DEAN (RESEARCH) REPORT - FABFMC-17-055**

The DDRPP presented the report as circulated, noting the following:

- The Faculty may fall short of its research income target, though there are two notable research grants awarded to CiPPM which will be reflected in this year's accounts, and it is evident that the number of submissions has increased this year. Looking to BU2025, targets will be weighted by discipline areas, which may result in a more realistic FMC target.
- The doctoral survey questions were noted, and staff encouraged to consider them in the context of helping manage their relationship with their students.
- The REF Committee and the Impact Committee have highlighted the need to make visible within workload planning and appraisals any work in relation to Impact. It was noted that RKE are offering training about Impact and staff are encouraged to participate; the appointment of several Post Doctoral Research Assistants within the Faculty to work on Impact will be beneficial.
- Coffee vouchers are being distributed to encourage staff to engage in mentoring conversations.

NOTED

17/037 **SOCIAL MEDIA - FABFMC-17-056**

Dr Richard Scullion introduced a discussion re the approach to social media use within the Faculty. There was consensus that good practice involves avoiding the use of a single channel to conduct essential business; on that basis a social media platform e.g. Facebook should not be the only way to engage students. MW agreed to raise this in other fora, e.g. the IT Development Board and ULT. It was noted that engaging in community is important and online options are a part of this; but students should not be required to use a particular platform, and BU should not be in the position of appearing to endorse or promote the use of a particular social media platform.

ACTION

MW to raise the issues re use of social media in other BU fora to reflect the FAB discussion

17/038 **PROPOSAL FOR VISITING FELLOW APPOINTMENT (JEC) – FABFMC-17-057**

Dr Nael Jebriil presented the proposal as circulated; the Board agreed to appoint Dr Mohammed-Ali M A Abunajela as a Visiting Fellow for a period of eighteen months from 1 June 2018. Dr Abunajela's work with humanitarian organisations was highlighted; this collaboration within JEC will provide publication outcomes.

APPROVED

17/039 **PROPOSAL FOR VISITING ASSOCIATE (JEC) - FABFMC-17-058**

Dr Nael Jebriil presented the proposal as circulated; the Board agreed to appoint Dr Sofia Iordanidou as a Visiting Associate for a period of three weeks from 22 October 2018. The collaboration will be based on a conference organised last year and will lead to publication.

APPROVED

- 17/040 **ACADEMIC SERVICES REPORT - FABFMC-17-059**
The report as circulated was taken as read. JF drew attention to the Focused Enhancement Review (FER) (succeeding the previous Faculty Quality Audit process) being piloted during 2017/18, with the request that Departments consider where they may benefit from engaging in a FER during 2018/19. Other items within the report were noted for information. **NOTED**
- 17/041 **GLOBAL ENGAGEMENT REPORT – FABFMC-17-060**
The reports as circulated were taken as read; the Dean noted them as underlining the global dimension of the Faculty. **NOTED**
- 17/042 **PROFESSIONAL AND SUPPORT STAFF REPORT - FABFMC-17-061**
The report as circulated was taken as read; JD drew attention to the new process for requesting approval for and recording annual leave, bringing improvement for all staff. **NOTED**
- 17/043 **HEAD OF DEPARTMENT – LAW – REPORT - FABFMC-17-062**
The report as circulated was taken as read. **NOTED**
- 17/044 **HEAD OF DEPARTMENT – MEDIA PRODUCTION – REPORT - FABFMC-17-063**
The report as circulated was taken as read. **NOTED**
- 17/045 **HEAD OF DEPARTMENT – CMC – REPORT - FABFMC-17-064**
The report as circulated was taken as read. **NOTED**
- 17/046 **HEAD OF DEPARTMENT – NCCA – REPORT - FABFMC-17-065**
The report as circulated was taken as read. **NOTED**
- 17/047 **HEAD OF SCHOOL – JEC – REPORT - FABFMC-17-066**
The report as circulated was taken as read. KFW drew attention to the recent high profile visit from Jon Snow 'In Conversation' with students. The recent Careers Forum was noted, actively engaging alumni; and MW congratulated CEMP on the 2018 Media Education Summit in Hong Kong, which will be self-sustaining. **NOTED**
- 17/048 **PROGRAMME TEAM MINUTES**
The Board noted the documents available for information at <I:\MS\Public\Faculty Academic Board\FACULTY ACADEMIC BOARD 2017-2018\Programme Team Minutes 2017-18> **NOTED**
- 17/049 **FACULTY ACADEMIC STANDARDS COMMITTEE MINUTES 21.2.18 - FABFMC-17-067**
The Board noted the FASC minutes of the meeting held on 21 February 2018. **NOTED**
- 17/050 **FACULTY EDUCATION AND STUDENT EXPERIENCE COMMITTEE MINUTES 28.2.18 - FABFMC-17-068**
The Board noted the minutes of the FESEC held on 28 February 2018. **NOTED**
- 17/051 **FACULTY RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE MINUTES 6.12.17 – FABFMC-17-069**
The Board noted the minutes of the FRKEC held on 6 December 2017. **NOTED**
- 17/052 **FACULTY RESEARCH DEGREE COMMITTEE MINUTES 14.3.18 - FABFMC-17-070**
The Board noted the minutes of the FRDC held on 14 March 2018. **NOTED**
- 17/053 **ANY OTHER BUSINESS**
There were no other items of business. **NOTED**
- 17/054 **DATE AND TIME OF THE NEXT MEETING - To be confirmed.**

Committee Name	SENATE
Meeting Date	13 June 2018
Paper Number	SEN-17-031
Sub Committee and Date of Meeting	Faculty of Science & Technology – Faculty Academic Board minutes of 17 May 2018 (unconfirmed)
Items recommended for approval by a sub-committee	For Action : <ul style="list-style-type: none"> • Items 6.1 to 6.8 • Item 6.28
Items referred for information by sub-committee	For Information: Item 2.6. Presented for information
Items approved by the sub-committee	For Information: Items 6.9 to 6.27
Confidentiality	N/A



Faculty of Science & Technology
Faculty Academic Board
Thursday, 17 May 2018 at 2pm in the Boardroom

Present:	Dr. Kevin McGhee	Deputy Dean, Education and Acting Chair
	Dr. Clive Hunt	Associate Dean, Student Experience
	Professor Timothy Darvill	HoD, Archaeology, Anthropology and Forensic Science
	Dr. Peter Hills	HoD, Psychology
	Professor Richard Stillman	HoD, Life and Environmental Sciences
	Kelly Deacon-Smith	Director of Operations
	Paula Peckham	Education Services Manager
	Ruth Muir	Programmes Support Officer
	Paul Albinson	Demonstrator, Computing and Informatics
	Andy Blackburn	Placements Development Advisor
	Philip Stocks	Faculty librarian
	Melanie Coles	Academic staff
	Paul Kneller	Academic staff
	Eileen Wilkes	Academic staff
	Deniz Cetinkaya	Academic staff
	Patti Davies	Executive Officer and administrative support
Guests:	Jacky Mack	Head of Academic Services
	Alex Hancox	SU VP Education
	Gelareh Roushan	V4L Representative

The attention of all committee members and attendees is drawn to the University's Conflicts of Interest Policy and Procedures which states that "Members ... must declare any interest they have in the business to be conducted at any meeting which they attend."

Apologies: Keith Phalp, Tiantian Zhang, Christos Gatzidis, Philip Sewell, Angelos Stefanidis, Holger Schutkowski, Zulfiqar Khan, Robert Gardiner

1. Review and approval of the previous minutes from the meeting of 1 February 2018

The minutes of the meeting of 1 February 2018 were reviewed and approved as presented.

1.1 Matters Arising - there are no actions pending from the 1 February 2018 meeting.

1.2 General V4L update - Dr Gelareh Roushan

Dr. Gelareh Roushan provided a brief slide presentation and general V4L update to members present. She reported that Brightspace is moving into phase 2 and all BU academic staff will be utilising Brightspace by September. Work is ongoing with Turnitin to integrate into Brightspace and address various issues that have been raised by Brightspace users. More enhancements are being added. Training is ongoing and there will be two sessions coming up this month at the EBC along with various workshops. Useful links for staff were pointed out in the presentation. A copy of the slide presentation will be emailed to all academic staff members in the Faculty.

The floor was open for questions and comments. A question arose about the status of resolving bulk uploading restriction which have been impacting the Design & Engineering students and staff. It was noted that bulk uploading is essential for these courses and IT Services has indicated they don't have the resources to resolve this important issue. Geli indicated that these concerns have been raised with Turnitin for resolution and they are hopeful that the changes being inputted by them will address this problem. It is an ongoing issue and she invited further continued discussion about this matter with herself and Wendy Drake.

A question also followed about the possibility of a submission feature for assessments. It was pointed out that other VLEs have this feature which is very useful. Further discussion followed. Geli pointed out that Shahin Rostami is the Faculty representative on the Brightspace Steering Group and that this would be a good suggestion to discuss with him for further consideration by the Steering Group. Further discussion also followed about the availability of FAQ's and how academic staff can find easily find solutions to problems or questions. Geli referred members to the links in the slide presentation as a good reference point.

2. Faculty overview and Deputy Dean, Education and PP report - Dr. Kevin McGhee (acting Chair)

- 2.1 On behalf of Professor Keith Phalp, Executive Dean, Kevin thanked members for their hard work in putting the Faculty in a good position in terms of recruitment, growth and satisfaction. BU2025 starts this summer and the Faculty is involved in the areas of investment for new programmes being developed over the next 7 years. The Faculty's recruitment numbers for the upcoming academic year are very good so far.
- 2.2 There has been a number of ULT plus away days since the last FAB meeting in which the BU2025 Strategic Plan has been discussed along with the Implementation plans (formerly known as Delivery Plans) of the Faculties and Central Services. As previously mentioned, the Faculty of Science & Technology is in a strong position for strategic investment. Kevin urged members to align staffing and resources needs with the strategic investment areas outlined in BU2025.
- 2.3 REF and subject TEF training are ongoing as is Peer Review Education and Practice. Members were encouraged to engage in the CEL survey regarding peer review.
- 2.4 Keith will be acting Executive Dean for the Faculty of Media and Communication until a new E.D. is recruited and in role, in addition to his duties as Executive Dean for the Faculty of Science & Technology. Kevin asked members to keep in mind that it will be necessary to delegate some of Keith's duties to other Faculty Executives and Senior Managers in order to help with him with his added work load over the upcoming months while he is covering FST and FMC.
- 2.5 HEA Fellowship - Kevin has met with as many academic staff members in the Faculty as possible to discuss the upcoming deadline at the end of June to engage with Teach BU to obtain the HEA Fellowship. Most staff members either have an HEA Fellowship or are in the process of submitting final adjustments to their paperwork. The time to submit these adjustments needs to be considered. The HEA Fellowship is a required KPI and will be a key consideration for promotions and pay progression.
- 2.6 Assessment Policy 6C/Assessment workshop - Kevin reported that he discussed the concerns raised by staff regarding proposed modifications to the Assessment Policy with the DVC. Academic staff have expressed their concerns that the proposed changes to reduce assessments will result in higher student failure rates. Academic staff were also frustrated about having spent years developing assessments appropriate for their units and that the changes being proposed are not appropriate for all areas. The DVC took on board the concerns raised and suggested a pilot study be conducted before any changes are made to the policy. A question arose as to why is it necessary to change the whole assessment process/policy if the only problem being cited is that a few members of the academic staff at BU have been found to be over-assessing. Members questioned why not address the problem of over-assessments with those few and provide the academic staff with more assessment options and flexibility to use according to their professional judgement and unit. Members noted that students have also expressed their concerns about changes proposed. A lengthy discussion followed. Members question the justification for changing essays on 20 credit units from 5,000 words or equivalent to 3,000 words. It was clarified that the proposed changes don't apply to final year dissertations. In lieu of sub-elements, phased assessments are being proposed in the new policy. Members pointed out that the phased assessments will result in academic staff having to re-mark assessments which will become more labour intensive as students can re-submit work during phased assessments. The policy is a work in progress and concerns and suggestions are being considered and ongoing modifications are being made. Members pointed out that attempting to solve local problems through a global solution is problematic in that all academic staff are being judged by a few examples of worst practice. The proposed changes don't appear to be reflecting the need for appropriate formative and summative assessments proportionately at the unit level. Further discussion followed. Kevin will keep Faculty members apprised about this matter.

3. Deputy Dean, Research and PP report - Prof. Tiantian Zhang (report tabled)

3.1 The Deputy Dean, Research and Professional Practice report was submitted electronically and tabled for questions and comments. Q3 RKE Income Report shows the Faculty has generated a record level of RKE income in 2017/18, but the Faculty is still £160,452 short of the target of £2,589,237. The total value of Faculty RKE bids has increased to £15,652,804 in the first 3 quarters of the year compared to the previous 3 year average of £13,623,573. 13 PGRs have completed their PhDs so far this year and a further 19 PGRs submitted their PhD thesis and 8 submitted their MRes thesis. Also the SciTech PGR Conference held on 9 May was successful. All FST REF UoAs have completed the mock exercise and UoA 14 in LES and UoA 15 in AAFS have achieved highest scores of all UoAs assessed across BU.

3.2 A question arose about any further information about QR Funding. Kevin reported that Tiantian is still awaiting further information and will keep members informed as she is informed.

4. Update from Director of Operations - Kelly Deacon-Smith

4.1 Kelly reported that the Faculty's U/G student recruitment numbers so far for 2018/19 are currently 53 over target and 6 under target for PGT.

4.2 The Poole Gateway Building, phase 2, planning has started. This is planned to be the new Science & Technology office building for the Faculty of Science & Technology. A question arose as to whether the offices will be open plan. Kelly indicated that discussions about the building are in the very early phases and no decisions on occupation have happened yet. The current plan is to build the new Science & Technology building linked to Poole Gateway Building for opening in 2022.

4.3 Redevelopment of Christchurch House - Plans for the redevelopment of Christchurch House are being revisited now for 2019. These plans are being realigned to accommodate other projects and strategic investment areas in Science & Technology and HSS as resources needed are being discussed and priced. Staff will be kept apprised as information becomes available.

4.4 Budgets - Kelly reported that the budgets given are aligned with BU2025 and areas designated for investment. Kelly reported that she and the Business Accountant have met with the HoDs to discuss departmental budgets. The process this year has been a budget based on previous spend, but a list of new items / activities to be submitted alongside as a risk register, should we not get the funding. Where there is growth, there is a justifiable need. Staffing will be addressed individually. Members will have to indicate (via Risk Register) the impact of not having what was requested but not provided.

5. **Proposed new courses, programmes and modifications** - no proposals at this time.

6. Visiting Professors and Visiting Fellows Reappointments and Appointments

Visiting Professor - Recommendations of candidates for Visiting Professors must be approved by the OVC.

6.1 Professor Ray Bull, Professor of Criminal Investigation at University of Derby. Recommended for *appointment* as Visiting Professor by Dr. Peter Hills and Dr. Ching-Yu Huang to the Department of Psychology. Statement of support and CV are tabled **Recommended for approval**

6.2 Professor Peter Howard, Archaeology and Landscape science. Professor Howard continues to bring a specialised expertise in collaboration with the Centre of Archaeology and Anthropology. Recommendation from Professor Timothy Darvill to *reappoint* Professor Howard as Visiting Professor for another 3 years. Updated CV to be provided. **Recommended for approval**

6.3 Professor Marco Aiello, Computing. Professor Aiello was originally supported by Dr. Lai Xu. As there has been no recommendation provided to reappoint Professor Aiello with a required updated CV, Professor Aiello's VP privileges will lapse at the end of his 3 year term. **Recommend privileges lapse**

6.4 Professor Athman Bouguettaya, Computing. Professor Bouguettaya was originally supported by Dr. Lai Xu. As there has been no recommendation provided to reappoint Professor Bouguettaya with a required updated

CV, Professor Bouguettaya's VP privileges will lapse as the end of his 3 year term.

Recommend privileges lapse

- 6.5 Professor Xinbo Gao, Computing. Professor Gao was originally supported by Dr. Lai Xu. As there has been no recommendation provided to reappoint Professor Gao with a required updated CV, Professor Gao's VP privileges will lapse as the end of his 3 year term. **Recommend privileges lapse**
- 6.6 Dr. Stuart Davies, Archaeology, Dr. Davies is no longer collaborating with the Centre for Archaeology and Anthropology. Recommendation from Professor Timothy Darvill to let Dr. Davies' visiting professor privilege lapse. **Recommend privileges lapse**
- 6.7 Professor John Hall, Psychology. Professor Hall is no longer collaborating with the Department of Psychology. Recommendation from Professor Sine McDougall to let Professor Hall's visiting professor privileges lapse. **Recommend privileges lapse**
- 6.8 Professor Falko Sniehotta, Psychology. Professor Sniehotta is no longer collaborating with the Department of Psychology. Recommendation from Dr. Samuel Nyman to let Professor Sniehotta's visiting professor privileges lapse. **Recommend privileges lapse**

(see item 6.28 for late submission for a Visiting Professor appointment)

Visiting Fellows - FAB/Executive Dean approvals of recommendations for visiting fellows are final.

- 6.9 Dr. Eylon Thron, Senior Consultant at Ricardo Rail to the Department of Computing & Informatics. Recommended for *appointment* as a visiting fellow by Dr. Huseyin Dogan. Statement of Support and CV tabled. **Approved**
- 6.10 Dr. Katarzyna Musial-Gabrys, Associate Professor in Network Science and former member of the Department of Computing & Informatics in FST. Currently an Associate Professor at the Advanced Analytics Institute at the University of Technology, Sydney, Australia. Recommended for *appointment* by Dr. Raian Ali as a visiting fellow. Katarzyna was previously a visiting fellow as well, before her full time employment at BU. Statement of support and CV tabled. **Approved**
- 6.11 Dr. Nada Hany Sherief, Assistant Professor in the Arab Academy for Science Technology and Maritime Transport at the College of Computing and Information Technology, Alexandria, Egypt. Recommended by Dr. Raian Ali, Department of Computing & Informatics to be *appointed* as a visiting fellow to the Department of Computing & Informatics. Statement of support and CV tabled. **Approved**
- 6.12 Dr. Wendelin Sara Morrison, Archaeology. Freelance Archaeologist at the Priest's House Museum, East Dorset. Recommended for *appointment* as a visiting fellow by Professor Kate Welham to the Centre of Archaeology and Anthropology. Statement of support and CV tabled. **Approved**
- 6.13 Dr. Phillip Endicott, Anthropology. Research engineer at the Musee de l'Homme in Paris, France. Recommended for *appointment* as a visiting fellow by Professor Timothy Darvill to the Centre of Archaeology and Anthropology. Statement of support and CV tabled. **Approved**
- 6.14 Dr. Carol Palmer, Archaeology. Dr. Palmer has continued to collaborate with Dr. Emma Jenkins since her appointment. Recommendation from Dr. Palmer to *reappoint* Dr. Carol Palmer as a visiting fellow to the Centre of Archaeology and Anthropology for another 3 years. **Approved**
- 6.15 Professor Dimitros Rigas, Computing. Professor Rigas has continued to collaborate with Professor Hongnian Yu in Computing and Informatics. Recommendation from Professor Hongnian Yu to *reappoint* Professor Rigas as a visiting fellow for another 3 years. **Approved**
- 6.16 Dr. Antolin Hernandez-Battez, Sustainable Design in Design & Engineering. Dr. Hernandez-Battez has continued to be actively engaged with the Department of Design & Engineering and is currently collaborating

on research projects with Professor Mark Hadfield. Recommendation from Professor Mark Hadfield to *reappoint* Dr. Hernandez-Battez as a visiting fellow for another 3 years. **Approved**

- 6.17 Dr. Ruben Gonzalez-Rodriguez, Sustainable Design in Design & Engineering. Dr. Gonzalez-Rodriguez has continued to be actively engaged with the Department of Design & Engineering and is currently collaborating on research projects with Professor Mark Hadfield. Recommendation from Professor Mark Hadfield to *reappoint* Dr. Gonzalez-Rodriguez as a visiting fellow for another 3 years. **Approved**
- 6.18 Dr. Jose Viesca-Rodriguez, Sustainable Design in Design & Engineering. Dr. Viesca-Rodriguez has continued to be actively engaged with the Department of Design & Engineering and is currently collaborating on research projects with Professor Mark Hadfield. Recommendation from Professor Mark Hadfield to *reappoint* Dr. Viesca-Rodriguez as a visiting fellow for another 3 years. **Approved**
- 6.19 Dr. Jonathan Smith, National Crime Scene Advisor in Forensic Science. Dr. Smith has been involved with the Forensic Science programme at BU and his continued involvement is beneficial for the continued accreditation of the Forensic Science Course. Recommendation from Paul Kneller to *reappoint* Dr. Smith as a visiting fellow for another 3 years. **Approved**
- 6.20 Dr. Jenny Schmid-Araya, Ecology and Life and Environmental Sciences. Dr. Schmid-Araya has continued to be involved and is collaborating with the Department of Life and Environmental Sciences. Recommendation from Professor Genoveva Esteban to *reappoint* Dr. Schmid-Araya as a visiting fellow for another 3 years. **Approved**
- 6.21 Ms. Sara Oldfield, Life and Environmental Sciences. Ms. Oldfield is no longer collaborating with the Department of Life and Environmental Sciences. Recommendation from Professor Adrian Newton to let Ms. Oldfield's visiting fellow privileges *lapse*. **Approved recommendation to let privileges lapse**
- 6.22 Dr. Peter Cornwell, Computing, Dr. Cornwell is no longer working in higher education at DeVry University in North Carolina, USA, and has not collaborated with the Department of Computing & Informatics since he was appointed. Recommendation from Professor Keith Phalp to let Dr. Cornwell's visiting fellow privileges *lapse*. **Approved recommendation to let privileges lapse**
- 6.23 Mr. Andrew Radcliffe, Computing/Ordnance Survey, Mr. Radcliffe has not been engaged with the Department of Computing & Informatics over the last two years. Recommendation from Dr. Angelos Stefanidis to let Mr. Radcliffe's visiting fellow privileges *lapse*. **Approved recommendation to let privileges lapse**
- 6.24 Dr. Dymitr Ruta, Computing. Dr. Ruta is no longer collaborating with the Department of Computing and Informatics. Recommendation from Dr. Angelos Stefanidis to let Dr. Ruta's visiting fellow privileges *lapse*. **Approved recommendation to let privileges lapse**
- 6.25 Dr. Pilar Diaz-Tapias, Phycology in Life and Environmental Sciences. Dr. Diaz-Tapas was collaborating with Professor Christine Maggs on a phycology research project up until 2 years ago but has not been engaged with the Department of Life & Environmental Sciences since then. Recommendation from members consulted in the Department of LES is to let Dr. Diaz-Tapia's visiting fellow privileges *lapse*. **Approved recommendation to let privileges lapse**
- 6.26 Dr. Geraldine Jean-Charles, Psychology. Dr. Jean-Charles was originally recommended for appointment by Dr. Sebastian Miellet who has since left the University. Dr. Jean-Charles has not been engaged with the Department since then. Recommendation from Dr. Peter Hills to let Dr. Jean-Charles' visiting fellow privileges *lapse*. **Approved recommendation to let privileges lapse**
- 6.27 Dr. Lee Rowland, Psychology. Dr. Rowland was originally recommended for appointment by Dr. Jacqui Taylor. He has not collaborated with the Department since his appointment. Recommendation from Dr. Jacqui Taylor to let Dr. Rowland's privileges *lapse*. **Approved recommendation to let privileges lapse**

6.28 Professor Pericles Loucopoulos - Computing and Informatics candidate for a Visiting Professor appointment who holds appointments at the School of Computer Science at the University of Manchester and the Department of Informatics of Harokopio University in Athens, Greece and Editor-in-Chief of the Journal of Requirements Engineering and associate editor of 15 other journals. Recommended for appointment as Visiting Professor to the Department of Computing and Informatics by Dr. Raian Ali. This was a late submission after the document submission deadline for this meeting, therefore Professor Loucopoulos' documents are not tabled in the document binder. Kevin presented his qualifications on behalf of Dr. Ali.

Recommended for approval

7. Other issues raised by staff

It was reported that there is disquiet amongst PGR students in the Department of LES about automatically being billed for their £600 PGR fee at the end of their 3rd year. Some of the students have taken offence about this as it seems a bit aggressive and the PGR students in Life and Environmental Sciences often need at least 2 or 3 field seasons, or longer than 3 years, to complete their field research before they can begin to write up their thesis. Kelly reported that the University Fees Board sets up the fees which the PGR students are made aware of at the very start of their studentship. The student record system now automatically invoices PGR students at the end of their 3rd year. Previously this was done manually. There is a procedure for consideration of mitigating circumstances due to personal hardship but the situation regarding LES PGR students is not a reasonable mitigating circumstance to justify the waiving of PGR fees. This is a fees notification timing issue for them. All PGR students are required to pay the £600 fee. Kelly suggested the matter of timing exceptions for the LES students doing prolonged field work be discussed with the Graduate College.

8. Questions or comments regarding reports and minutes submitted

8.1 Academic Services Report - Jacky Mack (tabled)

The April Academic Services Report to the Faculty Academic Boards was submitted electronically and tabled. Jacky Mack invited questions and comments. She highlighted the items addressing Annual Monitoring and Enhancement Review and the Mitigating Circumstances Review. The report also addressed Focussed Enhancement Review and the SITS Support and Development Team.

8.2 Associate Dean, Student Experience Report - Dr. Clive Hunt (tabled)

The Associate Dean, Student Experience Report was submitted electronically and tabled for questions and comments by Dr. Clive Hunt. The report addressed NSS 2018, Faculty Induction Working Group, Student Rep Celebrations, 5D - Academic Adviser Policy.

8.3 Associate Dean, Global Engagement Report - Dr. Angelos Stefanidis (tabled)

The Associate Dean, Global Engagement report was submitted electronically and tabled. Kevin invited questions and comments on behalf of Angelos. The report addressed the strategic partnership that has been developed between the Faculty and Tianjin University of Technology in China, and the Global Festival of Learning 2018 in Europe.

8.4 Head of Dept of Archaeology, Anthropology & Forensic Science - Prof. Timothy Darvill (tabled)

The Head of the Department of Archaeology, Anthropology and Forensic Science report was submitted electronically and tabled by Professor Timothy Darvill. Tim invited questions and comments. The Department of AAFS has been holding a series of themed departmental meetings and responded to numerous requests for comments and information. The Department's UoA15 did very well in the REF stocktake. The report addressed staff changes, education, MUSE and research activity and recent bidding successes.

8.5 Head of Dept of Computing & Informatics - Dr. Angelos Stefanidis (tabled)

The Acting Head of Department of Computing & Informatics report was submitted electronically and tabled for Dr. Angelos Stefanidis. The report addressed the department's publications, submitted bids, external seminars, outreach, professional activities of department members, conferences, journal papers, grant applications/awards and other events. The floor was open for questions and comments.

- 8.6 Head of Dept of Creative Technology - Dr. Christos Gatzidis (tabled)
The Head of Department of Creative Technology report was submitted electronically by Dr. Christos Gatzidis and tabled for questions and comments. The report addressed the Department's staffing update, the status of the new BA Music and Sound Production course development, research funding performance, SIGN Conference, guest speakers and industry visits events, the department's PGR students' success at the SciTech PGR Conference and match funded student successes
- 8.7 Head of Dept of Design and Engineering - Dr. Philip Sewell (tabled)
The Head of the Department of Design and Engineering report was submitted electronically by Dr. Phillip Sewell and tabled for questions and comments. The report addressed the department's educational activities, research/enterprise activities, funding received, bids submitted, PGR/PDRA activity, and professional activities.
- 8.8 Head of Dept of Life and Environmental Sciences - Prof. Richard Stillman (tabled)
The Head of the Department of Life and Environmental Sciences report was submitted electronically and tabled for questions and comments by Professor Richard Stillman. The report addressed the departmental staffing update, the Department's receipt of the Green Impact Gold Award (led by Dr. Elena Cantarello), EU Interreg funding success, a successful studentship bid and new undergraduate and postgraduate curricula.
- 8.9 Head of Dept of Psychology - Dr. Peter Hills (tabled)
The Head of the Department of Psychology report was submitted electronically and tabled by Dr. Peter Hills for questions and comments. The report provided an overview of recent educational, staffing, research, professional practice, and bidding activity in the Department of Psychology.
- 8.10 Health and Safety Report/Prevent - Helen Brennan/Kelly Deacon-Smith (tabled)
A Faculty Health and Safety report summary was submitted electronically and tabled for questions and comments by Kelly Deacon-Smith on behalf of Helen Brennan. The report outlined reported incidents from 2 June - 28 February, current Faculty compliance against Firerite training, current compliance against DSE training/assessment, and Handlerite training. Members were encouraged to report near misses with cars and bicycles on the campus as well.
- 8.11 Faculty Education and Student Experience Committee meeting minutes, (a) 9/1/18 (b) 27/2/18 (tabled for informational purposes).
The minutes of the 9/1/18 and 27/2/18 FESEC meetings were submitted electronically and tabled for questions and comments.
- 8.12 Faculty Academic Standards Committee meeting minutes, (a) 24/1/18 (b) 14/3/18 (tabled for informational purposes)
The minutes of the 24/1/18 and 14/3/18 FASC meetings were submitted electronically and tabled for questions and comments.
- 8.13 Faculty Research and RKE Committee, 12/3/18 (tabled for informational purposes)
The minutes of the 12/3/18 Faculty Research and RKE Committee meeting were submitted electronically and tabled for questions and comments.
- 9. AOB**
Kevin took this opportunity to recognise and thank Alex Hancox, SU VP Education, for his participation in the Faculty Academic Board. This will be Alex's last meeting with the Academic Board as he completes his term as SU VP Education. Members wished Alex well in his future endeavours.
- 10. Date of Next Faculty of Science & Technology Academic Board meeting**
TBA for October 2018