ASEC-18-047

CONFIRMED

Bournemouth University

ACADEMIC STANDARDS & EDUCATION COMMITTEE (ASEC)

MINUTES OF MEETING HELD ON 18 OCTOBER 2018

Present	
Prof Tim McIntyre-Bhatty (Chair)	Deputy Vice-Chancellor
Prof Michael Silk (Deputy Chair)	Deputy Dean - Research & Professional Practice (FM)
Adam Child (Secretary)	Head of Academic Quality (AS)
Ann Fernandez	Director of Marketing & Communications
Lenrick Greaves	Vice-President (Education), Students' Union (SUBU)
Prof Debbie Holley	Head of Centre for Excellence in Learning (CEL)
Alan James	General Manager of the Students' Union (SUBU)
Kelly Lovelock	Senior Student Representative, Social Sciences & Social Work
Jacky Mack	Head of Academic Services (AS)
Dr Kevin McGhee	Deputy Dean (FST)
Dr Richard Scullion	Deputy Dean – Education & Professional Practice (FMC)
Dr Sara White	Deputy Dean Education and Professional Practice (acting) and Associate Dean Student Experience (FHSS)
In attendance	
Dr Fiona Knight [Item 18-022]	Doctoral College Academic Manager
Helen Palmer	Culture and Sport Manager
Russell Pottle [Item 18-017]	Head of PRIME
Dr Gelareh Roushan	Director of Accreditation (FM)
Dr Julia Taylor [Item 18-022]	Doctoral College Academic Manager
Observers	
Dr Rebecca Edwards	Head of Academic Operations (OVC)
Judy Smith (Clerk)	Academic Quality Team Leader (AS)
Apologies	
Mandi Barron	Head of Student Services (SS)
Dr Lois Farquharson	Deputy Dean – Education & Professional Practice (FM)

18/001 **APOLOGIES AND WELCOME**

Apologies were noted as above. Helen Palmer and Geli Roushan were deputising for Mandi Barron and Lois Farquharson respectively.

The Chair welcomed Michael Silk, Richard Scullion, Lenrick Greaves and Kelly Lovelock to their first meeting of ASEC.

18/002 **DECLARATIONS OF INTEREST**

There were no declarations of interest

18/003 MINUTES OF PREVIOUS MEETINGS

18/004 **Accuracy: ASC 23 May 2018** (ASEC-18-002)

The minutes of the May meeting of ASC were accepted as an accurate record except to note that the Head of Student Services was in attendance at the meeting. This was to be corrected for the final record.

Action: 18/004 Clerk

18/005 **Accuracy: ESEC 9 May 2018** (ASEC-18-003)

The minutes of the May meeting of ESEC were accepted as an accurate record.

18/006 **Matters Arising/Actions Log: ASC and ESEC May 2018** (ASEC-18-004)

The Secretary noted that the action logs of ASC and ESEC had now been merged for the purposes of the Committee.

<u>17/035 - Attendance Monitoring/Student Engagement</u>

The Director of IT Services had provided a brief update on the potential for development of attendance monitoring capability. The timescales for this were not known but were being considered as part of the development of the Digital Enablers plan.

All other actions had been marked as complete.

18/007 **ASEC Terms of reference & membership** (ASEC-18-005)

The Terms of Reference for ASEC had been agreed at the September meeting of e-Senate. The e-Senate discussion had primarily focussed on the approach to ensuring appropriate student representation. The benefit of individual representatives attending all of the meetings to support familiarisation with the Committee's business was discussed and it was SUBU's intention to enable this. The Head of Academic Services was liaising with SUBU's Head of Student Engagement and Student Representation Manager to consider the optimal approach to committee representation. The Chair recommended an annual review with regards to the efficacy of student representation.

The Secretary noted that the Senate and Professorial representatives for the Committee had yet to be confirmed. Senate was due to consider representation at its sub-committees in November. One of the professorial representatives from the predecessor committees had indicated he wished to continue his term as part of the merged committee. The other nomination was to be progressed now this was confirmed.

Action: 18/007 Chair and Secretary

The Terms of Reference were **approved**.

18/008 **FASEC Terms of reference & membership** (ASEC-18-006)

Committee members had been provided with an opportunity to comment on the Terms of Reference for the Faculty Academic Standards and Education Committee (FASEC) and some changes had been proposed in response to suggestions. The number of student representatives within the membership had been increased and the main responsibilities had been adjusted to include explicit reference to pedagogic innovation. The Culture and Sport Manager indicated that representatives from Student Services intended to attend each FASEC meeting.

It was suggested that the quoracy threshold for FASEC be adjusted to ensure that there was academic representation from each department in addition to the 50%+1 criterion.

The FASEC Terms of Reference were **approved** subject to consideration of the suggestions noted above.

18/009 **Ratification of Chair's Action to approve amendments to Single Student Charter** (ASEC-18-007)

The Committee **ratified** the Chair's Action. This Chair's Action confirmed the wording of the revised Single Student Charter which was an action arising from the May meeting of ESEC.

18/010 **Ratification of Chair's Action to approve the revised programme title of HNC/FdEng Engineering (Marine Technologies)** (ASEC-18-008)

The Committee **ratified** the Chair's Action. The Chair's Action confirmed a programme name change that had been requested as a condition at the panel event considering the HNC/FdEng Engineering.

18/011 **Ratification of Chair's Action to approve an articulation route between Engineering HNC/FdEng/BEng awards** (ASEC-18-009)

The Committee **ratified** the Chair's Action. The Chair's Action confirmed a revised articulation route between Engineering programmes at Bournemouth and Poole College and the later stages of study delivered at BU. This late change was required because of recent changes to the applicable Apprenticeship standards.

18/012 **Ratification of Chair's Action to approve deferral of periodic review of Law programmes** (ASEC-18-010)

The Committee **ratified** the Chair's Action to defer the review of the Law programmes in Faculty of Media and Communication until March 2019.

Following consideration of the individual items, the Chair noted the relatively large number of Chair's Actions required for this particular meeting.

18/013 FOR DISCUSSION AND/OR DEBATE

18/014 **Peer Reflection on Education Practice: 2018/19 (PREP)** (ASEC-18-011)

The Head of the Centre for Excellence in Learning (CEL) provided an overview of the PREP theme for 2018/19, iPersonalise, which was set in the context of recent enhancements to the Academic Advisor policy. CEL was planning sessions within Faculties to support engagement. Data on participation was to be collected by Christmas with further follow up planned for the early part of 2019.

Full data on participation in 2017/18 was available in a separate report. The executive summary provided details of a headline increase in levels of engagement although this was still far below the institutional expectation represented in the policy. Non-compliance with this expectation was to be considered through executive and managerial channels as appropriate. Data was to be shared with Heads of Department to ensure appropriate oversight of participation within each department and it was noted that details in the Standard Academic Profile could be used to capture engagement with PREP.

The 2017/18 theme, iVLE, had provided details of 193 examples of good practice. These aligned with several of the criteria within the Teaching Excellence and Student Outcomes Framework, for example 'scholarship, research and professional practice' and provided useful detail for the development of narrative documents including where valuable contributions had been made by professional services teams. The Committee asked that the Executive Summary be revised to provide an overview of the good practice that had been captured, with the revised version circulated to the Committee once available.

Action: 18/014 DH

The Committee **endorsed** the iPersonalise scheme proposed for PREP in 2018/19.

18/015 **Potential revisions to 7C – Partner Review: Policy and Procedure** (ASEC-18-012)

The Head of Academic Quality introduced the paper that provided initial recommendations for changes to the policy document governing the regular review of academic partners. The existing policy and procedure were based on a traditional audit methodology commonly applied to each partner. It was proposed to introduce a more tailored approach where the scale and scope of the review was adjusted to respond to risks identified through existing quality mechanisms and additional preparatory work. The Committee discussed the role of student representation in this process and asked that this be considered as part of the review.

The policy was to be revised for approval at ASEC and Senate at the earliest opportunity, allowing the scheduled review of Bournemouth and Poole College to be conducted using the new approach. The College was already aware of this possibility and had indicated support for this. The QAA was due to launch a Quality Code advice and guidance document on partnerships at the end of November that was also to inform the review of BU's approach.

The Committee **endorsed** the initial recommendations as included in the paper.

18/016 **Postgraduate Taught Experience Survey (PTES)** (ASEC-18-013)

The Head of CEL introduced the results from the 2018 PTES noting that response rates for this survey continued to be an issue at the sector level as it is non-mandatory, but that BU's response rate had doubled when compared to 2017 to c30%. The timing of the survey window was discussed as it was a known issue for surveys aimed at postgraduate taught students and reduced the likelihood of students engaging although there was little scope for adjusting this due to the constraints of the survey. PTES data was included within the data dashboard for annual monitoring, but small numbers at the programme level hampered meaningful analysis to inform action plans.

The overall satisfaction question saw an increase from 72.6% to 79.1%, although this remained below the sector average of 82.2%. The report noted the relationship between the organisation and management scale and overall satisfaction. BU was below the sector average on these questions, and the qualitative comments suggested that inconsistency of the experience was a driver of lower scores. The Committee discussed possible areas where students may have received less consistent support, for example where dissertation projects continued into the summer when staff may be less available. This view appeared valid in the context of higher scores for Health and Social Sciences on the dissertation scale where the different academic cycle increased staff availability for support. There were therefore potentially models of best practice that could respond to these issues and requiring consideration at a Faculty level.

The Committee asked that FASECs each reviewed the PTES outcomes as shown through the report and considered what actions were necessary for potential addition to Faculty annual monitoring action plans.

Action: 18/016A Deputy Deans

CEL had indicated it was in a position to support the response to the results of the survey as required by sharing and embedding good practice across faculties. Outcomes from the discussions within Faculties were to be recorded by the Head of CEL along with details of any specific responses arising from the themes at the institutional level.

Action: 18/016B DH

18/017 **NSS Results 2018** (ASEC-18-014)

The Head of PRIME provided an overview of the NSS results for 2018. The overall results for BU were fairly static with a slight improvement in overall satisfaction and a small decline nationally bringing the University closer to the sector average. The Learning Resources scale had seen a small fall but remained in line with the sector average and was BU's strongest performing area. The Student Voice scale was an area of relative weakness in the sector, with BU's score in line with the sector average.

There was significant variety and volatility in performance at the department and programme levels. In both 2017 and 2018 eight departments were above the sector average for overall satisfaction. There were areas of provision with very low scores, 12% of respondents were studying in programmes with less than 70% satisfaction although 22% were in areas with satisfaction above 90%. The Chair identified the need for departments to engage more consistently with the data, in particular recognising where scores have remained static or dropped, and create an appropriate action plan to address this trend. Furthermore, the Deputy Chair highlighted that it is common practice within the sector for programme leads to facilitate staff-student liaison committees to elevate the student voice and personalise the student experience, which may be beneficial for BU to explore.

The Committee discussed the performance within the Organisation and Management and Learning Resources scales (Q16-20). Recent performance was static with a downward drift in question 18 connected with IT resources and facilities and it was important that this was flagged with IT in order to inform a response. The Library was reviewing the feedback associated with question 19; the Senior Student Representative, Social Sciences & Social Work suggested there was potentially an issue with the availability of print copy core texts. The Head of Academic Services agreed to discuss this with the Library to review what trigger points were used to inform purchase of electronic versions of core texts.

Action: 18/017A JM

Enhancing the role of the student voice was noted as an action within the BU2025 implementation plan. There were a number of established mechanisms for students to provide feedback and to demonstrate how this had been acted upon with some examples of good practice that could be shared more widely within the institution. It was also noted that the question pertaining to the role of the Students' Union received a positive result. However the Committee discussed possible enhancements that could be made, such as engaging PAL leaders and student representatives more explicitly in communicating changes made as a result of student feedback and areas where it was not possible to make a direct response. The Committee agreed that a future debate item on the theme of the student voice could be valuable to inform future work in this area.

Action: 18/017B Secretary

18/018 FOR APPROVAL AND ENDORSEMENT

18/019 **Faculty Annual Monitoring and Enhancement Reviews**

Faculty of Science and Technology (ASEC-18-015)

The Deputy Dean provided an overview of the discussions that had taken place during the annual monitoring cycle within the Faculty. The Faculty had aimed to identify and plan action in response to areas of concern or decline. There was also a strong emphasis on performance in the three-week assessment turnaround and improving continuation through the pilot of a 'take home assessment'. The Faculty had also noted lessons learned regarding continuity of unit leadership and its importance in securing a positive experience for students.

The Committee welcomed the positive improvements in the NSS within the Department of Creative Technology and recognised the efforts being made to seek improvements.

Faculty of Health and Social Sciences (ASEC-18-016)

The Acting Deputy Dean Education and Professional Practice provided a summary of the Faculty's annual monitoring return highlighting in particular the emphasis on the Organisation and Management and Assessment and Feedback scales of the NSS. HSS had different challenges in these areas as a result of variations in the academic calendar, delivery off site at Yeovil and Portsmouth and the bunching of assignments often needed to meet PSRB requirements. The Faculty had noted some areas of good practice in supporting student employability and entry into highly skilled employment.

The Faculty aimed to work with SUBU to increase the Student Union presence at Yeovil, Portsmouth and within the Lansdowne campus. The Committee recognised the differences in the experiences but agreed it was beneficial to seek improvements where possible; for example a pilot for offering a stronger sports offer in Lansdowne was being progressed by Student Services.

The Vice-President (Education) indicated support for the activity planned to support BME students and would value involvement in this activity.

Faculty of Management (ASEC-18-017)

The Director of Accreditation highlighted the role of the forthcoming programme reviews in identifying enhancements to be made in response to the strengths and weaknesses within annual monitoring data.

Faculty of Media and Communication (ASEC-18-018)

The Deputy Dean of Education and Professional Practice provided an overview of the Faculty's annual monitoring activity. There was a degree of churn in NSS results but noticeably persistent low scores in one department that were being addressed in a number of ways.

The Faculty was taking a number of steps to improve the student experience including the wider use of paper boards to ensure tasks were clear to students and a significant effort to improve the induction of students into the Faculty. The Faculty was also engaged with the '3D pedagogy framework' which aimed to embed a wider set of perspectives into the curriculum.

Law was expected to see some improvements in student feedback following completion of the refurbishment of Weymouth House. Law had also experienced challenges around resource availability due to mid-year changes in expectations from the professional body although these had now been resolved successfully.

Following consideration of the individual Faculty submissions, the Committee noted that specific issues had been highlighted within the summaries for escalation to the institutional level. Following discussion on the most appropriate mechanism for progressing these areas, Faculties were encouraged to provide details of these issues to the appropriate forum or service owner to allow follow up activity to occur.

The Committee noted that a summary of the themes emerging from annual monitoring was provided for inclusion within the Academic Quality Annual Report. In addition to the overview provided, the Committee discussed the potential for highlighting and sharing good practice that had emerged from the reviews with a range of possible informal and formal mechanisms available for this activity.

The Chair flagged the importance of ensuring that Faculty Executives were closely monitoring the progress of action plans developed through AMER.

The Committee **approved** the action plans and the insert for the Academic Quality Annual Report.

18/020 **Partner Annual Monitoring and Enhancement Reviews**

- Bournemouth and Poole College (ASEC-18-019)
- AECC University College (ASEC-18-020)
- Yeovil College (ASEC-18-021)
- Kingston Maurward College (ASEC-18-022)

The Head of Academic Quality noted the submissions from four of the expected five partner colleges: Bournemouth and Poole College, AECC University College, Yeovil College and Kingston Maurward College. A submission had been received from DSCIS but was deemed insufficient for consideration at the Committee and had been referred for further work. Due to the timing of the submissions an insert for the Academic Quality Annual Report had been prepared summarising themes from the Colleges.

The Committee **approved** the action plans and the insert for the Academic Quality Annual Report.

18/021 **Academic Quality Annual Report 2017-18** (ASEC-18-025)

The Head of Academic Quality introduced the report that was developed to provide the University's governance structures with an overview of outcomes and data associated with academic quality and standards. Subject to approval, the report was to be reviewed at the October meeting of Senate and the November meetings of Audit, Risk and Governance Committee and the University Board.

The Committee discussed the part of the report providing an overview of data on assessment boards and the notes from External Examiners regarding the availability of unit level data. It was suggested that this section and the associated action be amended to clarify the operational nature of the matter which was not regarded as having had an impact on the overall outcomes from assessment boards.

Of particular note was the robust assurance on academic standards indicated through the analysis of External Examiner reports which was a very positive outcome for the University and a good message for staff and students. A higher proportion of External Examiners had indicated they had not received an appropriate response to their previous report although this was primarily where an Examiner had commented on matters of institutional policy typically outside their remits. However ensuring an appropriate response to reports was a priority for Faculties and was to be followed up as an outcome from the annual report.

The Chair indicated that he had a small number of suggestions for where additional contextualisation or clarification could be provided within the report ahead of its submission to Senate. These were to be provided to the Secretary to inform the next version of the report.

The Committee agreed with the conclusion of the report that standards were maintained for the University's academic provision during the reporting period and that the University had exercised its degree awarding powers appropriately. The Committee **approved** the report for consideration at the November meeting of Senate subject to completion of the edits proposed above.

Action: 18/021 Secretary

18/022 **Doctoral College Annual Report** (ASEC-18-026)

In introducing the report, the Doctoral College Academic Managers noted that its timing had been brought forward to align with annual monitoring for taught programmes as well as the production of the Academic Quality Annual Report. The report had also been considered by BU Research Degrees Committee and the Research and Professional Practice Committee. This year's report included additional data on performance and demographics of the postgraduate research population as well as an overview of the approach to quality assurance.

The Committee discussed the themes within the report. A key focus for Faculties was improving the four year full time completion rate, particularly considering the timelines for the next REF and the need to ensure outputs are maximised. This was being emphasised through supervisor training and each Faculty had identified further steps within Faculty action plans. The provision of dedicated PGR space was also a theme which required consideration in the context of BU2025 and the intention to grow PGR student numbers.

The Committee noted concerns raised regarding the availability of teaching opportunities for PGR students. The Doctoral College had convened a task and finish group to review this issue.

The Committee **approved** the Doctoral College Annual Report.

18/023 **Marketing & Communications Annual Report** (ASEC-18-027)

The Director of Marketing and Communications provided an overview of the annual report which was due for consideration at Audit, Risk and Governance Committee and the University Board in November. The report provided details on how accuracy of public information had been maintained and how communication of course changes were being managed. No errors had been reported in printed or published materials and the internal audit of BU's CMA compliance, undertaken in January 2018, awarded 'substantial assurance'.

There was further enhancement work planned including consideration of a risk-based approach to the audit of partner information.

The Committee **approved** the Annual Report on Public Information for consideration at the November meeting of Audit, Risk and Governance Committee.

18/024 **9C: Focussed Enhancement Review Proposals** (ASEC-18-028)

The Head of Academic Quality noted that the proposed policy was to substitute the previous Faculty Quality Audit policy and procedure and provided a different mechanism for targeted action to seek enhancement. Academic Standards Committee had discussed a draft version of the policy in February. The current version had been informed by feedback from ASC and following the completion of a pilot which demonstrated the feasibility of the approach. As a point of feedback on the pilot, the Head of CEL requested that the outcomes from each review, where relevant to central teams such as CEL, were clearly communicated to those teams following publication.

The Committee noted that it was to consider and approve the proposed Focused Enhancement Reviews for each cycle once these had been identified. It was agreed that the convention would be for the whole membership of the Committee to review these proposals.

The Committee **approved** 9C – Focussed Enhancement Review: Policy and Procedure for consideration at the November meeting of Senate.

18/025 **Revisions to 7B - Partnership Approval: Policy and Procedure** (ASEC-18-029)

The Head of Academic Quality introduced the proposed amendments to 7B - Partnership Approval: Policy and Procedure. The changes had been prompted by recent changes to the Senate sub-committee structure and reallocated aspects of the process previously undertaken by IUPC and the Pro Vice-Chancellor (Global Engagement). ULT was also to attain an enhanced role for consideration of corporate or reputational matters raised during partnership approval.

The Committee agreed with the changes proposed, except for the suggestion that Faculty sign-off at Stage 1 could be undertaken by a nominee of the Faculty Dean and the revised document was to be edited to remove that implication. In addition the Chair noted that the current policy did not reference the role of the Global Partnerships team at the development stage or the potential role of the Board and its sub-committees in approving partnerships in certain scenarios relating to contract values and risk profile.

It was understood that an international partnership working group was reviewing aspects of the approach to partnership development which could lead to further changes to the 7B policy and procedure.

The Committee **approved** the revised version of 7B - Partnership Approval: Policy and Procedure subject to the edit highlighted above regarding the delegation of Executive Dean approval at Stage 1.

Action: 18/025 Secretary

18/026 FOR NOTE

18/027 **V4L Update** (ASEC-18-030)

The update from the Vision4Learning programme was noted. In particular the Director of Accreditation highlighted the consideration being given to supporting attendance monitoring as part of discussions around learner analytics.

18/028 ANY OTHER BUSINESS

There was no other business to discuss.

18/029 DATE AND TIME OF NEXT MEETING

18/030 Wednesday 30 January 2019, 1400-1700, Boardroom