Bournemouth University

ASEC-18-069

CONFIRMED

ACADEMIC STANDARDS & EDUCATION COMMITTEE (ASEC)

MINUTES OF MEETING HELD ON 30 JANUARY 2019

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)
Mandi Barron	Head of Student Services (SS)
Dr Chris Chapleo	Acting Head of Department – Marketing (FM)
Ann Fernandez	Director of Marketing & Communications
Lenrick Greaves	Vice-President (Education), Students' Union (SUBU)
Georgia Hill	Student Representative, Faculty of Management
Prof Debbie Holley	Head of Centre for Excellence in Learning (CEL)
Dr Clive Hunt	Associate Dean Student Experience (FST)
Alan James	General Manager of the Students' Union (SUBU)
Elysia Jones	Senior Student Representative, Faculty of Media and Communication
Kelly Lovelock	Senior Student Representative, Faculty of Health and Social Sciences
Jacky Mack	Head of Academic Services (AS)
Dr Gelareh Roushan	Director of Accreditation (FM)
Dr Richard Scullion	Executive Dean Media & Communication
Dr Sara White	Acting Deputy Dean - Education and Professional Practice and Associate Dean Student Experience (FHSS)

In attendance

Irfan Zaman [Item 18/059]	Head of Student Engagement, SUBU
Dr Liam Sheridan [Item 18/060]	PRIME Manager
Dr James Palfreman-Kay [Item 18/062]	Equality & Diversity Adviser
Dr Alistair Morrison [Item 18/064]	International Partnership Development Manager
Dr Angelos Stefanidis [Item 18/064]	Associate Dean Global Engagement (FST)
Prof Timothy Darvill [Item 18/074]	Professor of Archaeology & Director: The Centre for Archaeology & Anthropology
Dr Dermot McCarthy [Item 18/075 and 18/076]	Principal Academic (FM)
Dr Karen Thompson [Item 18/075 and 18/076]	Senior Lecturer (Academic) In Leadership, Strategy & Organisations

Observers

Wing Chow	Academic Quality Manager (AS)
Emily Curtis	Academic Quality Officer (AS)
Dr Rebecca Edwards	Head of Academic Operations (OVC)
Judy Smith (Clerk)	Academic Quality Team Leader (AS)

Apologies

Dr Lois Farquharson	Deputy Dean – Education & Professional Practice (FM)
Prof Kevin McGhee	Deputy Dean (FST)
Dr Christa van Raalte	Deputy Dean - Education & Professional Practice (FMC)

18/052 APOLOGIES AND WELCOME

Apologies were noted as above. Dr Gelareh Roushan and Dr Chris Chapleo were deputising for Dr Lois Farquharson, Dr Clive Hunt for Prof Kevin McGhee and Dr Richard Scullion for Dr Christa van Raalte respectively.

The Chair welcomed Georgia Hill and Elysia Jones to their first meeting of ASEC.

18/053 DECLARATIONS OF INTEREST

There were no declarations of interest

18/054 MINUTES OF PREVIOUS MEETINGS

18/055 **Accuracy: ASEC 18 October 2018** (ASEC-18-047)

The minutes of the October meeting of ASEC were accepted as an accurate record.

18/056 **Accuracy: e-ASEC 26 - 30 November 2018** (ASEC-18-058)

The minutes of the e-ASEC meeting were accepted as an accurate record.

18/057 **Matters Arising/Actions Log: ASEC 18 October 2018** (ASEC-18-057)

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

The Director of IT Services had provided an update just prior to the meeting of ASEC. This was to be circulated to the Committee as part of an updated actions log to consider whether this action could be closed.

<u>18/017 - NSS Results 2018</u>

The Head of Academic Services explained that there were a range of trigger points for the purchase of additional hard copy texts including feedback from SimOn, liaison with academic staff and data from the Library Management System. Feedback had been provided to the Senior Student Representative, Social Sciences & Social Work which had resolved the query and allowed the action to be closed.

<u>18/036 (e-ASEC) – Programme Review Referrals: EdD Creative and Media</u>

An external review panel was scheduled for Friday, 1st February 2019 which was to progress the review of the programme. The documentation had been sent to Academic Quality with an expected intake remaining at 10 per year if the programme review was successful.

<u>18/045 (e-ASEC) – IUPC Minutes: 4 July 2018</u>

The Director of Marketing and Communication indicated that there had been a cross team project group creating the BU Summer School offer. The itinerary and schedule (29 July to 10 August) had been agreed, with the Faculty of Management and Faculty of Media & Communications providing academic content across two themes, “Managing & Leading Global Business” and “Animation & Art”.

The Summer Schools were being actively marketed to target audiences with an initial target of around 24 students with potential to grow in future years. The first Summer School was to be considered a pilot with the evaluation from the project group set to consider the ownership of future Summer Schools, the financial model and how academic contributions would be reflected in workload models.

The cross-team project group included stakeholders from Marketing & Communications (International Recruitment and Events Team), Global Engagement Team, FM, FMC and SportBU, and had been supported by Legal Services and RDS (formally RKEO).

<u>18/049A (e-ASEC) FMC FASEC Minutes: 3 October 2018</u>

The Executive Dean, Media and Communication outlined that the FASEC minute referred to further investigation work being taken forward within JEC and CMC in response to a small difference in rates of students satisfaction amongst BME students identified during annual monitoring activity. The Executive

Dean welcomed potential engagement with SUBU into this matter and would invite the Vice-President Education to meet with the Heads of Department.

Action 18/057B: RS

All other actions were still in progress or have been marked as complete as indicated in the actions log.

18/058 FOR DISCUSSION AND/OR DEBATE

18/059 **Debate item: Developing the Student Voice**

The Chair welcomed Mr Irfan Zaman, who has been in post as the Head of Student Engagement at SUBU since the beginning of September. The Head of Student Engagement outlined some of the strengths of the approach at BU which had led to a number of institutions implementing similar models. SUBU was 9th for question number 26 of the NSS and showed that perceptions of effective union representation were 10% above sector average. However, there were opportunities to align representative structures more effectively in the light of broader changes such as the imperative of a student voice metric in the TEF based on NSS questions in which BU's performance was below the sector average. Work was being taken forward to build the policy advice and support for elected Officers and incorporate best practice at SUBU including a review from the former Director of NUS Wales. Other conversations were to take place to inform these reviews including with the Head of Academic Services and Head of Academic Quality. SUBU was aware of the emphasis on the Student Voice within BU2025 and was keen to contribute to these developments, including in areas of training and development for student representatives.

The Committee discussed how to ensure an equal partnership between the University and student representatives as well as the role of student feedback from MUSE and SimOn which provided a means of understanding views ahead of the NSS. It was noted that the numbers of student representatives within formal meetings had increased following the revision of deliberative committee structures. The Vice-President (Education) asked how much student voice was really being used and said that BU needed to ensure this was not lost in transit during the department realignment. He commented that BU needed to value student voice and suggested that student representatives should be compensated for their time when attending meetings.

The Committee noted that there were issues with the level of student representation in the Lansdowne campus and that efforts made by the Faculty of Health and Social Sciences to engage with SUBU on this point had not been successful. The SUBU Executive Committee had a representative and would be looking at wider representation, so work was being done in this area. It was also suggested that the high proportion of mature students studying at Lansdowne involved consideration of a different set of needs compared to those at Talbot.

The Committee discussed the means through which students could be reached where engagement was previously not apparent, examples including students on placement and entrants from non-traditional backgrounds. There was concern that feedback mechanisms encouraged students to consider the negative aspects of their time at BU and that more could be done to celebrate what was working well. There was also discussion around the important role of academic departments in leveraging student voice and the need for all departments to embed the outcomes of institutional reviews into this activity. The Deputy Chair provided an example of good practice across the sector which involved greater engagement at programme and departmental level to support an equal partnership between students and academic staff. Meetings were held on a regular basis with some incentives for students to attend. The role of Academic Advisers and Programme Leaders at BU was vital in this context as was the system of student representation to ensure that themes were identified and raised at the necessary level. It was also important that staff were aware of the expectation to engage with students through agreed representation mechanisms.

It was noted that every part of the institution shared responsibility for ensuring the student voice informed its work. Development of the student voice was an action within the BU2025 implementation plan owned by the Head of Academic Services and Head of Student Services. Some work was already being taken forward alongside the agreed Focussed Enhancement Review being progressed in the next three months, with the outcome due for report back to ASEC.

18/060 **Student Population Statistics** (ASEC-18-059)

Dr Liam Sheridan, PRIME Manager, gave an overview of the Student Population Statistics which were derived from the HESA data with a census point of the 1st December, meaning that withdrawals before the 1st December were not included within the data. A headline finding was that approximately 90% of undergraduate students continued beyond the first year and approximately 80% achieved their first degree. These figures were stable and in line with the sector average.

When considering student outcomes at undergraduate level, the Committee understood the largest disparity was related to qualification on entry. BTEC students performed significantly less well than students with A Levels. There was a difference of 8% in the continue/qualify rate for first year BTEC students which increased to 18% by the end of the degree.

Difference in performance between A Level and BTEC students explained much of the difference seen for students from BME backgrounds. The continue/qualify rate for BME students with A-levels was 93.0% which was comparable with the 93.3% rate for non-BME students. Within the population of students entering with BTECs the continue/qualify rate was much lower for BME students at 74.6%, compared with 88.2% for non-BME. Tariff points on entry were less of a factor in explaining differences in the rate of continuation and completion. The Committee discussed the benefits that ALS students holding BTECs on entry had seen from the one-to-one support offered by Student Services and saw this as an example of good practice. It was also noted that BU was moving away from an emphasis on examinations and utilising other assessment tasks to enable all students to demonstrate their learning in a variety of ways.

The Committee discussed the BME attainment gap in the proportion of students achieving a 2.i. The gap was reducing over time and a higher proportion of home BME students were achieving a 2.i. However, the difference was still 13.6% compared to that for non-BME students. The average marks for BME and non-BME students centred either side of the 2.i/2.ii classification boundary, meaning the Honours Degree Classification system exaggerated the BME attainment gap. In discussing these issues, the Committee noted that actions were being taken forward as part of the Race Equality Charter work and the development of the Access and Participation Plan and FHSS was intending to conduct some research to understand the issue in its own context. The Vice-President (Education) queried whether sufficient action was being taken in response to the findings from the data. In discussion, the Committee considered that care needed to be taken to ensure the actions responded to the needs indicated within the data and that this was an emphasis within Annual Monitoring and Enhancement Review (AMER) for all programmes, departments and Faculties. Recent initiatives in support of this agenda included the funding call through AEIC, the Learning Development Framework review and improvements made to the Academic Adviser systems in departments. The Chair emphasised the expectation for actions to be implemented as soon as possible to close attainment gaps.

Fulltime postgraduate data was fairly stable and 90% of students went on to achieve a Master's award. There were small variations between the results for HSS and FMC. The postgraduate research data was less stable as a result of smaller numbers but showed an increase in four-year full-time completion rates from 21.6% for 2012/13 entry up to 40.5% for 2013/14 entry. Assuming successful completion for continuing students the data indicated that approximately 80% of full time and 70% of part time Doctoral students would typically complete their Doctoral study. The Committee noted that a number of part-time Doctoral students will be current staff at the University.

The PRIME Manager had placed further data on the i-drive which would be cascaded to the Faculties.

Action 18/060A: LS

The Chair observed that the attainment gap for students from low-participation neighbourhoods appeared to be increasing and that this should be an area for further consideration. The PRIME Manager explained that this was primarily explained by the effect of the BTEC students but was still a factor across all qualification types.

The Committee also observed the changing relationship between qualifications on entry and final degree classification. This was an emerging area of interest in the sector but also demonstrated the improvements universities had made to their teaching and learning activities over a sustained period.

The Committee agreed that AEIC and FASECs should review the Student Population Statistics and take appropriate steps to respond to the findings within the data as part of action plans.

Action 18/060B: Secretary/Deputy Deans

18/061 **Annual Report: Student Services** (ASEC-18-052)

The Head of Student Services introduced the report which provided an overview of activities within Student Services during the previous year.

The Committee discussed the ongoing role of the Student Engagement Team that had evolved to support transition, offer emotional support and provide a first point of entry for welfare concerns. Members of the team also provided a reference point for staff that saw students in crisis and it was clear that there was increasing demand from students. Subject to further discussion at AEIC and ULT, there was potential to further evolve the role of the team to include support around some academic matters as well as improve the visibility of the team within the institution so that all staff were clear what it offered.

Committee members observed the reduction in the number of frontline enquiries which was regarded as resulting from improvements made to the appropriate websites and more effective signposting through IT systems. Data on the issues raised did not reveal any particular form of enquiry has reduced more than others. Improvements to the case management system would also support the effectiveness of dealing with enquiries. It was also noted that there was an increasing level of enquiries and Freedom of Information requests regarding sexual harassment cases although this was largely driven by interest from the press and had been experienced at other institutions.

The Head of CEL noted that there were low levels of staff engagement with mental health training offered by Student Services and Faculties should aim to encourage staff to undertake this. The Head of Student Services indicated that this was an area of focus and that discussions with Faculties were already scheduled. The interest in mental health provision was noted with a high number of Freedom of Information requests citing this topic.

It was noted that the accommodation contracts were sometimes problematic for students not starting their courses in September.

The Vice-President (Education) asked how many students were involved in the skills workshops mentioned under point 5.1.5. The Head of Student Services would check and revert back to the Committee.

Action 18/061: MB

The Committee noted the continuing issues for supporting participation in sports for students based at the Lansdowne. A survey was being conducted in order to establish what needs had to be met and how best to facilitate these.

18/062 **Annual Report: Dignity, Diversity and Equality Steering Group** (ASEC-18-055)

The Equality & Diversity Adviser introduced the annual report which reflected a busy year for the Steering Group. The Group had focussed on work within the area of wellbeing, particularly mental health. There was an increase in the number of students who had disclosed mental health issues (459 up from 380) as well as an increase in the number of students disclosing details of their faith, gender or sexual orientation. The Department for Media Production had achieved a Bronze Athena SWAN award in recognition of its gender equality work. FM had also run events on gender equality to provide inspiration to students.

The Race Equality Charter group was on track to make its submission later this academic year and it was looking at attainment for UK and non-UK students from BME backgrounds. A survey had been conducted to inform its work collecting nearly 200 responses. This had proved useful to direct next steps, for example extending the Islamic Prayer Room in Talbot House. Work on hate crime, supported by SUBU, had been well received and FHSS colleagues were thanked for their assistance and engagement. Feedback on events was proving positive with indications that attendees had had their behaviour influenced in a positive way.

An update was provided on the work to update web accessibility guidance with the aim to achieve AA compliance with newly introduced web accessibility standards. The website and VLE were being developed and discussions were being held with CEL to consider optimisation for Brightspace.

18/063 FOR APPROVAL AND ENDORSEMENT

18/064 **Partnership Approval: Tianjin University of Technology** (ASEC-18-060)

The Chair informed the Committee that this paper was confidential as it was commercially sensitive. Income, finance and resources would not be discussed at this meeting as they were being considered through executive committee structures. ASEC's role was the management and oversight of quality and academic delivery.

A question was raised as to whether cultural orientation would be available for staff contributing to teaching on the programmes in China and it was confirmed that this would be included in the broader plan. Specific staff development events would be offered and it was noted that there would be different development needs at different points in time. A relatively large number of staff members would be involved.

It was confirmed that students would be attending BU for their final year after three years of study in China with a standard degree in China taking place over four years. A curriculum mapping had taken place to support recognition of previous study in China as the equivalent of 240 credits. It was confirmed that joining BU programmes at this point would mean the students were not eligible to participate in the National Student Survey.

The Committee noted the potential for this arrangement to be expanded over time to include programmes within other Faculties should the initial arrangements prove a success.

The Chair asked whether there was a requirement for BU to hold information on TUT students while they were conducting their studies in China. The Associate Dean for Global Engagement clarified that during these years of study they were subject to China's quality assurance arrangements and no BU credit was to be awarded to students who remained in China to complete their degree. Students who chose to complete their study at BU would enrol at BU in the normal way at the appropriate level of the chosen programme.

The Chair also asked for confirmation of the ongoing arrangements for partnership management noting the analogy with the governance structure of the relationship with BU International College which covered academic and corporate matters through separate Boards. In response, it was noted that the Chinese Ministry of Education mandated the formation of a Joint Management Committee which included managerial and academic safeguards and ensured appropriate levels of administrative support. The Chair asked that the Committee be provided with further details on these arrangements so that it could assure itself that appropriate oversight was in place.

The Committee agreed that Chair's Action could be taken to approve the proposal subject to the clarification of further details regarding the ongoing management of the partnership with respect to quality and standards and the arrangements for credit recognition. This clarification was to be circulated to Committee members for consideration ahead of the deadline for submission to the Board.

Action 18/064A: AS/AM

18/065 **Amendment to Programme Development Proposal for franchised provision at Wiltshire College** (ASEC-18-067)

The Committee noted that the proposal brought together the Foundation Year Certificate approved last year, with life science Foundation Degrees delivered at Wiltshire College, to offer a version of the programme with automatic progression. This would enable students to access student loan funding for those who wished to. In discussion, the Committee noted that franchise students at Wiltshire College had access to other forms of student support.

The Committee **approved** the proposal.

18/066 **Student Health, Wellbeing and Welfare Policy** (ASEC-18-051)

The Committee indicated its support for the policy and suggested that it be brought to the attention of academic advisors and cascaded thoroughly through the University. It was also noted that the policy signalled the integration of wellbeing within curriculum design, which had also featured as a theme within CEL's latest LEAP programme.

Action 18/066: MB

The Committee **approved** the policy.

18/067 **Update on 6C Implementation** (ASEC-18-061)

The Committee noted its support for the proposal as a pragmatic response to the outcomes from the first round of student consultation. In response to a question from the SUBU VP Education it was confirmed that the implementation group had liaised with the SUBU Representatives' team to support student awareness of the consultation exercise on social media.

The Committee **endorsed** the proposal.

18/068 **Update on the review of the University's framework for Academic Regulations, Policy and Procedure** (ASEC-18-062)

The paper provided an update in the review of the ARPPs which were due to be refreshed by September 2019. With reference to the intention of the review to unpack policy from procedural documents (item 3 of the update), the Head of Academic Services asked that the impact of changes to the policy document template be considered and reviewed given the current format was used in many different parts of the University.

Action 18/068: AC

The Committee **endorsed** the update.

18/069 **Revisions to 7C – Partner Review: Policy and Procedure** (ASEC-18-063)

The Committee noted the proposed approach and the intention to pilot this with Bournemouth and Poole College during the academic year.

The Committee **endorsed** the proposal.

18/070 **Internal TEF Update and Next Steps** (ASEC-18-064)

In introducing the update, the Head of Academic Quality flagged the intention to conduct a pilot based on the subject hierarchy used within the national pilot. The Committee discussed the importance of ensuring the most appropriate individuals were engaged in developing subject narratives with a level of engagement and oversight from Heads of Department. It was noted that the Faculty of Health and Social Sciences had created a TEF lead role which would support the Faculty's involvement with TEF.

The Committee **endorsed** the proposal.

18/071 **Programme Approvals and Deferrals**

18/072 **MA Literary Media Name Change** (ASEC-18-050)

The Committee discussed the outcomes from the market research associated with the proposal and were unsure as to whether this fully supported the case for a change of programme title to 'English and Literary Media'. The Executive Dean, Media and Communication explained that the title change would increase the market visibility of the programme as well as align more closely with BU's offer at undergraduate level.

The Committee noted the importance that the course title reflected general expectations of the subject area, although it was understood that the study of English at BU was not typical of the offer at other institutions. It was noted that the market research did not discuss course content and the Committee asked for further research to be conducted to ensure the name change was appropriate.

The proposal was **not approved**. Revised market research was to be conducted ahead of resubmission to the February e-ASEC.

Action 18/072: RS/AF

18/073 **LPC Deferral Request** (ASEC-18-053)

The Committee **approved** the deferral request noting in particular the delays to the definition of revised requirements from the relevant professional body.

18/074 **AAFS L7 programme developments** (ASEC-18-068)

In introducing the proposals for MSc Forensic Anthropology & Archaeology and MSc Bioarchaeology programmes, Professor Darvill reported strong support from the External Examiner who was confident that the programmes would continue to offer a stretching and rigorous curriculum.

The Chair thanked Professor Darvill for a clear and detailed document submission.

The Committee **approved** the programme developments.

18/075 **FM Programme Proposals: UG** (ASEC-18-065)

- BA (Hons) Business and Management (including pathways)
- BA (Hons) Accounting
- BA (Hons) Finance

The Committee noted that the portfolio of programmes being proposed resulted from a review following the AACSB accreditation. This presented a good opportunity to evolve the portfolio and there had been significant discussions within the Faculty and with Marketing & Communications to support the development of the proposals. In the context of a recent discussion at Senate and Faculty Academic Boards regarding the position of the University on placements provision, the Committee noted the proposal for placements to be embedded within the programmes on an optional basis. This approach aligned with PSRB requirements and the advice of the Faculty's Industry Advisory Panel. The Committee commended the detail with which this review of provision had been conducted.

The Committee noted the change of programme title from 'Business Studies' to 'Business and Management' and the Chair sought reassurance that the revised titles were preferable. In providing this reassurance the Faculty understood that Business and Management was a more modern and attractive title for prospective students although recognised that Business Studies provision had consistently recruited students at BU. The General Manager of the Students' Union (SUBU) commented that 'Leadership' was another term that students were potentially interested in. In addition, the Committee noted the pathways in Business and Management indicated through bracketed programme titles, which was a common approach in the sector for this disciplinary area.

The Committee **approved** the programme proposals.

18/076 **FM Programme Proposals: PG** (ASEC-18-066)

- MSc Management with Business Analytics
- MSc Organisational Project Management
- MSc Marketing Management (Digital)
- MSc Marketing Management (Retail)
- MSc Marketing and User Experience
- MSc Finance and Economics
- MSc Sustainable Economic Development and Emerging Markets

In discussing the proposals from within the Faculty, the Committee saw potential for cross-Faculty discussions in relation to digital, with CMC also building a digital portfolio within Media and Communication. A difference in emphasis was noted, with the programmes with the Faculty of Management focusing on developing digitally enabled managers rather than technical digital skills. There was also potential for progression for undergraduates completing programmes in the Faculty of Media and Communication.

The title MSc Marketing and User Experience was considered to be contemporary and potentially attractive within the market. The Chair also welcomed the development of the MSc Sustainable Economic Development and Emerging Markets and the commendable approach to incorporating industry links, the UN Sustainable Development Goals and BU2025.

The Committee **approved** the programme proposals.

18/077 FOR NOTE

18/078 **Pearson Institutional Review Report** (ASEC-18-049)

The Committee **noted** the report.

18/079 ANY OTHER BUSINESS

There was no other business to discuss.

18/080 DATE AND TIME OF NEXT MEETING

18/081 Wednesday, 20 March 2019, 14:00 - 17:00, Boardroom