

BOURNEMOUTH UNIVERSITY

SENATE

Wednesday 7 June 2017, 2.15pm

Board Room, Poole House, Talbot Campus

AGENDA

		Paper	Timing
1	Welcome, apologies and declarations of interest		
2	Minutes of the Meeting of 22 February 2017 (VC) 2.1 Matters Arising 2.2 Declarations of Interest	SEN-1617-64	2.15
3	Report of Electronic Senate Meeting of 18 to 24 May 2017	SEN-1617-65	
	PART A – Vice-Chancellor’s Communications		2.20
4	4.1 BU 2018 and HE Sector Update 4.2 Annual Review: Key Performance Indicators/Performance Indicators (Prof T McIntyre-Bhatty) 4.3 Global BU Update – Quarter 3 (Dr S Minocha)	Verbal Report SEN-1617-66 SEN-1617-67	
	PART B – Debate		2.40
5	5.1 BU2025		
	BREAK		3.40
	PART C – Academic Governance		3.50
6	<u>For Approval/To Consider</u> 6.1 Senate Effectiveness Review Report (Ms J Mack – To receive and consider) 6.2 Academic Regulations, Policies and Procedures (ARPP) Updates – Amendments related to Carrying Credit – (Ms J Forrest – For approval) 6.3 Academic Regulations, Policies and Procedures (ARPP) Updates – 5C - Annual Monitoring and Enhancement Review: Policy and Procedure (Ms J Mack – For approval) 6.4 Revised Senate Committees Structure (Ms J Mack – For note)	SEN-1617-68 SEN-1617-69 SEN-1617-70 SEN-1617-71	
	PART D –Committee Business		4.20
7	<u>Minutes of Standing Committees</u> 7.1 Academic Standards Committee minutes of 5 April 2017 (unconfirmed) <u>Faculty Academic Boards</u> 7.2 Faculty of Health & Social Sciences minutes of 10 May 2017 (unconfirmed) 7.3 Faculty of Management minutes of 24 May 2017 (unconfirmed)	SEN-1617-72 SEN-1617-73 SEN-1617-74	

	7.4 Faculty of Media & Communication minutes of 26 April 2017 (unconfirmed)	SEN-1617-75	
	7.5 Faculty of Science & Technology minutes of 4 May 2017 (unconfirmed)	SEN-1617-76	
8	Any other business Please Note: items of any other business should be notified a week in advance to the Secretary of Senate.		4.25
9	Dates of next meeting: Electronic Senate – Wed 4th to Wed 11th October 2017 Senate Meeting – 2.15pm – Wed 1st November 2017		

BOURNEMOUTH UNIVERSITY**UNCONFIRMED****SENATE****MINUTES OF A MEETING OF SENATE HELD ON 22 FEBRUARY 2017**

- Present: Prof J Vinney (**Chair**)
 Ms M Barron; Mr G Beards; Dr M Board; Dr M Bobeva; Prof J Fletcher; Ms M Gray;
 Mr A James; Ms J Mack (Secretary); Prof S McDougall; Dr S Minocha; Ms J Northam;
 Ms S Ponsford; Mr K Pretty; Prof E Rosser; Dr R Southern; Mr J Swanson; Prof S Tee;
 Dr S White; Prof M Wilmore; Prof T Zhang
- In attendance: Ms J Forster; Ms M Frampton (Academic Quality Officer)
- Observers: Ms K Bennett (Academic Quality Officer); Ms C Killingback
- Apologies received: Mr D Asaya; Mr J Andrews; Dr E Borkoles; Dr B Dyer; Ms J Houzer; Dr F Knight;
 Prof I MacRury; Prof C Maggs; Prof T McIntyre-Bhatty; Mr G Rayment (Corporate
 Governance & Committee Manager)

1. WELCOME AND APOLOGIES

- 1.1 The Chair welcomed members to the meeting and apologies were noted as above.
- 1.2 The Chair welcomed Ms Katherine Bennett from Academic Quality and Ms Clare Killingback from the Faculty of Health & Social Sciences who were both observing the meeting.

2. MINUTES OF THE MEETING HELD ON 2 NOVEMBER 2016**2.1 Matters Arising**

- 2.1.1 The minutes were approved as an accurate record.
- 2.1.2 Following on from the November meeting which was observed by Mr Michael Wood of the Good Governance Institute, Senators were advised that the Senate Governance Review report would be on the Senate agenda for the meeting taking place on 7 June 2017.
- 2.1.3 The Chair reminded Senators of the action which arose at the November meeting when Dr Knight had agreed to include the Centre for Excellence in Learning (CEL) in the list of Research Centres. Since the November meeting, Professor Gail Thomas and Professor Tim McIntyre-Bhatty had discussed the suggestion, however it was felt that CEL was not an 'academic' department and all of the UoA25 activities were filtered through the Faculty of Media and Communication and there would be no benefit to CEL having Research Centre status at present. The Deputy Head of CEL and her colleagues wished to pass on their thanks to Senators for suggesting that CEL be listed as a Research Centre.

2.2 Declarations of Interest

- 2.2.1 There were no declarations of interest.

2.3 Graduate School Review Update

- 2.3.1 The consultation ended on 5 December 2016 and meetings had taken place with all staff impacted. The new model would include the introduction of Doctoral Schools and it was anticipated this would be implemented by 1 April 2017.

2.4 Ratification of Chair's Action – Amendments to *ARPP 2A – Awards of Bournemouth University: Policy*

2.4.1 In December 2016, the Chair was requested to approve changes to *ARPP 2A – Awards of Bournemouth University: Policy*. The 'Honorary Master' award had been removed from the Policy and a new award - 'Honorary Fellow of Bournemouth University' was now included in the Policy.

2.4.2 **Ratified:** Senate ratified the amendments made to *ARPP 2A – Awards of Bournemouth University: Policy*.

3. REPORT OF ELECTRONIC SENATE OF 1 TO 8 FEBRUARY 2017

3.1 The Chair noted the comments made during the Electronic Senate meeting and confirmed that all comments had been responded to appropriately.

3.2 **Noted:** The report of the Electronic Senate meeting of 1 to 8 February 2017 was noted.

4. VICE CHANCELLOR'S COMMUNICATIONS

4.1 BU2018 and HE Sector Update

4.1.1 This item was discussed alongside the BU2025 agenda item below.

4.2 BU2025

4.2.1 Prof Vinney provided a presentation which gave an overview of the University's BU2018 journey since 2004 and how the University proposed to evolve, develop and grow towards BU2025. With just one year remaining of the BU2018 journey it was important the focus remained on BU2018 targets.

4.2.2 Before 2004 the University was very focused on growing the vocational courses that it had offered since becoming a university in 1992. Between 2005 and 2010 the focus shifted onto research, a new University logo was created and the Executive Business Centre was created which would support a drive to deliver executive education. By 2010, the main focus was shaping a new vision for the University up to 2018 and setting some new BU values. The formation of the University's 2018 vision was the start of the next part of the University's journey.

4.2.3 Since 2012, the vision of the University has been to create a stimulating, challenging and rewarding university experience in a world-class learning community. The University aims to share its unique fusion of excellent education, research and professional practice and inspire all students, graduates and staff to enrich the world.

4.2.4 Moving forward, the next few years would be very interesting for Higher Education with issues such as Brexit, the implementation of the Stern Review, pressures around tuition fees and the Industrial Strategy consultation. There was also a Higher Education and Research Bill going through Parliament which contemplates that some universities might exit the market, as well as new Higher Education providers receiving degree awarding powers. The Teaching Excellence Framework (TEF) referred to links between teaching and research and how the student experience was enriched by student exposure to research and professional practice. The Stern Review and the Research Excellence Framework (REF) Consultation also referred to links between teaching and research. Prof Vinney said that, with that in mind, Fusion was the right model to take the University forward and provide opportunities to craft a distinct presence in the sector.

4.2.5 Prof Vinney noted that in 2012 there had also been a number of challenging changes on the horizon – there was a White Paper and the Browne report regarding the review of tuition fees, the deregulation of student numbers and REF2014 appeared. At that time there were concerns that tuition fees would drive students to study at European universities and take up apprenticeships instead. The University had been able to meet these challenges, and Prof Vinney was confident the University would meet the current challenges and would be able to confidently move forward to the next level.

- 4.2.6 Prof Vinney said that in 2025, students would expect to receive world-class, consistently high quality learning, receive value for money, receive a return on their investment and start to build their careers and skills whilst studying at University. Staff would be developed, rewarded and recognised for high performance and all staff would be fully engaged in the path taken by the University. The University would also ensure that it delivered impact and added value for society.
- 4.2.7 The competitive environment in 2025 would be challenging. Lots of political uncertainty could be expected, the economic situation of the UK was also uncertain and there would be continuing regulatory scrutiny. Competition from other Higher Education providers would increase and there might be market failures. There had recently been a lot of discussion around new products such as degree apprenticeships, Institutes of Technology and two year degrees coming into effect as we get closer to 2025, increasingly students would be requiring instant feedback and transparency. This would all form the academic landscape to take forward to 2025.
- 4.2.8 In summary, the University has in recent years made good progress in transforming the student experience, NSS scores have started to improve and student numbers have grown since 2012. More recently the University has created Faculties, Departments, Institutes and Centres as well as increasing leadership capabilities, building a strong brand and profile, as well as strengthening our financial performance.
- 4.2.9 The Teaching Excellence Framework (TEF) used, but was not solely reliant on metrics. Employment rates for the University were almost in line with the sector and many graduates had achieved highly skilled employment, however the University was still slightly behind the TEF benchmark. The average starting salary for a BU graduate was above sector average. Dr Minocha and Ms Barron would be working together to achieve a greater impact in these areas moving forward through the Global Talent and Employability working group, looking particularly at the placement year and extra-curricular and co-curricular activities. This focus should result in the University leading the sector in all of the areas discussed.
- 4.2.10 Prof Vinney proposed that the vision set for 2018 would transition smoothly into 'business as usual'. The BU2018 vision could become the University's mission.
- 4.2.11 Professor Vinney listed the Fusion Themes which were: Business and Economic Sustainability, Digital and Technological Futures, Environment, Culture and Heritage, Global Security and Health and Wellbeing. These Themes had been discussed at Senate meetings previously having been originally proposed as Research Themes. At future Senate meetings, the potential of the Fusion Themes would be explored further in order to consider how BU could use them to build a leading reputation around the world.
- 4.2.12 Key drivers for excellent student experience were highlighted as being 'Quality and Consistency', 'Teams and Resilience' and 'Talent and Performance'. 'Quality and Consistency' would be vital to deliver excellent student experience in an ever changing world. In order to deliver a high level of quality the University would require high performing talent and operating in teams with high levels of resilience.
- 4.2.13 In summary, with the focus on its intellectual capital, the University needed to continue to build a world-leading reputation in its Fusion Themes and create an excellent and distinctive Fusion student experience. All students would need to have a fusion experience, which could be demonstrated through outcomes and metrics. The focus on blended experiences, blended flexible learning and personalised student support would continue, as well as a focus on building on our partnerships regionally, nationally and globally and making our partnerships work for the University.
- 4.2.14 Over the last ten years the University's overall average ranking in the University League Tables had remained around the same although individual rankings had changed, especially as the methodology changed. The University's Key Performance Indicator (KPI) was an aggregate of three league tables and the University was currently ranked 66th. Within the coming years, it was hoped the University would move into the Top 50 of the Complete University Guide as the University had grown, was financially robust and was an improving brand globally. Areas which would need further improvement were student satisfaction levels, graduate prospects and student to staff ratio (SSR). It was noted that in order a move to 16:1 SSR would cost approximately an extra £5 million per year.

- 4.2.15 Mr Pretty questioned what caused the University the most uncertainty and whether Brexit would be an issue moving forward. Prof Vinney advised that the University does have a lower proportion of EU students than the sector average. Brexit would contribute to the challenges facing the University, potentially affecting student recruitment and research funding. Professor Fletcher believed there were lots of opportunities in these areas. Dr Minocha advised that one area the sector was working on post-Brexit was building relationships with Commonwealth countries. The University had been working in this area for some time, and many competitor institutions were only just starting to look at this area.
- 4.2.16 Ms Gray believed the future plans were appropriate and ambitious and that they were an innovative evolution of the University, building on the Fusion model. Prof Rosser advised that academic strength had improved considerably as the University had invested hugely in professoriate staff, and TEF and REF played to the strengths of Fusion. It was important that professoriate staff were involved in the new workload planning framework moving forward.
- 4.2.17 Mr Swanson understood the evolution of Fusion and how the University was working towards Fusion, however he was unsure whether students actually recognised Fusion and the role of research in education. With the launch of BU2025, this would be the perfect opportunity to re-energise and promote Fusion to students as it would result in improved employment prospects.
- 4.2.18 Dr Bobeva had been involved in programme reviews and had seen the amendment of units to create Fusion units. Fusion was about integration and celebrating, creating and sharing and it was suggested that the Festivals of Learning should be built into the academic calendar and it would then be prominent to students and would allow a whole week to celebrate Fusion across the University. Senators agreed that moving forward all programmes should include Fusion units.
- 4.2.19 Prof Vinney explained that as Fusion moved into the next stage of its evolution, the University would be able to differentiate itself in the market. Fusion Investment Funding (FIF) of approximately £1.5 million was previously put in place in order to embed Fusion and impact and had been built into the University planning. This funding had remained in place for five or six years and it was suggested that the University now needed to think about how the funding was used in order to achieve maximum impact. Moving forward, a strategic investment fund would be discussed across the institution and by the University Board.
- 4.2.20 Prof Tee suggested the University should further promote Fusion to local and regional employers and spread a consistent message about the Fusion model as in the past, some very good feedback had been received from employers which stated how wonderful Bournemouth University students were.
- 4.2.21 Over the coming months there would be a number of events, meetings and Away Days to discuss Themes. These Themes would be discussed at the next meeting of Senate and a consultation for a new plan would be put into place by February 2018.

5. DISCUSSION

5.1 Global BU Update for Quarter 2

- 5.1.1 Dr Minocha introduced the Global BU update for Quarter 2 which included the key highlights of the last quarter and set out the key priorities for the next period.
- 5.1.2 With regards to PI7 (Students engaged in exchange and mobility in their programme (%)) and mobility, there had been a lot of movement in data and activity during the last quarter to around 4%, from a starting point at 0.7%. The University was aiming for a target of 20%, so there was still some way to go.
- 5.1.3 Work had also been carried out during Quarter 1 across the University with the launch of the Global Talent Programme. The total number of students now enrolled was approximately 530, which was an increase to the figure stated within the report. The challenge now would be to convert students into achieving the Global Development Award.

- 5.1.4 Prof Wilmore suggested it may be worth the University investing the £5 million (suggested earlier in the meeting related to the student - staff ratio) on mobility if the University could meet the Global Engagement target. Prof Wilmore proposed that all students in their first year could compete for a prize which was suggested as possibly being one semester overseas entirely paid for by the University.
- 5.1.5 Prof Rosser advised that student exchanges were continually a challenge in the Faculty of Health & Social Sciences due to student funding. The teams in FHSS were working hard in this area and trying to advertise virtual exchanges so that students could co-study with small groups of similar students overseas to discuss similar studies/employment in countries around the world. This type of student exchange would still contribute towards the University's KPI. Dr Minocha reminded Senators that all experiences should be noted within Faculties. A Global Summit was due to take place during the summer as a pilot event which would generate exposure to student exchange without students having to travel and would also give students an appetite for going abroad which could be measured separately and tracked as each student's own indicator.
- 5.1.6 Ms Gray questioned whether global Fusion could be further embedded into curriculum design and revalidation. Prof Tee agreed with the suggested redesigning of all programmes to have a global view of health and social care and further thought should be given to having a revalidation process that looked at a more globally focused curricula rather than locally focused. It was noted that the Employability Group had been looking at this area some time ago and there was now an opportunity to bring this together in a holistic way and to shift mind-sets moving forward.

5.2 Teaching Excellence Framework (TEF) Year 2 Narrative Submission

- 5.2.1 Following the update on the changes to the quality assurance framework in HE and the introduction of the Teaching Excellence Framework (TEF), the University has participated in TEF year 2 and the required fifteen page narrative to provide further evidence alongside a pre-defined set of data metrics was submitted on 26 January 2017.
- 5.2.2 There was a defined process for evaluation of TEF submissions by the TEF Panel. The outcomes would be notified to institutions by late May 2017. As metric data were averaged over three years, the impact of NSS put the University in a Bronze position based on metrics alone, however the University had firmly and positively put a case in the narrative that the University was Silver. On several occasions, Prof Husbands, the Chair of the TEF panel, had stated that the NSS should not be over-weighted by assessors in the TEF assessment process.
- 5.2.3 Ms Mack reminded Senators the paper was confidential to Senate and was not for sharing.
- 5.2.4 Dr Southern was pleased to see a good combination of qualitative and quantitative information included in the submission but could not see any link to the previous TEF submission and he believed that reviewers of the TEF would be looking for a trajectory showing where the University had started and how the University had addressed issues previously submitted. Dr Southern also expected to see evidence of any planned improvements and policies put into place, so that for the next stage of TEF, there would be evidence of successes and failures.
- 5.2.5 Ms Mack reminded Senators that this was the University's first TEF submission. The guidance had made it very clear that the Panel did not want a focus on future plans, the emphasis was on current impact and outcomes for students. Ms Mack explained that TEF was very different from the REF. The submission was very honest and showed areas where the University had not performed as well as expected, and in May 2017 when all submissions were published, all Universities would be scrutinising submissions made by other HEIs. Senators were reassured that TEF Year 3 metrics would reveal a much improved picture for the University provided that NSS performance continued to improve.
- 5.2.6 Prof Tee commended the excellent data provided within the submission which would have been very difficult to gather. Ms Mack confirmed that any information that could be provided by Faculties which would assist with the TEF Year 3 submission would be appreciated. The Steering Group would be considering any immediate 'quick wins' in the current academic year and also looking at medium term priorities. It was now important for the University to develop its own data and analysis. Prof Rosser congratulated the Steering Group for completing the submission in such a short timeframe.

- 5.2.7 Ms Mack then handed over to Ms Forster who provided further information on the next stages of the TEF.
- 5.2.8 Ms Forster opened her TEF presentation by advising that TEF Panels would look at metrics to get an initial view, the Panel would then look at the submission as a whole.
- 5.2.9 For TEF Year 1, any institution with a positive QAA outcome in July 2016 had qualified. An opt-out process had taken place and those institutions that had qualified for TEF Year 1 could increase their tuition fees by inflation in September 2017. TEF Year 2 started with written evidence being submitted, or HEIs opting out in January 2017. Between February and May 2017 assessments would take place and the awards would be announced in May 2017. At this point HEIs that had qualified would be able to increase their fees by inflation from September 2018. TEF Year 3 would use 2017 NSS scores and a consultation would take place on lessons learned so far in May 2017. In Year 3, tuition fee caps would vary (with effect from September 2019) according to whether an institution was ranked Gold, Silver or Bronze. Institutions ranked Silver and Gold would be able to increase fees up to the inflation amount, Bronze by 50% of the inflation amount. For those students starting in 2019 and 2020, there would be differential fees amongst institutions. TEF in Year 3 would include a pilot of subject level TEF and from Year 4 Postgraduate Taught students would be included in TEF.
- 5.2.10 There was an on-going informal consultation on the subject level TEF pilot. Discussions were taking place about the definition of a 'subject'. Each department has its own approach as student experiences and learning opportunities were different across subjects. Resources and the role of professional practice and research were very different, and outcomes for students vary by discipline. These things were all very different for good academic and other reasons, e.g. PSRB requirements.
- 5.2.11 One option that was being considered was to use broad categories such as: Medicine, Dentistry and Veterinary Sciences; Engineering; Science; Social Science; Business & Law and Arts & Humanities. Alternatively, subject based categories could be 40 to 60 subjects based on JACS or its replacement (Common Aggregation Hierarchy). To encourage common terminology and common structures it was preferable to use Units of Assessment, as it would be sensible to have terminology and structures working together.
- 5.2.12 From 2017 the NSS questions would be changing and it was very likely that learning opportunities would be included in the survey. Ms Forster noted that the University should score well for this question.
- 5.2.13 The consultation of subject level TEF was informal and the University had written to the Department of Education. There should also be a pilot of an accredited subject to see how much these subjects could be exempted from separate assessment in the TEF.
- 5.2.14 With the increasing need for significantly more data being available to write documents such as the TEF submission, the University would need to address and be able to provide significant amounts of data moving forward. It was suggested that the University would need to improve its information management and start to use better systems in order to provide more data. It was envisaged that the level of data that would be required over the next two to three years would increase dramatically.
- 5.2.15 Dr Bobeva suggested that it would be sensible to cascade TEF categories and assessment categories to Faculties. Moving forward, Academic Quality would play a major role in standardising the methods of reporting information. Ms Mack confirmed that work had already started on looking at this area and also looking at Fusion coming through the programme approval process and also looking to see how annual monitoring could be reframed in a holistic way around TEF. The time was now right to look at these areas of work to commence in the 2016/17 monitoring cycle.
- 5.2.16 Dr Minocha believed the University needed to focus on Year 3 and Year 4 now as this was where real impact could be delivered as the University would then have two years of real data available. The challenge would be to impact two sets of intakes ahead of Year 4 and start discussions immediately e.g. PTES completion rates were low and with starting work strategically now, could help the University to overtake the competition.

5.3 Research Excellence Framework (REF) Consultation

- 5.3.1 Following the publication of Lord Stern's independent review of the REF which was published in July 2016, 12 recommendations were made on the future shape of the REF exercise. The recommendations were reviewed in late 2016 and HEFCE published proposals to amend the REF to incorporate the 12 recommendations. The HEFCE proposals were now open for consultation with the sector and the University would be submitting an institutional response before the 17 March 2017 deadline.
- 5.3.2 The consultation was open to HEIs and other groups and organisations with an interest in the conduct, quality, funding or use of research. Some of those people taking part felt they would like to take outputs with them to other institutions however some institutions wanted to be able to claim the value of the outputs. The response put together as an institution listed the key research activity proposals submitted.
- 5.3.3 The key proposals were:
- All research-active staff to be submitted;
 - Staff to be submitted to UoAs based on HESA cost centres;
 - The decoupling of staff from outputs;
 - Outputs will no longer be portable across institutions;
 - All outputs must be available in open access form (with some exceptions);
 - Impact will have a broader definition;
 - Institutional-level assessment of environment and impact.
- 5.3.4 The University was looking to submit over 1,000 outputs and it was noted that some research intensive institutions would be submitting outputs which may impact the University's performance. A lot of work had been carried out with UoA teams in Faculties by working through the questions which had been very broad and dense.
- 5.3.5 There were some very significant challenges, in particular those staff with research in their role. If greater inclusivity was achieved in the Research & Knowledge Exchange Office, the University would perform considerably better. Senators were reminded on the importance of spreading the message that everyone was engaged in research.
- 5.3.6 A discussion took place around the introduction of writing weeks as a number of Senators had found it impossible to be able to write as workloads did not allow. If writing weeks were introduced, the time would need to be comparable across Faculties and collaboration would need to take place with regards to the weeks allocated to writing weeks.

6. COMMITTEE BUSINESS

Minutes of Standing Committees

6.1 Education & Student Experience Committee minutes of 17 January 2017

- 6.1.1 **Noted:** The Education & Student Experience Committee minutes were noted.

Minutes of Research Committees

6.2 University Research & Knowledge Exchange Committee minutes of 16 January 2017

- 6.2.1 **Noted:** The University Research & Knowledge Exchange Committee minutes were noted.

6.3 University Research Ethics Committee minutes of 18 January 2017

- 6.3.1 **Noted:** The University Research Ethics Exchange Committee minutes were noted.

Faculty Academic Boards

6.4 Faculty of Health and Social Sciences Faculty Academic Board minutes of 2 February 2017

6.4.1 **Noted:** The Faculty of Health & Social Sciences Faculty Academic Board minutes were noted.

6.5 Faculty of Management Faculty Academic Board minutes of 8 February 2017

6.5.1 **Noted:** The Faculty of Management Faculty Academic Board minutes were noted.

6.6 Faculty of Media and Communication Faculty Academic Board minutes of 1 February 2017

6.6.1 **Noted:** The Faculty of Media and Communication Faculty Academic Board minutes were noted.

6.7 Faculty of Science and Technology Faculty Academic Board minutes of 2 February 2017

6.7.1 **Noted:** The Faculty of Science and Technology Faculty Academic Board minutes were noted.

6.8 Graduate School Academic Board minutes of 18 January 2017

6.8.1 **Noted:** The Graduate School Academic Board minutes were noted.

7. ANY OTHER BUSINESS

7.1 There was no other business.

8. DATES OF THE NEXT MEETING:

Electronic Senate – 9.00am on Wednesday 17 May 2017

Senate Meeting – 2.15pm on Wednesday 7 June 2017

BOURNEMOUTH UNIVERSITY**ELECTRONIC SENATE****REPORT OF A MEETING OF ELECTRONIC SENATE held on
18 May 2017 (9AM) TO 24 May 2017 (5PM)****STATEMENT ON QUORUM**

1. The meeting was quorate with 16 members confirming attendance.

EXTRAORDINARY ELECTRONIC SENATE MEETING – 3 APRIL TO 7 APRIL 2016**2. 2017 HONORARY AWARDS (SEN-1617-53 and SEN-1617-54)**

- 2.1 The meeting was quorate with 17 members confirming attendance.

Faculty of Health & Social Sciences, Professorial Representative – Extension of Term

- 2.2 Senate was requested to approve the extension of Professor Elizabeth Rosser's term of office as Professorial Representative of the Faculty of Health & Social Sciences to Senate to 31 July 2018. Following approval by Senate, Professor Elizabeth Rosser's term as the Senate Representative to the University Board would also be extended to 31 July 2018.

- 2.3 Senate **approved** the extension of Professor Elizabeth Rosser's term of office on both Senate and the University Board to 31 July 2018.

2017 Honorary Award Recommendations

- 2.4 Senate was requested to consider and approve the 13 Nomination Forms recommended for an Honorary Degree which had been received from the Honorary Awards Committee
- 2.5 Senate **considered** and **approved** the recommendations of the Honorary Awards Committee.
- 2.6 The University Board subsequently **approved** recommendations on 5 May 2016.

MATTERS RAISED BY MEMBERS**3. IS SENATE CONFIDENT THAT THE CURRENT TIMETABLING SYSTEMS AND PROCESSES ARE FIT FOR PURPOSE (SEN-1617-55)**

Raised by: Dr Richard Southern, Faculty Academic Staff Representative for the Faculty of Media & Communication

Description of the matter: Timetabling is at the heart of any Higher Education Institution and arguably linked to the 'Organisation and Management' question on the National Student Survey, and thus is an implicitly of a Key Performance Indicator according to the institution's vision statement, not to mention a priority area for the TEF.

Timetabling could be thought of as a threefold process: the software systems and IT infrastructure required to generate and communicate the timetable to students and staff; the mechanisms, procedures and policies required to communicate teaching requirements to allow them to be captured in said systems; and quantifiable metrics to ensure that the above two processes are working as efficiently as possible.

A response from the Head of Facilities Management was given with the paper.

Chair's Decision

Issues noted, no further action.

4. HOW DOES SENATE PROPOSE TO RESOLVE CONFLICTS BETWEEN UNIVERSITY POLICY AND PSRB/ACCREDITATION BODY REQUIREMENTS (SEN-1617-56)

Raised by: Dr Richard Southern, Faculty Academic Staff Representative for the Faculty of Media & Communication

Description of the matter: BU2018 has a KPI to have 100% of our courses earning a PSRB or industry body accreditation. At least two PSRB/Accreditation bodies to date have stipulated conditions for our continued accredited status which are in conflict with University policy (in particular, BU's Admissions Policy and the PhD requirement for staff). In extreme cases, it is foreseeable that these policies may result in a lapse in accreditation.

The Panel of the BA (Hons) Computer Visualisation and Animation (CVA) Creative Skillset accreditation stated that they strongly recommend that the University relaxes the policy of mandatory PhDs and/or provides resources to enable greater input from cutting edge practitioners within the teaching staff, improving staff industry experience. This has also been highlighted in numerous External Examiner reports, and reflected in the University's ability to recruit any new lecturing staff over the last 3+ years. This issue may or may not be relevant to other Faculties.

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

Chair's Decision

Issues noted, no further action.

5. IS THE UNIVERSITY'S POLICY ON ANONYMITY OF STUDENT SURVEY DATA COLLECTION APPROPRIATE? (SEN-1617-57)

Raised by: Dr Richard Southern, Faculty Academic Staff Representative for the Faculty of Media & Communication

Description of the matter: In *ARPP 5B – Student Engagement and Feedback Policy and Procedure*, Section 5.2 states "Anonymity – methods that provide anonymity to students are encouraged to facilitate greater openness and more meaningful responses". While the wording on this issue is flexible, there are concerns that online and phone-based data collection mechanisms that are under development will not be truly anonymous – there are always electronic means by which the responder could be identified. Better wording might be to state that *the University will not attempt to identify responders*.

Although the suggested solutions for anonymity cannot absolutely guarantee anonymity, it is suggested that the review of these documents take place with electronic data collection mechanisms in mind, as these are inevitably the direction of travel for the collection of student feedback.

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

Chair's Decision

Issues noted, no further action.

OTHER REPORTS

6. CODE OF PRACTICE ON FREEDOM OF SPEECH (SEN-1617-58)

Purpose of the paper: The Code of Practice on Freedom of Speech had been amended slightly to reflect current practice now that the process has become more embedded.

Decision required: Senate is asked to **note** the annual review and to **approve** the amendments to the Code of Practice.

Chair's Decision

No comments received, the annual review was **noted** and the amendments to the Code of Practice on Freedom of Speech were **approved**.

HONORARY AWARDS COMMITTEE**7. HONORARY AWARDS COMMITTEE TERMS OF REFERENCE (SEN-1617-59)**

Purpose of the paper: To seek Senate approval of the updated Honorary Awards Committee Terms of Reference.

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

Chair's Decision

No comments received, the Honorary Awards Committee Terms of Reference were **approved**.

8. HONORARY AWARDS COMMITTEE MINUTES OF 24 NOVEMBER 2017 – CONFIDENTIAL (SEN-1617-60)

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

Chair's Decision

Item noted, no further action.

MINUTES OF STANDING COMMITTEES**9. ACADEMIC STANDARDS COMMITTEE, 1 FEBRUARY 2017 (SEN-1617-61)**

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

Chair's Decision

Item noted, no further action.

10. EDUCATION AND STUDENT EXPERIENCE COMMITTEE, 29 MARCH 2017 (SEN-1617-62)

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

Chair's Decision

Item noted, no further action.

MINUTES OF RESEARCH STANDING COMMITTEE MEETINGS**11. UNIVERSITY RESEARCH ETHICS COMMITTEE, 12 APRIL 2017 (SEN-1617-63)**

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 7 June 2017 at 2.15pm in the Board Room
Next Electronic Senate meeting:	9.00am on Wednesday 4 October 2016 to 5.00pm on Wednesday 11 October 2017



Committee Name	SENATE
Meeting Date	7 June 2017
Paper Title	Annual Review of Key Performance Indicators/Performance Indicators (KPIs/PIs)
Paper Number	SEN-1617-66
Paper Author/Contact	Russell Pottle, Head of Planning, Risk, Intel, Management Information and Enhancement (PRIME)
Purpose & Summary	The report sets out performance against the KPIs and PIs set out in BU2018.
Decision Required of the Committee	For discussion.
Implications, impacts or risks	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 2017 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 seen significant improvement in this quarter increasing by 4% to 82% overall. This measure has now increased by 11% in the past 12 months and by 21% in a two year period. As reported previously, KPI1 methodology follows a stringent methodology of capping each Faculty performance indicator once the target has been met; no over-achievement is counted in the reported figure. Without capping the performance for KPI1 is now 101%, a 7% increase since February.
- 2.2 The latest increase in Academic Strength is primarily as a result of improvements in the following performance indicators:
 - The percentage of academic staff who hold at least 1 recognised professional affiliation (PI14) increased by 7% from the previous period to 59%;
 - The proportion of academic staff also working in industry (PI15) has increased from 27% to 29%;
 - The percentage of BU outputs that have been made available via the green route open access (PI4) has increased to 88%, an increase of 3% on the previous period;
 - The ratio of Student/Staff Co-authored publications per academic FTE (PI10) has increased from 0.19 to 0.35. This measure is now above the 2018 target of 0.20;
 - The number of international conference presentations per academic per year (PI5), has increased to 1.12 from 1.10; and
 - The percentage of academic staff with a teaching qualification and/or who are HEA Fellows (PI6) has improved by 2% to 70% overall.
- 2.3 Only one PI within KPI1 has decreased, PI2: R&E Income per Academic FTE (£s), which has dropped marginally from £13,555 to £13,331, a 2% decrease.
- 2.4 KPI 7 (a) Student Staff Ratio (actual staff in post) has improved from 18.8 as at 31 December 2016 to 18.4. In addition, the current academic staff vacancy FTE (KPI7 b) has increased from 52.3 FTE to 77.7 FTE which reflects the additional approved posts included in the 2017 academic recruitment campaign.
- 2.5 Following the recent submission of the Estates Management Return (2015-16), the percentage of student space measured as HEFCE Condition A or B (PI19) has increased to 86% at BU (+6%). This latest rate outperforms available benchmarking data for 2014-15 with the sector average of all HEIs at 78%. This is also reflected when comparing the percentage of only Condition A space (space which is new or undergone major refurbishment), where BU has 28% compared to 19% sector average. This reflects the investment in the BU estate and in particular the new Fusion Building.

3 PRIOR SCRUTINY AND RECOMMENDATIONS OF OTHER COMMITTEES

- 3.1 The KPIs and PIs were reviewed by the University Leadership Team on 22nd March 2017.

4 DECISION REQUIRED

- 4.1 To consider and note.

KPI Board Report – May 2017

KPI Performance

		FHSS	FoM	FMC	FST	BU	Perfor mance	16-17 BU Target	BU 2018 Target	Sector Bench marks	Notes	Next Board Update
KPI1	Academic Strength %	84%	79%	81%	83%	82%	↑	-	100%	-	Composite of PI1-PI15. No BU target for 2016-17 as progress will vary by Faculty.	July 17
KPI2	Overall student satisfaction (as measured by NSS) %	85%	81%	81%	81%	82%	-	83%	84%	86%	NSS 2016 results	Nov 17
KPI3	Non-UK student population on campus %	2%	22%	17%	10%	12%	-	15%	16%	22%	2016/17 HESES Data	Nov 17
KPI4	Average UCAS tariff points	304	311	322	306	312	-	300	300	360-419*	2016-17 tariff score for enrolled students on campus	Nov 17
KPI5	Graduate employability %	100%	95%	92%	91%	94%	-	90%	90%	94%	Most recent DLHE survey showing 2014-15 graduates	July 17
KPI6	League Table composite rank	<i>Not available by Faculty</i>				66	-	50	50	-	Last updated with 2017 TST Rank	July 17
KPI7 (a)	Student/staff ratio	18.6	22.1	17.1	16.5	18.4	↑	18.5	18.0	16.1	SSR based on 16/17 HESES student data against staff in post as at 7 Mar 2017	July 17
(b)	Academic vacant post FTE	15.4	25.1	20.8	16.4	77.7	↓	-	-	-	Academic vacancies at 7 Mar 2017	July 17
KPI8	Academic staff with doctorates %	55%	69%	63%	85%	69%	↔	70%	70%	52%*	As at 28 th Feb 2017	July 17
KPI9	Overall staff satisfaction %	88%	83%	78%	85%	85%	-	87%	90%	-	2015 Staff survey	Nov 17
KPI10 (a)	Total student numbers	5,763	4,986	3,836	4,153	19,815	-	-	-	-	2016/17 Student HESES data (total incl. partners)	Nov 17
(b)	Total full time undergraduate new entrants	852	1,380	1,112	1,257	4,916	-	-	-	-	2016/17 Student HESES data (total incl. partners)	Nov 17
KPI11	Current ratio	<i>Not available by Faculty</i>				0.7	↔	1.0	1.3	1.6	Monthly Management Accounts	July 17
KPI12	Annual contribution %	<i>Not available by Faculty</i>				5%	↔	5%	6%	6%	Monthly Management Accounts	July 17
KPI13	Total reserves £m	<i>Not available by Faculty</i>				100	↔	83	84	-	Monthly Management Accounts	July 17
KPI14	Gearing %	<i>Not available by Faculty</i>				18%	↔	41%	29%	17%	Monthly Management Accounts	July 17

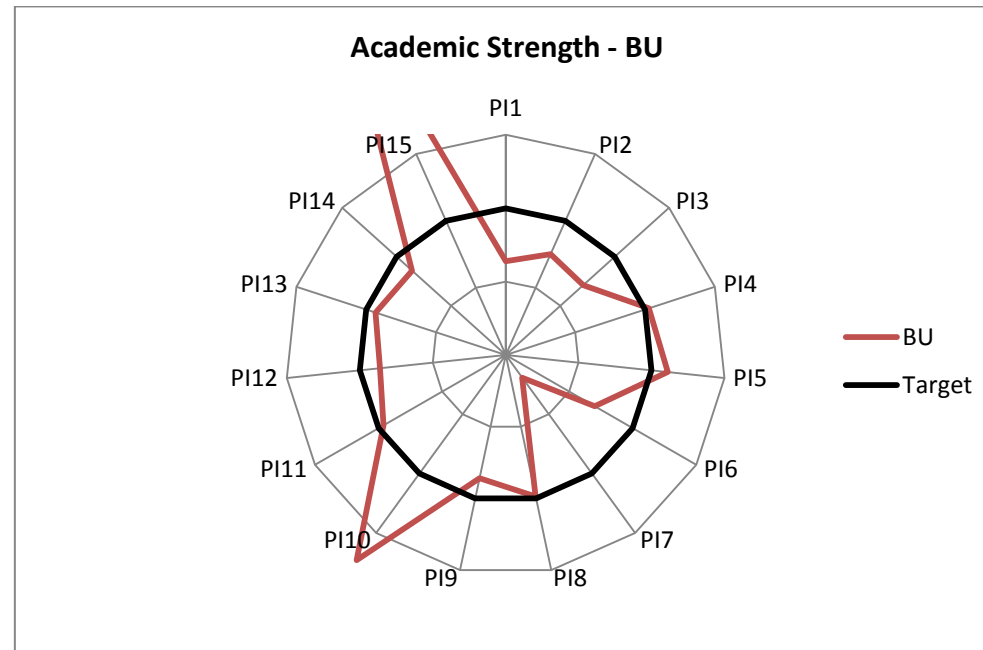
Key ↔ Updated but no performance movement since last report ↑ Updated with improvement in performance
 ↓ Updated with decrease in performance - Nothing to update since last report

*Benchmarks: * KPI8 benchmark based on headcount and includes non-established part-time hourly paid staff. The equivalent figure for BU is 54%. The tariff band (KPI4) is only marginally in the higher 360-419 band, for the sector 19.61% fall in 360-419 compared to 19.55% in 300-359. Benchmark data based on latest available data, mainly pertaining to 2014-15.*

KPI Board Report – May 2017

KPI 1 Academic Strength

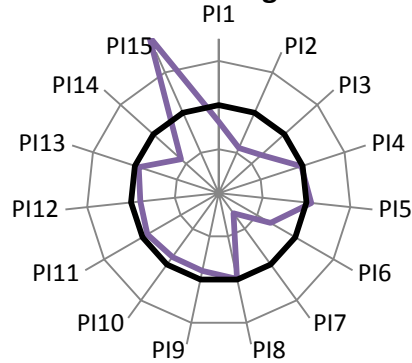
The graphs below shows performance in KPI1: Academic Strength in each of the 4 Faculties and at BU. The 15 PIs that make up KPI1 are split between the three areas of fusion, Research (PI1-5), Education (PI6-10) and Professional Practice (PI11-15). The graph shows progress in each Faculty towards the 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.



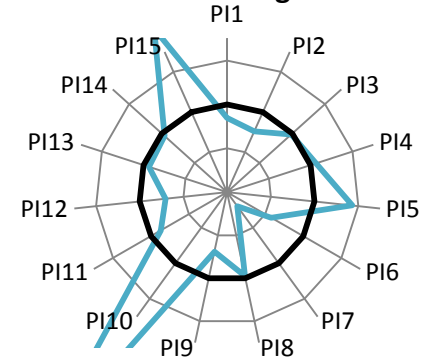
FHSS	FoM	FMC	FST	BU
84%	79%	81%	83%	82%

KPI Board Report – May 2017

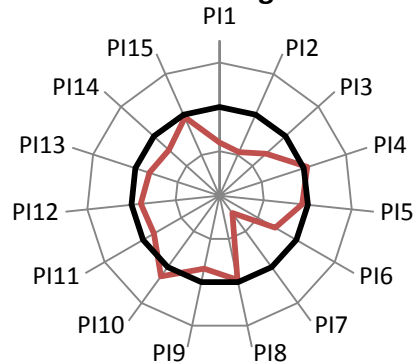
Academic Strength - FMC



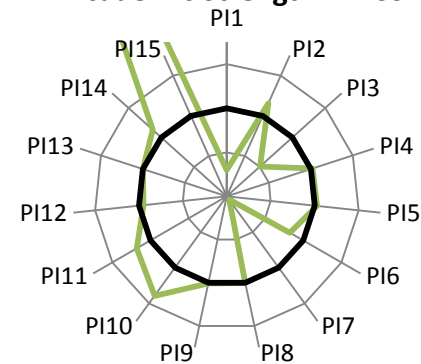
Academic Strength - FST



Academic Strength - FoM



Academic Strength - FHSS



KEY	
Black Line = Target	PI7: % of all 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 (%)
	PI10: Student/Staff Co-authored publications per academic FTE per year (ratio)
Research	
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 (%)

Academic Strength Data

PI	Measurement	FHSS	FoM	FMC	FST	BU	Performance	BU 2018 Milestone	Sector Bench marks	Notes	Next Data Update
PI1	Academic Staff with GPA of 3* or above taken as a % of the total number of academic staff	9%	18%	24%	25%	20%	-	30%	-	REF mock results	May 18
PI2	R&E Income per Academic FTE (£)	20,778	9,663	10,084	13,651	13,331	↔	18,000	-	R&KE 3 year budget average/ 3 year Academic FTE average	July 17
PI3	Post Grad research students (FTE equivalent) : Academic staff	0.5	0.7	0.6	1.0	0.7	-	1.0	0.6*	2016/17 Student HESES PGR FTE /Dec 16 Academic FTE	Nov 17
PI4	% of BU outputs that have been made available via the green route open access	87%	89%	84%	90%	88%	↔	85%	-	1 Mar 2016 - 28 Feb 2017	July 17
PI5	International conference presentations per Academic FTE per year	1.03	0.94	1.05	1.43	1.12	↔	1.0	-	Int. conf. Mar 16 - Feb 17 / average Academic FTE	July 17
PI6	Academic staff with teaching qualification and/or who are HEA Fellows (%)	82%	72%	68%	58%	70%	↔	100%	44%*	Teaching quals/HEA Fellows as proportion of staff in post at Feb 17	July 17
PI7	% of all students undertaking an international activity as part of their BU experience	0.9%	4.8%	5.7%	4.0%	3.6%	-	20%	1.3%	Overseas mobility activity as at Dec 16	July 17
PI8	Full Time BU (excl PI) First degree new entrants continuation (%)	90%	88%	89%	88%	88%	-	90%	92%	First degree entrants who continued in 15-16	Feb 18
PI9	PGT/PGR Students as a proportion of total student population (%)	16%	13%	14%	11%	14%	-	16%	19%*	2016/17 Student HESES	Feb 18
PI10	Student/staff co-authored publications per academic FTE per year (ratio)	0.28	0.23	0.18	0.70	0.35	↑	0.2	-	1 Mar 16 - 28 Feb 17 / average Academic FTE	July 17
PI11	% of Graduates entering professional employment or graduate study	94%	69%	75%	70%	74%	-	80%	75%	Most recent DLHE showing 2014-15 graduates info	July 17
PI12	UG Students undertaking sandwich out or short placement (%)	95%	89%	89%	70%	85%	-	100%	-	2016-17 Year 3 Students with sandwich year or short placement	Feb 18
PI13	Degrees accredited by PSRBs (% of Eligible programmes only)	100%	77%	96%	94%	91%	-	100%	-	Number of accredited programmes 2016-17	Feb 18
PI14	Proportion of academic staff who hold at least 1 recognised professional affiliation (%)	79%	54%	40%	67%	59%	↑	70%	-	Academic staff with affiliation recorded on BRIAN as at Feb 17	July 17
PI15	Academic staff also working in industry (%)	63%	10%	19%	20%	29%	↑	10%	-	Staff working in industry as at Feb 2017	July 17

Key

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

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

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

- Nothing to update since last report

*Benchmarks: * PI3, PI6 and PI9 benchmarks based on headcount as FTE figure unavailable. The equivalent figures for BU are 0.6 (PI3), 58% (PI6) and 13% (PI9). Benchmark data based on latest available data, mainly pertaining to 2014-15. PI7 benchmark is measured using HESA data, the comparable BU figure is 1.2%.*

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 all students undertaking an international activity as part of their BU experience	Defined as those students engaging in overseas mobility that is connected with their course regardless of duration.
PI 8 - Full time BU (excl PI) First degree new entrants continuation (%)	The proportion of full-time, first degree entrants who continued in the following year. As defined by HESA performance indicators to ensure sector comparison.
PI 9 - PGT/PGR Students as proportion of total student population (%)	Number of postgraduate taught and research students as a proportion to all students.
PI 10 - Student/staff co-authored publications per academic FTE per year (ratio)	Number of academic staff who have co-authored a publication/conference paper with a student 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	7 June 2017
Paper Title	Global BU Update: 2016-17 Quarter Three
Paper Number	SEN-1617-67
Paper Author/Contact	Dr Sonal Minocha, Pro Vice-Chancellor (Global Engagement)
Purpose & Summary	This update on the Global Engagement (GE) Plan provides an overview of the key activities in the last quarter alongside the priorities for the quarter ahead.
Decision Required of the Committee	For note
Strategic Links	The GE Plan, and this update, supports delivery of the global vision, values and targets set out within BU2018.
Implications, impacts or risks	None
Confidentiality	Confidential – Internal Use Only

Part 1: Snapshot of Quarter 3



Global Thinking

Evidencing the importance of internationalisation for UK HE is more important than ever in the light of Brexit

This quarter we started work on an institution wide European Proposition to address the challenges on recruitment, partnerships and funding post-Brexit.



BU has **118** global partners and 18 UK partners. Our priority remains to establish a number of high impact strategic partners – see our Partnership Development Dashboard.

Led by the China Innovation Hub, BU has been chosen again as one of three UK universities to deliver the 2017 **Chinese Campus Football Coach Training Programme** from June-September 2017.

HR have launched an enhanced **recruitment strategy** to encourage the recruitment and retention of an internationally diverse staff community.

Since the start of the 2016/17 academic year, a total of 25 (up from 14 since the last quarter) research bids involving international collaborators - totalling £5,623,056 - have been submitted to UK funders.

The UK Government's strategy for a Global Britain, the Spring Budget's investment in productivity, and the Industrial Strategy Green Paper all put significant emphasis on global skill development

Global Talent



567 students

have registered on the **Global Talent Programme (GTP)** this academic year.

In April, the core sessions of this year's GTP concluded with students being exposed to guest speakers from AFC Bournemouth, Head of Talent Acquisition from PepsiCo, and local creative agency, Crowd, who wrote this piece on the programme:

<https://thisiscrowd.com/news/bournemouth-universitys-global-talent-programme/>



Mapping Generation z: Attitudes Towards International Education Programmes found a significant percentage of high school students worldwide would not be able to study abroad without financial assistance.

Global BU is actively supporting the development of alternative international experiences. For example, working closely with colleagues in the Faculty of Health and Social Sciences, we have designed a three-day programme (3–5 May 2017) which will involve partners in Finland, Nepal, and the USA.

This complements other activities like that of Dr Miguel Moital from the Faculty of Management who along with another five staff took 100 BA Events Management Level 6 students to Lisbon in January on a four-day field trip.



Global Traction

Gone International:

Mobility Works reveals that students with mobility experience were less likely to be unemployed (3.7% compared to 4.9%), more likely to be in a graduate level job (76.4% compared to 69.9%) and earn 5% more than their non-mobile peers



Global Festival of Learning 2017

Over 1000 participants from the public and private sectors joined around 70 staff and students at the Global Festival of Learning in ASEAN (27-31 March) and India (18-21 April).

The Global Festival of Learning China is being held from 15th to 19th May, and the programme is available [here](#).

During the ASEAN Festival, [#GlobalFoL17](#) was trending at number 2 in the UK. See stories from [Indonesia](#) and [Malaysia](#).

GFOL India coverage included stories in the Huffington Post, Mail Today, Rediff, and Nagpur Today.

We will also be bringing back the learning and experiences from these overseas festivals during a dedicated afternoon during the **Festival of Learning on the 12th July**.

In other Faculty Highlights:

A BU and AUB student team have been accepted to compete in the first round of the RAE Global Grand Challenges Competition in London.

Final year multimedia journalism students worked in partnership with Global Voices to produce a data visualisation project, [Syrian Voices](#).

Part 2: Global Engagement Update – Detailed Update

1. Introduction

- 1.1. The purpose of this update is to provide a summary of global engagement activity in the third quarter of the academic year 2016/17. The present update covers the period mid-January 2017 to mid-April 2017.
- 1.2. This update first provides a brief overview of the external environmental and policy context for Global BU over the last period (Section 2). It then goes on to provide activity highlights in the last quarter alongside the priorities for the upcoming quarter (Section 3).

2. External Context

- 2.1 Global BU's focus on delivering measurable impact through Global Fusion (Talent, Thinking and Traction) supports the need for the UK HE sector to continue to produce evidence demonstrating the importance of internationalisation as Brexit and the Higher Education and Research Bill have been working their way through Parliament.
- 2.2 The UK Government triggered Article 50 on Wednesday 29 March, commencing the separation of the UK from the EU. The UK Government's vision of Brexit was unveiled in February with the White Paper [The United Kingdom's exit from and new partnership with the European Union](#).
- 2.3 The recent announcement of a snap General Election by Prime Minister Theresa May led to the passing of the HE and Research Bill through parliament, which has now been granted Royal Assent. The need for haste in the passing of the Bill meant that key amendments were not fought out, such as the removal of international students from immigration numbers.
- 2.4 The relationship forged between the EU and the UK in terms of EU/UK citizen rights will be fundamental to the future landscape of HE global recruitment, EU and international partnerships, as well as funding opportunities. Global BU is finalising a European proposition over the next quarter to ensure that the University is well positioned to maximise opportunities in this rapidly changing environment. BU will also be contributing to an [online questionnaire](#) from the European Commission to gather views on the purpose and impact of the [Erasmus +](#) programme. The deadline for contributions is 31 May 2017.
- 2.5 Aspects of the UK's approach to Brexit through the immigration policy spilt over into the recent House of Lord's debate on the Higher Education and Research Bill. The link between the TEF and tuition fees faced criticism in

the [House of Lords](#), notably that it could: negatively impact international recruitment; be used unwisely to determine eligibility for student visas; and in its current form may ignore the complexity of teaching with its medal rating system thus risking damage to the reputation of the UK HE globally (see section 3.7 regarding a recent BU debate on the TEF).

- 2.6 The strong links that Global BU has made between talent, mobility and employability, facilitated through our Hubs of Practice, align well with emerging policy and announcements:
- The [UK Government's strategy for a Global Britain](#) outlined in the Prime Minister's speech in January.
 - The [Spring Budget's investment in productivity](#), which lay at the heart of the Budget.
 - The [consultation of the UK's future Industrial Strategy](#), launched in January this year, closed in April. The [Industrial Strategy Green Paper](#) identified skill development as a key pillar with aims to tackle skills shortages and lifelong learning.
- 2.7 HESA launched its second and final consultation as part of the NewDHLE review which closed on the 7th April. The sector must recognise that [millennial talent is changing traditional workplaces and culture](#), and has led to a surge in entrepreneurship. This is important to recognise as the new DLHE emerges, and [has led to the survey recognising the need to address alternative models for employment](#). BU's Global Talent proposition is well placed to contribute to this agenda.
- 2.8 The vital importance that Global BU ascribes to an internationally-diverse student body, and our students having an international experience, has been further reinforced by two Universities UK reports. The findings show the contribution of internationalisation to the UK's economy in terms of student employment outcomes, and in terms of international student socio-economic impact:
- The [Economic Impact of International Students](#) report shows that, in 2014-15, international students made up 19% of the UK student population, and generated £25.8 billion in gross output for the UK economy.
 - [Gone International: Mobility Works](#) reveals that students with mobility experience were less likely to be unemployed (3.7% compared to 4.9%), more likely to be in a graduate level job (76.4% compared to 69.9%) and earn 5% more than their non-mobile peers.
- 2.9 As further evidence of cost being a major barrier to outward student mobility, a recent report [Mapping Generation z: Attitudes Towards International Education Programmes](#), has found a significant percentage of high school students

worldwide would not be able to study abroad without financial assistance. Global BU is looking at ways to increase student mobility funding, while also providing meaningful international experiences in the UK for students.

3. Key Highlights from Quarter 3 and Future Priorities

1 Our Purpose

A Global BU

- 3.1. **The global Festival of Learning** season has begun with two successful weeks in **ASEAN** (27-31 March) and **India** (18-21 April). Across both locations, over 1000 participants were involved alongside 70 members of BU staff and students. For more information see the Storifies from [Indonesia](#) and [Malaysia](#).
- 3.2. The events have received widespread press and social media coverage including:
- During the ASEAN Festival, [#GlobalFoL17](#) was trending at number 2 in the UK.
 - The Festival of Learning India coverage included stories in the Huffington Post, Mail Today, Rediff, and Nagpur Today.
 - Over half a million impressions, which include the number of times Twitter users have seen posts containing our official GFoL hashtag [#GlobalFoL17](#), were generated in the full week of GFoL India.
- 3.3. We now look ahead to the global Festival of Learning in **China** (15-19 May). The programmes for each Festival can be found on the Global Festival of Learning pages [here](#).
- 3.4. In culmination of these three overseas Festivals, we will also be hosting a dedicated afternoon during the **Festival of Learning on the 12th July** in the Fusion Building on Talbot Campus – for more detail see Section 3.25.
- 3.5. It is important to emphasise that the Festival of Learning events, both overseas and in the UK, are intended to be catalysts for future co-creation and collaborations. At the India and ASEAN Festivals, examples of this included:
- Discussions between Peter Truckel and with Prime Focus in Mumbai about working with them to deliver short courses for their staff.
 - Discussions between a number of key stakeholders in the health sector in Penang and Kuala Lumpur to create a strategic alliance of partners (see section 3.10 below for more detail).
 - Prof Edwin van Teijlingen is discussing with Dr. Shwete Deshpande about possible research on migrant workers and also plans to work with Lelith

Daniel on a collaboration looking at reproductive health issues in India – both are from Symbiosis School of Liberal Arts.

- 3.6. At the beginning of March, we were delighted to welcome **Professor Rebecca Hughes, Head of Education at the British Council**, to deliver a Global BUzz guest lecture on ‘Next Generation Approaches to International Education and Engagement.’

6 Objectives

Partnerships

- 3.7. **Teaching Excellence Framework (TEF) and International Partnerships** – A debate item at the International and UK Partnerships Committee (IUPC) on 21 February 2017 considered how the TEF would impact international partners, global engagement activities and potential reputational consequences. Discussions agreed that the focus for BU should be around addressing data gaps where the institution’s position could be strengthened against the criteria to evidence impact in relation to aspects such as learning gain and student outcomes, employability and engagement. The next debate item at IUPC on 10 May will focus on online learning and partnerships.
- 3.8. As part of the ongoing formation of a **BU European proposition**, the Faculty of Management and Global Engagement Hub held discussions with Michelle Hett from the SRH Hochschule Heidelberg around expanding the partnership to include more strategic activities beyond the current mobility partnership in place.
- 3.9. The main activities with Cluster 1 partners in the Hub of Practice regions of ASEAN, India and China this quarter have been to plan and deliver successful **global Festivals of Learning**, raising the profile of our partnerships in their respective regions, and enhancing research collaboration opportunities. While the growth of Asia as a region overall has been well documented, according to data from Elsevier SciVal and Scopus, the [UK’s fastest-growing top collaborative partner is China](#), with co-authored publications up 77 per cent between 2011 and 2016.
- 3.10. Following the round table discussion on Skills and Talent in the Tourism and Health sectors at GFOL ASEAN, a **global Health Alliance** between a mixture of HEI and healthcare provider partners is being discussed. It is expected that this alliance of partners would attain strategic partner status, contributing to PI40.
- 3.11. In terms of the **current partnership footprint**, BU currently has **118** global partners, and 18 UK partners. Appendix 1 contains a Partnership Development

Dashboard to provide further information on partnership development.

- 3.12. **Faculty** highlights in the last quarter included the visit on 3 March 2017 from a delegation from the Bangladesh Ministry of Public Administration & High Commission, a current BU partner, to explore future collaboration for capacity building and training with the Faculty of Management.

Recruitment

- 3.13. Application figures for September 2017 continue to be positive for non-UK students with BU receiving 2.3% more UG and 21% more PGT applications than same time last year. At EU level the applications are down for the sector and BU across both levels of study.
- 3.14. To support conversion of those applications greater use of social media (e.g. WhatsApp groups split by academic area) allied to more traditional channels of communication such as web and email, working closely with Academic colleagues to deliver content, is being utilised.

Mobility

- 3.15. **Global Student Mobility** – The current performance to date against PI7 stands at 3.6% (as of 28/01/2017), down from 4% in October 2016. However, the January figure is a mid-year estimate, and it is anticipated that with the three cohort student mobility programmes taking place in parallel with the global Festival of Learning events, as well as the Global Challenge Summit event on 3rd - 5th May, this figure will rise when next reported in June 2017. There have also been a number of other significant Faculty-led mobility programmes that will also have a significant, positive impact on this figure.
- 3.16. **Global Horizons Fund (GHF)** – The GHF programme has been increasingly popular as evidenced by a significant increase in applications submitted and students meeting the quality assessment benchmark. 2016/17 data show that 440 students applied and met the quality assessment benchmark. However, only 122 students received funds due to budget restrictions. Cohort Mobility is an increasingly popular mobility type. The team received 174 strong applications for GFOL ASEAN 2017, 102, for Destination India 2017 and 55 for Destination China 2017. The GHF (and HEFCE) budget allowed funding for 19 students to participate in GFOL ASEAN, 17 students in the Destination India programme and 19 in the Destination and GFOL China programme.

3.17. **Cohort mobility as part of the global Festival of Learning: Destination ASEAN, China, India.**

- In **ASEAN**, 19 students attended two industry visits in Jakarta and Penang, gaining insights into the local hospitality and media industries. A further 5 students co-presented research sessions, and 5 students gave poster sessions in both Jakarta and Penang.
- In **India**, all 17 students worked with counterparts at our partner institution, Symbiosis School of Liberal Arts, each undertaking a project on India and presenting this at the Festival of Learning in India.
- Many of the students in both **ASEAN and India** also undertook technical roles during global Festival of Learning (photography, filming, social media) and demonstrated great resilience and ability to learn and adapt on the job in a global context.
- The **Destination China** undergraduate and postgraduate students will be participating in a 10 day programme which focuses on innovation and entrepreneurship in China.

3.18. **Staff mobility** – The Overseas Travel Register shows that during the period 01/02/17 to 30/04/17, a total of 162 members of staff travelled overseas. Since the start of the current academic year, a total of 373 individual members of staff have travelled overseas– equivalent to 22.17% of all staff based on an overall staff headcount of 1,682 (as of 31/12/2016). At the same reporting period last year, this figure was 310 individual staff members – or 18.69% based on a headcount of 1,658 (as of 31/12/2015) (Sources: Staff Travel Register and Personnel Staff Numbers). In the last quarter:

- The USA (25) was the most visited destination.
- Trips to India (19) and Indonesia and Malaysia (16) were buoyed during the last quarter as a result of the two global Festival of Learning events that were held in those countries during March and April.
- Overall, the Faculty of Management had the greatest number of staff undertaking overseas travel.

3.19. **Faculty staff and student mobility** highlights include:

- **BU Global Challenges Summit** – A new-type of student global mobility experience has been planned over the last quarter. Working closely with colleagues in the Faculty of Health and Social Sciences (HSS), the Global Engagement Mobility Team have designed a three-day programme (3 – 5 May 2017) which will involve partners in Finland, Nepal, Uganda and the

USA. The event will also include interactive global talent and cross-cultural working workshops and contributions from Kosovo NGO [ARDA](#) as well as other high-profile speakers from WaterAid, Save the Children International and Nourish Care. ARDA will also be holding strategic discussions in terms of future collaboration and placement opportunities with BU.

- **Dr Miguel Moital** from the Faculty of Management along with another five staff took 100 BA Events Management Level 6 students to Lisbon in January on a four-day field trip. The trip is a key component of their International Event Management unit, helping students to develop their understanding of how a tourism destination markets itself as an international event destination.
- Also in the Faculty of Management, **Prof Heather Hartwell** has spent 42 days of secondment at the Inst. Paul Bocuse - an SME in France - as part of the EU project Veggieat - www.veggieat.eu. **Prof Adele Ladkin** visited Lille in January as part of an Interreg Funded project SAIL (Staying Active and Independent for Longer).
- In the Faculty of Science and Technology, **Dr Anita Diaz** went on a networking trip to Spain (Santander staff mobility funds) to set up a new collaborative project focused on the Pyrenees, which will involve co-creation opportunities for BU students with Spanish universities. **Prof Adrian Newton** spent two weeks in [Brazil](#) as part of his Newton Funds project with colleagues from the Universidade de Sao Paulo (USP). During this visit he finalised development of a computer model for analysing the impact of forest fragmentation on pollinator networks and produced a manuscript for publication.
- In the Faculty of Health and Social Sciences, colleagues have been working with representatives from **Wessex International Healthcare Consortia** regarding opportunities in China and Brazil.
- In the Faculty of Media and Communication, **Dr Karen Fowler-Watt**, Head of the Department of Journalism, English and Communication, visited Washington D.C. to work on a research project funded by the Centre for Excellence in Media Practice for submission to REF UoA 25.

Global Fusion – Developing Global Talent, Driving Global Thinking, Delivering Global Traction

- 3.20. **Global Talent Programme** – the start of April saw the conclusion of the core sessions for this year's Global Talent Programme. Over the course of the last three months, students enrolled on the GTP have participated in eight interactive core sessions which have featured a range of guest speakers from the likes of AFC Bournemouth's Community Trust, the Head of Talent

Acquisition (UK and Ireland) from PepsiCo, and local creative agency, Crowd, who wrote a great article on their website about GTP – [here](#).

- 3.21. A total of 567 students have registered on the GTP this academic year – surpassing the target figure set of 500 registrations at the start of the year. The focus has now turned to ensuring the maximum number of students complete this year’s GTP. Whilst an annual ‘graduation’ event will be held each year the programme is designed to be completed flexibly on a rolling basis. Snapshot completion statistics will be available at the end of each AY.
- 3.22. Since the start of the 2016/17 academic year, a total of 25 (up from 14 since the last quarter) **research bids involving international collaborators** - totaling £5,623,056 - have been submitted to UK funders. For the same period, a total of 88 research and enterprise (up from 65 since the last quarter) bids have been submitted direct to overseas funders, totaling £12,200,825. Of those bids submitted, 15 bids (up from eight since the last quarter) totaling £787,011 have been successful whilst 35 are still awaiting a decision. (Source: RKEO).
- 3.23. Highlights from the **Global Hubs of Practice** include the following:
- The **China Innovation Hub UK** Innovation Forum was successfully held in EBC on 8th Feb. Around 60 guests from BU and regional firms, government agencies (e.g-China Britain Business Council and Bournemouth Borough Council) participated in the event and actively engaged in the discussions of developing innovation between UK and China. Further details can be found [here](#).
 - BU has been chosen again as one of three UK universities to deliver the 2017 **Chinese Campus Football Coach Training Programme** from June-September 2017. Led by the China Innovation Hub, and supported by a cross institutional team including Student Services, Faculty of Management and others this high-profile project delivers global fusion in action as it combines BU’s research, education and professional practice through collaboration with industry partners, including AFC Bournemouth and the Football Association. BU’s contribution to this partnership will deliver impact on the development of football in China, which is of major strategic importance following [President Xi Jinping’s initiative](#) for China to become a world football superpower by 2050. Around 60 football coaches from all over China will be trained in this programme.
 - As well as coordinating the global Festival of Learning in March, the **ASEAN Hub of Practice** has also delivered PhD training workshops at Sunway University in Malaysia through Clive Allen’s (Faculty of Management) visit in April. The enrolment of Sunway staff on BU PhD programmes in 2017/18 was also discussed.
 - This quarter, the **Connect India Hub of Practice** facilitated a 10-day cultural immersion programme for BU students in India (Destination India,

#DestInd17), coordinated the completion and dissemination of knowledge from 17 co-created research and practice projects, released its first print publication, Post Code: the alumni directory of BU Indians (in association with BU Indians, the newly created network of Indian graduates from Bournemouth University), initiated a suite of Mobility Awards, and oversaw the first-ever Global Festival of Learning in India (GFOL-I) in April.

- 3.24. The Global Regional Group Academic Leads will be presenting regional strategies for ASEAN, India and China at the meeting in late June 2017. If any colleagues would like to input into these strategies, please contact us at globalbu@bournemouth.ac.uk.
- 3.25. **Festival of learning UK** – In addition to the overseas events taking place in the build-up to the main Festival in July, we will be bringing back the knowledge and learning gained through the overseas Festivals to share with our community in the UK. On the final day of the Festival of Learning (12th July), we will be hosting a series of activities, exhibitions and lectures, that will bring our global footprint to life and showcase how Global BU is enriching our region. We will also be utilising this day to engage with key regional stakeholders on our ongoing research on Global Talent, supported via HEFCE.
- 3.26. **Faculty highlights on Global Fusion** include:
- Final year **multimedia journalism students** worked in partnership with Global Voices to produce a data visualisation project, [Syrian Voices](#) to provide context and evidence to help make sense of the current situation in Syria.
 - **Dr Shelley Thompson**, Senior Lecturer in Corporate & Marketing Communications, gave a presentation to a UN event on the impact of media on gender and science. The conference was held simultaneously in New York City at the UN Headquarters and in Malta at the Ministry of Social Dialogue, Consumer Affairs and Civil Liberties.
 - **Dr Phillipa Gillingham** in the Faculty of Science and Technology was awarded a Leverhulme International Network grant entitled “Up scaling microclimate to macro-ecological importance for global conservation”.
 - **Dr Luciana Esteves (SciTech)** was involved in a submission of expression of interest to AHRC call GCRF Area Focused Network which passed to full proposal stage. The proposal focuses on Marine Cultural Heritage in East Africa and is led by Nottingham University and has University Eduardo Mondlane (Mozambique) as a partner.
 - **Global Grand Challenges Competition 2017** – we were delighted to hear that one student team had their application accepted to compete in the first round of the RAE Global Grand Challenges Competition in London. The team consisted of students studying Design Engineering, Industrial

Design and Product Design and also one student from Arts University Bournemouth. This is an excellent example of interdisciplinary working between students and institutions and we wish them well and will report more in due course.

3 Enablers

People

- 3.27. HR and OD have been updating **BU's recruitment approach** to support delivery of the 'People' objectives within the Global Engagement (GE) Plan. Specifically, greater emphasis has been placed in our recruitment strategy on attracting talent from a global market and how BU fosters a culture of inclusion and values a diverse workforce. Additionally, bespoke information for applicants and new starters from overseas has been developed for the web and in hard copy as part of an enhanced **induction process** for staff joining BU from overseas.

Environment

- 3.28. The old Blackwells bookshop in Poole House on Talbot Campus will be reopening in early May as a **space dedicated to showcasing and promoting global mobility**. This space will include provision for students to find out more about international opportunities and providing them with space where they can start initiating their own ideas, volunteering activities or fundraising activities linked to study, work and other projects overseas. Funding of this space has been partly secured through the Erasmus+ Organizational Support Fund.
- 3.29. At the beginning of February, the Vice-Chancellor was joined by around 20 colleagues from across the University at the Global Café Forum which focused on creating a **global campus**. Following this initial discussion, colleagues in Estates and Marketing and Communications have been working on a draft design brief with other colleagues from Students Services and Global Engagement for creating a global campus experience. The work is ongoing and further updates will be provided later in the year.

Finance and Performance

- 3.30. **Delivery Planning** for 2017 has concluded. With respect to the enablers of BU2018, really good progress has been made by Estates and HR in support of the objectives within the GE Plan.

- 3.31. **Erasmus+ Programme** – The Global Engagement Mobility team received positive feedback on the management of the Erasmus+ programme to date from the UK National Agency (the British Council). This feedback enabled the Global Engagement Mobility Team to submit a £550k bid – a 100% increase of funding – for the 17/18 academic year. Whilst it is expected that the awarded sum will be less than the figure requested, based on previous bids, the allowance to request such increase has illustrated the significant targeted promotional work of the Global Engagement Mobility and the faculty/wider teams (GELs) over the last year so that this work had generated more interest than the levels of past funding enabled.

4. **Conclusion**

- 4.1. This report set outs the key highlights and upcoming priorities across Global BU for the last quarter and the upcoming period.
- 4.2. This report will go to UET, ULT, Senate and ultimately made available to all staff via the intranet by end May. All enquiries on the report can be sent to: globalbu@bournemouth.ac.uk.

Partnerships Development Dashboard

PI40 (strategic partner) progress:

- Industry partnership in India in development
- Global Health Alliance in ASEAN: 1 HEI, 1 hospital, 1 government agency
- Sports Alliance through China Football Coaches Training
- 1-2 key recognition partners are being developed

Activities in Cluster 1 partners:

USA

- Dr Lucy Lu visited University of South Carolina to expand collaboration beyond student mobility.
- 32 students have been on study exchange at partners in USA and Canada in 2016/17.

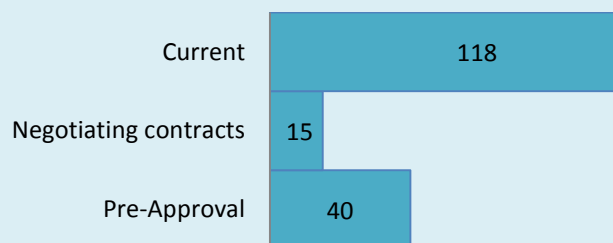
Europe

- Discussions ongoing with SRH Hochschule Heidelberg to expand partnership for joint degree and hosting Global Festival of Learning.
- San Jorge University (Spain) recognition agreement has been signed with anticipated entry to FoM programmes September 2017.

Key updates by partner type

Research	Mobility	Recruitment
68 institutions (10 of whom are current partners) with more than 5 co-authored papers with BU academics (Scopus data 2013-2017).	Cohort mobility programmes at partners in ASEAN, India and China: 50 students	32 student applications to date from Beijing Normal University Zhuhai (BNUZ), China

Global Partnerships



ASEAN Hub

- Global Festival of Learning held in Indonesia/Malaysia March 2017.
- PhD training workshop organised at Sunway University, Malaysia. 6 students expected to enrol on PhDs at BU in September 2017.
- Recognition agreements and joint awards being developed in psychology, business and health at Cyberjaya University College of Medical Sciences and Universiti Sains Malaysia.

China Hub

- A partnership is being developed around health innovation management with Wessex Academic Health Science Network, China National Promotion Federation for Science and Technology, and the Council for Medicine.
- A CPD course on Chinese Sports Management is being developed.
- Global Festival of Learning to be held in China on 15-19 May 2017.

India Hub

- The Global Festival of Learning was held in India on 17-21 April 2017.
- A Letter of Intent was signed with Prime Focus Educational Institute for collaboration around animation and skills development.

Committee Name	SENATE
Meeting Date	7 June 2017
Paper Title	Senate Effectiveness Review Report
Paper Number	SEN-1617-68
Paper Author/Contact	Good Governance Institute/Jacky Mack, Head of Academic Services
Purpose & Summary	<p>Terms of Reference for an independent review of Senate were approved in June 2016, and the Good Governance Institute was appointed to undertake the review during October 2016 to February 2017.</p> <p>The review report proposes eight core recommendations and three enabling recommendations (see section 11), and concludes that the overall academic governance of the University as overseen by the Senate and its principal Committees is robust and accountable and in compliance with the Committee of University Chairs (CUC) Code of HE Governance.</p> <p>It is intended that an action plan will be developed for Senate approval to progress the recommendations as appropriate.</p>
Decision Required of the Committee	To receive and consider.
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 CUC Higher Education Code of Governance requires that the University Board receives assurance that the University's academic governance is effective. The outcomes of this review will be reflected in the Senate Annual Report to the University Board 2016/17.
Confidentiality	Confidential



Senate Effectiveness Review Bournemouth University

Strictly Confidential

Final Report from the Good Governance Institute (GGI)

31 May 2017





Senate Effectiveness Review Bournemouth University

Final Report

Client:	Bournemouth University
Project name:	Senate Effectiveness Review
Document name:	Bournemouth University - Final Report
Reference:	GGiBUSenateReview310517b
Version:	Final Report
Date:	31 May 2017
Authors:	Michael Wood, Partner & Director of Education Practice, GGI
Reviewed by:	David Cockayne, Managing Director, GGI

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info@good-governance.org.uk

www.good-governance.org.uk

1. Overview

- 1.1** In October 2016 Bournemouth University (BU) invited the Good Governance Institute (GGI) to submit a proposal, as part of a competitive tender exercise, to undertake an Independent Review of Senate, during October 2016 to February 2017.
- 1.2** This review was carried out in the context of GGI's previous work with the University, in carrying out a Review of Governance of the Board of Governors earlier in 2016.

2. Terms of Reference

- 2.1** The Terms of Reference of the Review had a specific focus with regard to reviewing:
- *the effectiveness of Senate's structure and levels of delegated authority to sub-committees, with reference to sector benchmarks and best practice;*
 - *the use of Senate's electronic meeting system (E-Senate) and its fitness for purpose.*
- 2.2** The review was carried out by GGI in accordance with guidance contained within the CUC Code of HE Governance, and in the light of impending wider sector changes, including the Teaching Excellence Framework (TEF). Models of sector best practice by way of benchmarking were drawn upon as part of our research.

3. The University

- 3.1 The University, with roots dating back to the early 1900s, was established as an HE Corporation in 1992. With a growing research culture and a strong commitment to enriching the student experience, the University has recently been included in the top 150 institutions globally who are under 50 years of age.

- 3.2 The University has an ambitious strategic plan and is committed to investing over £200m in its estates and facilities. Currently, there are 17,500 students, 2,600 of whom are international (recruited from 125 different countries). In recent times, the institution has re-structured academically around four Faculties: Health & Social Sciences; Management; Media & Communications and Science & Technology.



4. The Senate

- 4.1** The Senate is the academic 'governing body' of the University and is responsible to the Vice-Chancellor and ultimately the Board of Governors for monitoring and advising on policy, standards and the academic work of the institution. Senate normally meets three times each academic year, maintaining oversight of matters relating to academic partnerships, research integrity and quality assurance through the reports of its Committees. E-Senate meetings are held a few weeks before each main Senate meeting dealing with non-urgent, routine matters enabling business to flow more efficiently.
- 4.2** Chaired by the Vice-Chancellor, the Senate comprises 30 members including the Deputy Vice-Chancellor; Pro-Vice-Chancellors; Executive Deans of Faculty; the Director of Finance and Performance; the Chief Operating Officer; the Head of Academic Services; the Head of Student Services; the Head of Research and Knowledge Exchange; the President of the Students' Union; Students' Union Representatives; triennially elected academic staff; triennially elected professional and support staff; one member of the professoriate in each Faculty and the Head of the Graduate School. (Annex I sets out the current membership of Senate).
- 4.3** The primary Committees of Senate are: Academic Standards Committee (ASC); Education and Student Experience Committee (ESEC); Research and Knowledge Exchange Committee (RKEC); Research Ethics Committee and Faculty/Graduate School Academic Boards. These main Committees are supported by 14 Sub-Committees, some of which are designated as Boards, panels or fora (see Senate Committee structure at Annex II).

5. Scope, Methodology and Process

- 5.1** GGI commenced work on site at the University within a week of being formally appointed in early October 2016, designing an engagement survey for Senate, observing a meeting of the Senate, and meeting initially with key individuals including, the Head of Academic Services, sponsor of the review, and the Vice-Chancellor.
- 5.2** Semi-structured, one-to-one interviews were held either in person or via telephone with the Vice-Chancellor, Executive Deans, Deputy Deans, Chairs of Senate Committees, a member of the Professoriate, the Senate representative to the Board, the Head of Academic Services and the Head of Student Services.
- 5.3** In parallel with the interview process, observations were carried out in respect of meetings of Senate Committees, Faculty Academic Boards (FABs) and Faculty level Committees. (Annex III details all meetings observed).
- 5.4** A comprehensive documentation review was also performed as part of the review, including E-Senate agenda and papers (see Annex IV). In addition, a confidential electronic Senate engagement survey was co-ordinated (see Annex V).

6. Context

- 6.1** The University's academic governance structure is required to take consideration of the activities which underpin the student life-cycle. The structure should demonstrate compliance with legislative and statutory reporting, and should make explicit the separation of responsibilities for academic appeals, student complaints and discipline. As the primary academic decision-making body of the University, Senate has overall oversight for all of these matters acting through its Committees to which it delegates substantial powers of scrutiny and decision-making, and is the guardian of academic quality and standards.
- 6.2** In accordance with the CUC HE Code of Governance, the University's Board of Governors receives assurance that academic governance is effective by working with the Senate as specified in its governing instruments. High-quality student experience and research activity are key determinants of institutional sustainability and the Board is required to assure itself that academic governance is operating effectively.
- 6.3** The underlying principles of sound academic governance are based upon collegiality. The Senate must assure the Board of Governors in respect of academic risk and the quality of provision, including such matters as partnerships and collaboration, recruitment and retention, data provision and research integrity.
- 6.4** As stated above, the University has created a four Faculty structure, with Faculty level Committees mirroring and being aligned to institutional level Committees. Following a consultation process, Academic Services has provided direct secretariat support to Faculty Academic Standards Committees since the beginning of 2016/17, in order to strengthen quality assurance, in terms of agenda setting, the business cycle and consistency of approach in the recording of minutes and actions. This development has been welcomed by Faculties.

7. Quality Assurance

- 7.1** HE Institutions are facing increasing academic governance demands around the UK Quality Code; institutional audit models; the use of data in public information; and the management and development of trans-national education (TNE). All of the above require the University to have a robust assurance framework and structure which ensures that institutional (central) oversight is embedded in academic systems and processes.
- 7.2** Increased student expectations also require that academic governance structures have clear and unambiguous lines of responsibility for decision-making and accountability at a central and devolved level. A strong working partnership between Academic Services and Faculties is integral to the success of flexible and responsive academic governance systems and processes.
- 7.3** We have observed that the Faculties are relatively new academic constructs within the University and are still in a transitional phase with regard to embedding devolved responsibilities. In order to improve the quality and consistency of secretariat support to these Committees (see Annex II), professional staff from Academic Services will be providing staff development for Faculty staff (effective from 2016/17) with regard to committee operations and management, agenda planning, minute-taking and report drafting.
- 7.4** By way of providing guiding principles with regard to a sustainable academic governance framework, ultimately accountable to Senate, the following is proposed:
- a)** the existing Scheme of Delegation could be further developed to include a governance map to provide a diagrammatic view of where institutional oversight takes place, and where impact and risk are managed;
 - b)** consideration should be given to how decisions made at Senate, ASC and ESEC can most effectively be disseminated, and the role of Faculty and Professional Services members in this regard;
 - c)** good practice in terms of academic governance which exists amongst staff should be more widely shared.

8. Senate and its Committees

- 8.1** A meeting of Senate was observed on 2 November 2016. The meeting was very well attended and kept to time (two and half hours). Whilst the agenda pack for the meeting extended to 148 pages (23 items), the business of the meeting was well-organised around the Vice-Chancellor's report; a debate item; matters of academic governance; Committee business and reports from Committees. Senate also approved its Annual Report to the Board of Governors (2015/16), the most comprehensive yet in terms of scope. A good level of constructive engagement was observed, including from student representatives present, particularly in respect of the debate item on Fair Access.
- 8.3** The good practice of holding a debate or discussion at each Senate meeting is to be welcomed, particularly where the subject matter is developmental or strategic in focus, allowing scope for follow up questioning and challenge, as appropriate. The introduction of the debate items is widely supported by Senators allowing time to focus on important issues which might otherwise be overlooked or compressed in the form of reports.
- 8.4** The University was an early pioneer of the 'E-Senate' model of operation in between formal meetings of Senate. The system whereby more routine business can be conducted virtually undoubtedly reduces the amount of time required to be dedicated for consideration of more operational matters at scheduled meetings. E-Senate is regarded as highly or very effective best practice in transacting routine business, prompting members to read papers in more detail, thereby freeing up formal meetings for more active discussion and debate.
- 8.5** The role of Senators is clear but a common issue (not limited to BU) is how representatives can most effectively represent the views of those they represent. It was felt that Faculty-level meetings represented the best mechanisms for broader academic engagement with Senate-related business.
- 8.6** Major Senate Sub-Committees, including ASC, ESEC, Student Voice Committee (SVC), International and UK Partnerships (IUPC), were observed as part of the review programme. All meetings were generally very well attended and discussion was participative in a collegial way.

Proposed indicators for enhancement and improvement for Senate and its committees include:

- a) Building on the success of E-Senates, thought should be given to piloting E- Committees (E-ASC) or E-Education and Student Experience Committees (E-ESEC), perhaps in relation to Annual Reports;
- b) effort should be made to ensure that Senators have a clear understanding of the Scheme of Delegation in relation to the scope and authority of Senate to debate issues of academic development and policy;
- c) the induction process and on-going development for Senators (eg Senate handbook; use of mentor system) should be more structured and systematic to facilitate a better understanding of roles and responsibilities;
- d) thought should be given to 'closing the feedback loop' in terms of Senate's oversight of policy development, and feedback more generally to academic staff on the work of Senate would be helpful (eg Faculty blogs; monthly newsletter etc);

- e) greater engagement with Senate could be encouraged via staff focus groups (to include all staff across all Faculties), who could be invited to comment on a number of key academic themes or issues prior to their being debated by Senate;
- f) as part of the annual review of Committee Terms of Reference and membership, ensure voting rights are clear and understood by Chairs and Secretaries, and encourage Committees to reflect on their performance (possibly through a self-evaluation tool), on an annual basis;
- g) the good practice of cover sheets having sections relating to impacts, risk and linkage/ relevance to wider University strategic objectives/priorities, is commended. Executive summaries for major reports, particularly those requiring formal approval, should provide a concise summary of the key matters that committees should be focusing on with related recommendations. In this way it is believed debate and discussion will be more concentrated and less protracted. Reports should include appendices and technical analyses where they directly relate to the nature of decision-making required to avoid information overload;
- h) consideration to be given (in liaison with the Students' Union) to having student representation on the IUPC to ensure the student experience is considered as a key component of partnerships;
- i) reviewing the balance of student and staff members on the Student Voice Committee in order to ensure that the student voice is central to the Committee's remit and to broaden student involvement and ownership of the agenda.

9. Senate Survey

- 9.1** An engagement survey with Senate was conducted during December 2016 and January 2017. A total of ten questions were posed (see Annex V), responses being received from 13 Senators, representing a 30% response rate. Many of the responses received reinforced feedback from other fieldwork. In particular, E-Senate is regarded as highly or very effective best practice in transacting routine business, prompting members to read papers in more detail, thereby freeing up formal meetings for more active discussion and debate.
- 9.2** The introduction of debate items was also widely supported allowing time to focus on important issues which might otherwise be overlooked or compressed in the form of reports. Whilst the relationship with the Board of Governors is regarded as good, respondents felt that more could be articulated from Senate in terms providing wider academic assurance to the Board, possibly in the form of an expanded Annual Report. In addition, it was commented that greater input from the Professoriate could result in stronger academic engagement and debate.
- 9.3** In terms of areas for enhancement or improvement, key observations related to Senate's Terms of Reference (as per the Scheme of Delegation), which some respondents felt could be given greater visibility, as some Senators were unclear as to the full extent of oversight and responsibilities and decision-making powers.
- 9.4** Respondents commented on the need for the induction and on-going development process for Senators to be reviewed to improve understanding of core roles and responsibilities. Some interesting observations also related to providing greater feedback to academic staff on the work of Senate, possibly using staff focus groups to consider policy matters at an early ('green paper') stage of discussion

10. Faculty Academic Boards and Committees

- 10.1** Each of the four Faculties has an Academic Board (FAB) which is the principal deliberative Committee of the Faculty reporting directly to Senate. Faculty Academic Boards have broad responsibility for the nature and quality of the Faculty's academic provision, encompassing planning, co-ordination, development and oversight of frameworks for research, enterprise, professional practice and education within the Faculty. Executive Deans chair FABs and are responsible, with Faculty Executive colleagues, for delivering key aspects of Faculty policy and the implementation of university-wide academic policies.
- 10.2** We observed a Faculty Academic Standards Committee (FASC) on 13 November 2016 which had a 26 item agenda extending to 303 pages. The meeting was well-chaired and well-attended. The number of items on the agenda was ambitious given the time allotted for the meeting (three hours).
- 10.3** We acknowledge that the Committee structure at the Faculty level is still embedding (eg FESEC) and that changes, particularly in respect of providing professional secretariat support to FASCs, is still in process. However, we would propose the following improvements and enhancements at this point in time:
- a)** devising a common thematic agenda structure, closely aligned and related to Senate-level Committees, with fewer items of business focusing on those items requiring detailed discussion and approval (eg Faculty Quality Report extending to 36 pages and Faculty Progression Statistics). We believe that Academic Services has an important role to play here in providing secretariat advice and guidance to Faculties as they develop greater ownership of FESECs in particular;
 - b)** action logs should include proposed dates for implementation, in addition to the names of individuals responsible for the actions to reinforce ownership;
 - c)** the format for minutes should conform to a standard institutional model for quality and consistency purposes. This extends more generally beyond FASC to all FABs, each of which currently has a different style, formality, method and standard of minute writing. A greater sense of collegiality will be created if a clear, 'common language' of academic governance is used across the University;
 - d)** consideration should be given for Faculties to identify a designated member of their professional services staff to act as the 'secretary' supporting FABs and FESECs;
 - e)** consideration should be given to holding more frequent meetings but with shorter, tightly business-focused agenda, such that timings could align with reporting to FAB and the institutional-level ASC;
 - f)** the reporting line via the academic committee/governance structure at Faculty level and the centre (although set out in the Scheme of Delegation), should be more clearly articulated in support of delivering strategic objectives;
 - g)** Executive Deans, in their capacity as ex-officio members, should consider their level of involvement in the agenda planning for Faculty ASC, ESEC and RKEC meetings to ensure, as appropriate, enhanced ownership and accountability of business and performance delivery at Faculty level.

11. Recommendations

11.1 The following core recommendations are proposed arising out of the Senate Effectiveness Review:

- R1** Executive summaries for major reports (at both Senate and Faculty level), particularly those requiring formal approval, should be amplified, focusing on key matters of substance and showing how these are related to relevant institutional strategic objectives/priorities.
- R2** Wherever possible reports should be shorter and more focused on core issues. With the development of more detailed, high-level executive summaries, the requirement to provide lengthy reports should be reduced.
- R3** Building on the success of E-Senates, thought should be given to piloting E-ASCs or E-ESECs, perhaps in relation to considering routine matters of business.
- R4** Consideration should be given to having student representation on the IUPC to ensure the student experience is considered as a key component of partnerships. Liaison with the Students' Union in respect of student representation generally would be useful.
- R5** The balance of student and staff members on the Student Voice Committee should be reviewed in order to ensure that the student voice is central to the Committee's remit and to broaden student involvement and ownership of the agenda.
- R6** In addition to the established practice of Committee Terms of Reference (including FABs) and membership being reviewed on a regular basis, Committees should be encouraged to reflect on their performance on an annual basis, possibly through a self-evaluation tool as part of best practice.
- R7** The induction process and on-going development for Senators should be more structured and systematic to facilitate a better understanding of roles and responsibilities.
- R8** The format of agenda and minutes at Faculty level should conform to a standard institutional model for quality and consistency purposes, in order to engender a greater sense of collegiality through use of a clear, 'common language' of academic governance University-wide.

11.2 The following enabling recommendations are proposed:

- R9** Effort should be made to ensure that Senators have a clear understanding of the Scheme of Delegation in relation to the scope and authority of Senate to debate issues of academic development and policy, and to take decisions accordingly.
- R10** Greater engagement with Senate could be encouraged via staff focus groups whereby Faculty staff could be invited to comment on key academic themes or issues, or to consider policy matters at an early ('green paper') stage, in advance of discussion by Senate, in order to provide wider stakeholder perspectives.
- R11** Thought should be given to 'closing the feedback loop' in terms of Senate's oversight of policy development, and feedback more generally to academic staff on the work of Senate would be helpful (eg Faculty blogs; monthly newsletter etc).

12. Conclusion

- 12.1** This Effectiveness Review has concluded that the overall academic governance of the University as overseen by the Senate and its principal Committees is robust and accountable, and in compliance with the CUC Code of HE Governance in terms of the level of assurance which is provided to the Board of Governors. The Senate operates well in discharging its duties and is of optimal size in terms of effectiveness and engagement in debate.
- 12.2** The review acknowledges that the Faculty academic Committee structure is in a process of development, not least with the allocation of central professional secretariat support to strengthen the quality and consistency of FASC agenda, minutes and reports. Once fully resourced at Faculty level, and with the adoption of recommendations outlined above, Faculties will be in a position to operate their Committee systems and processes more effectively and efficiently, benefitting the overall academic governance of the University.
- 12.3** E-Senates are performing well and the extension of this best practice model to Senate Committees (perhaps on a pilot basis) should be actively considered. Wider stakeholder engagement through improved communication channels, would also strengthen the role and institution-wide visibility of Senate as the 'governing body' for academic standards and quality assurance.

Annex I

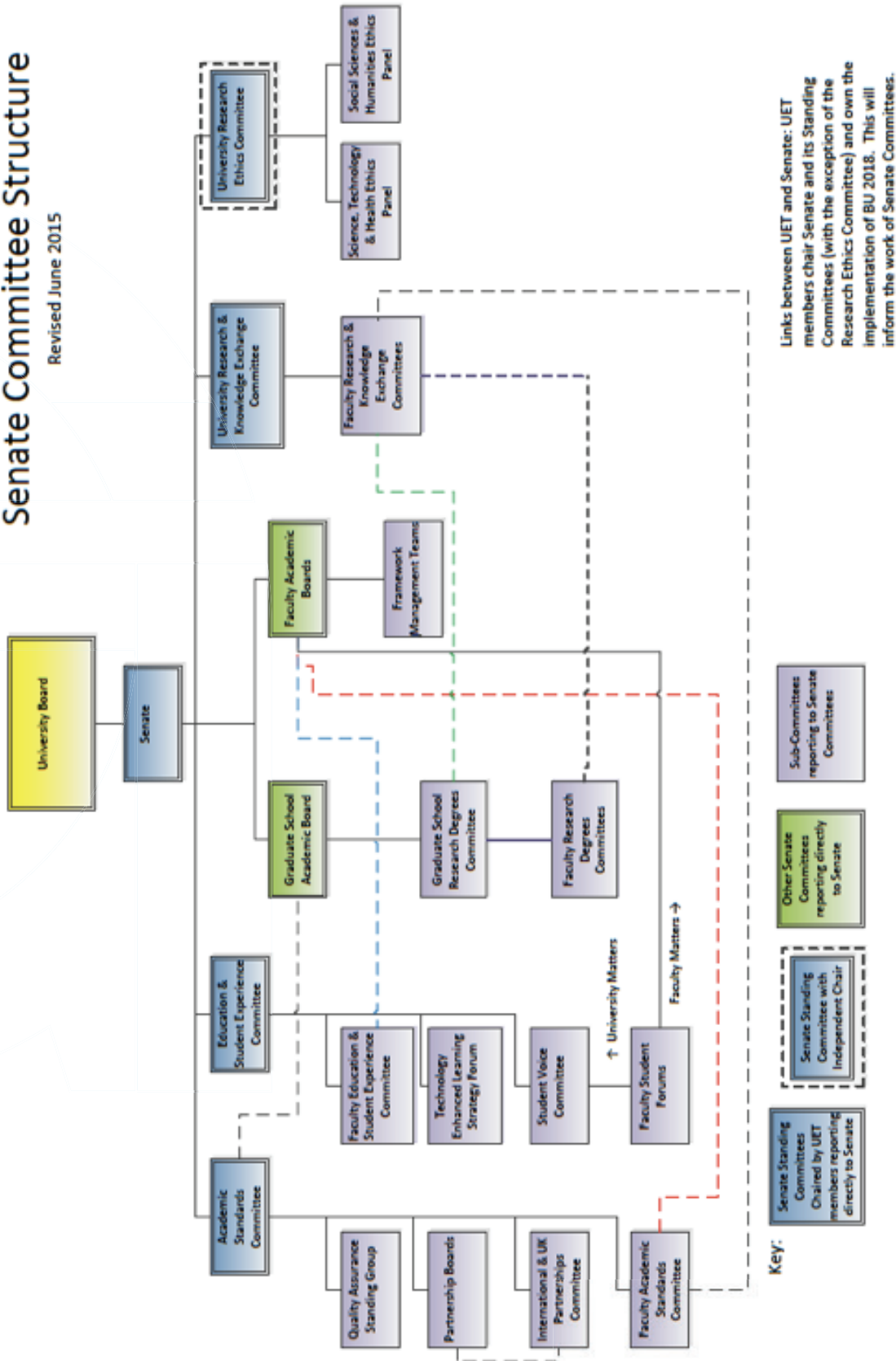
Membership of Senate (as at January 2017)

1. Vice-Chancellor (Chair)
2. Deputy Vice-Chancellor
3. Pro Vice-Chancellors
4. Director of Finance and Performance
5. Chief Operating Officer
6. Head of Academic Services
7. Head of Student Support Services
8. Head of Research and Knowledge Exchange
9. Executive Deans of Faculty
10. Principal of Anglo-European College of Chiropractic
11. President of the Students' Union
12. Vice-President (Education) of the Students' Union
13. General Manager of the Students' Union
14. Two members of academic staff from each Faculty freely elected triennially by members of academic staff of that Faculty
15. Two members of the professional and support staff freely elected triennially by members of professional and support staff, in accordance with such arrangements as Senate shall from time to time approve
16. One member of the professoriate in each Faculty nominated by the Executive Dean and approved by the Chair
17. Head of the Graduate School

Annex II

Senate Committee Structure

Revised June 2015



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.

- Key:**
- Senate Standing Committees Chaired by UET members reporting directly to Senate
 - Senate Standing Committees with Independent Chair
 - Other Senate Committees reporting directly to Senate
 - Sub-Committees reporting to Senate Committees

Annex III

Senate and Committee meeting observed by GGI as part of this review

- Senate
- Education & Student Experience Committee (ESEC)
- Faculty Academic Board (Faculty of Media & Communication)
- International & UK Partnerships Committee (I&UKPC)
- Student Voice Committee (SVC)
- Faculty Academic Standards Committee (HSS)
- Academic Standards Committee

Annex IV

Documentation Reviewed

- Senate Committees Structure Chart (June 2015)
- Instrument & Articles of Government (Revised 2016)
- Senate Annual Reports, 2014/15 and 2015/16
- University Board, Senate and Committee Policy and Procedures, 2016
- Senate Terms of Reference & Membership
- ASC Terms of Reference & Membership
- QASG Terms of Reference (January 2015)
- Partnership Board (including AECC) Terms of Reference
- IUPC Terms of Reference (September 2015)
- Faculty ASC Terms of Reference (September 2015)
- ESEC Terms of Reference & Membership
- FESEC Terms of Reference (September 2016)
- TELSF Terms of Reference (October 2015)
- Student Voice Committee Terms of Reference (October 2015)
- Faculty Student Experience Forum Terms of Reference (October 2015)
- Faculty RDC Terms of Reference (October 2015)
- Faculty Academic Board Terms of Reference (September 2015)
- Programme-Framework Management Team Terms of Reference (March 2015)
- Research and Knowledge Exchange Committee Terms of Reference (September 2015)
- Faculty RKEC Terms of Reference (October 2015)
- Research Ethics Committee Terms of Reference (April 2016)
- Research Ethics Panels Terms of Reference (April 2016)
- Faculty RKEC Terms of Reference (Oct 2015)
- Research Ethics Committee Terms of Reference (April 2016)
- Research Ethics Panels Terms of Reference (April 2016)
- Academic Standards Committee Minutes (3 October 2016)
- Academic Standards Committee Terms of Reference
- Academic Standards Committee papers (7 December 2016)
- Faculty Academic Board (HSS) Minutes (29 June 2016)
- Faculty Academic Board (HSS) Terms of Reference
- Faculty Academic Board papers (23 November 2016)
- International and UK Partnerships Committee Minutes (28 September 2016)
- International and UK Partnerships Committee papers (1 December 2016)
- Senate Minutes (8 June 2016)
- Senate papers (2 November 2016)
- Student Voice Committee Minutes (30 November 2016)
- Student Voice Committee papers (14 December 2016)
- Faculty Academic Board (Faculty of Media & Communication) Minutes (6 October 2016)
- Faculty Academic Board (Faculty of Media & Communication) papers (1 February 2017)
- Education & Student Experience Committee Minutes (22 November 2016)
- Education & Student Experience Committee papers (17 January 2017)

Annex V

Senate Engagement Survey Questions

- 1) How well do you think you understand the role and responsibilities of the Senate?
- 2) What aspects of Senate do you think work well?
- 3) What aspects of Senate do you think can be improved?
- 4) What is your understanding of Senate's relationship with the Board of Governors?
- 5) Are there aspects of the Annual Report of Senate to the Board, summarising the academic work of Senate and standing Committees (ASC, ESEC, URKEC, REC), that could be improved?
- 6) How can academics be encouraged to engage more with Senate and what added value could this bring?
- 7) From your own experience working elsewhere, are you aware of any models of good practice with regard to Senate working that could be considered at BU? If so, please expand.
- 8) How effective are E-Senates in improving the flow of academic business and decision making?
- 9) What is your understanding of Senate's relationship to Faculty Academic Boards?
- 10) How effective is Senate and Senate standing Committee oversight of the development of academic partnerships? If possible, please provide examples to illustrate your comments.





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Committee Name	SENATE
Meeting Date	7 June 2017
Paper Title	Academic Regulations, Policies and Procedures (ARPP) Updates – Amendments related to Carrying Credit
Paper Number	SEN-1617-69
Paper Author/Contact	Jules Forrest, Academic Quality Manager
Purpose & Summary	This paper seeks approval from Senate on the proposed changes to Academic Regulations and Policies to support the introduction of 'carrying credit' for 2017/18, including the updated and revised regulations and policies.
Decision Required of the Committee	To approve changes and updates to policies, procedures and regulations.
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 'carrying credit' for 2017/18, 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 Following the approval of the underlying principles of 'carrying credit' by Senate in February 2016 further detail on the proposal was taken to ASC in May 2016, February 2017 and final approval on the updates to the Academic Regulations and Policy was given in April 2017.

- 2.2 At the April 2017 meeting ASC considered and approved the policy updates and changes to regulations that will enable the introduction of 'carrying credit'¹. A summary of the principles of 'carrying credit' is included below:

- The Assessment Board will make the decision to permit carrying credit into the next stage, unless there are Professional, Statutory or Regulatory Body (PSRB) reasons that would not allow it;
- A student who is allowed to proceed to the next level with carried credit must make good the credit by the end of the academic level, or they cannot proceed to the next stage;
- Students are clearly advised of the consequences of subsequently failing credit that is carried into the next level and are provided with an opportunity to repeat the carried credit, rather than trailing it (without having to appeal the Board decision);
- Students are permitted one further opportunity to make good any failure on the carried credit before being withdrawn from their programme. Any final reassessment taken on carried credit does not come from the current Level's reassessment allowance;
- Normally 20 credits may be carried over into the next level, but exceptionally no more than 40 credits;
- To enable an intermediate award that accurately reflects student achievement, students will be permitted to replace a failed unit of equivalent value with a higher level unit. In these cases the intermediate award will not be classified;
- Students who carry credit are not required to attend lectures or seminars for the 'carried unit' but are given the option to attend if timetabling permits;
- Credit can only be carried between level 4 and 5, the placement year, and levels 5 and 6. Progression to level 7 for an Integrated Masters does not allow credit to be carried from level 6 into level 7, in line with existing University progression rules for Integrated Masters.

3. REGULATORY UPDATES

- 3.1 The University's Regulations and Policies have been updated to make reference to carrying credit and revised award structures.

- *2A – Awards of Bournemouth University: Policy*
- *2B – Programme Structure and Curriculum Design Characteristics: Procedure*
- *6A – Standard Assessment Regulations: Undergraduate Programmes*
- *6A - Standard Assessment Regulations: Integrated Masters Programmes*
- *6L – Assessment Board Decision-Making, Including the Implementation of Assessment Regulations Procedure*

¹ ASC Minutes (05 April 2017) ASC M5.1.2.1 – 5.1.6.1

3.2 A summary of the 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 Bournemouth University: Policy](#) has been updated to reflect the proposed new credit structure of awards.
 - Clauses 7.3.1.1 – 7.3.3.2 refer to changes made to the undergraduate awards.
- [2B – Programme Structure and Curriculum Design Characteristics: Procedure](#) has been updated to reflect the proposed new credit structure for awards.
 - Clause 8.5 has been revised to reflect minimum requirements at level 7 for an Integrated Masters award.
 - In Appendix 1 the credit structures have been updated to reflect minimum credit requirements for all awards at undergraduate level.
- [6A – Standard Assessment Regulations: Undergraduate Programmes](#) has been updated to include reference to the policy allowing credit to be carried between levels.
 - Section on Progression has been updated with the policy to allow credit to be carried (clause 8.3).
 - Section 10 Awards has been updated to align to the proposed award structures outlined in [2A – Awards of Bournemouth University: Policy](#) and [2B – Programme Structure and Curriculum Design Characteristics: Procedure](#).
 - Clause 10.10 has been added to allow students to replace failed units of equivalent value at a higher level to gain an intermediate award.
 - Clause 11.3 has been added to reflect the non-classification of intermediate awards where failed units may be replaced with units of equivalent value at a higher level.
 - Clause 12.7 provides the key principles of the policy for ‘carrying credit’.
- [6A - Standard Assessment Regulations: Integrated Masters Programmes](#)
 - Section on Progression has been updated to enable credit to be carried between levels 4 and 5 and, levels 5 and 6.
 - Section 10 Awards has been updated to align to the proposed award structures outlined in [2A – Awards of Bournemouth University: Policy](#) and [2B – Programme Structure and Curriculum Design Characteristics: Procedure](#).
 - Clause 10.10 has been added to allow students to replace failed units of equivalent value at a higher level to gain an intermediate award.
 - Clause 11.3 has been added to reflect the classification for intermediate awards where failed units may be replaced with units of equivalent value at a higher level and clause 12.7 provides the key principles of the policy for ‘carrying credit’.
- [6L – Assessment Board Decision-Making, Including the Implementation of Assessment Regulations Procedure](#) has been updated to provide guidance for Assessment Boards making decisions in relation to carrying credit.
 - Clause 6.5.2 has been updated to remove the previous section about ‘proceeding at risk’ as this is now replaced with a formal policy on ‘carrying credit’.
 - A detailed section providing guidance to Assessment Boards has been added in clauses 6.9.12 – 6.9.18, including the institutional definitions for ‘carrying credit’ and ‘repeating’.
 - Reference to the Unofficial Placement Policy (previously clauses 6.9.29-30) has been removed as this has been superseded by the introduction of ‘carrying credit’. Appendices 1 and 2 have also been removed as they related to the ‘unofficial placements’ policy.

4. RECOMMENDATIONS

4.1 Senate is asked to approve the changes to University policy, procedures, regulations.



Committee Name	ACADEMIC STANDARDS COMMITTEE
Meeting Date	7 June 2017
Paper Title	Academic Regulations, Policies and Procedures (ARPP) Updates – 5C - Annual Monitoring and Enhancement Review: Policy and Procedure
Paper Number	SEN-1617-70
Paper Author/Contact	Jacky Mack, Head of Academic Services
Purpose & Summary	The paper provides a brief summary of the background and context for proposed changes to ARPP 5C - <i>Continuous Monitoring of Taught Academic Provision: Policy and Procedure</i> , and provides a high level overview of the proposed new process.
Decision Required of the Committee	Senate is asked to approve the changes to the policy and procedure with immediate effect, i.e. to apply to the 2016/17 monitoring period.
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>Further discussion should take place with regard to monitoring of Postgraduate Research provision and how this may evolve in line with the new model for taught provision.</p> <p>Further discussion to take place in relation to the operation of this model on any programmes which are based on non-standard academic calendar, e.g. some provision in the Faculty of Health and Social Sciences.</p> <p>The implementation timeline is short, however, as the data on which the review will be based is largely drawing on existing data reports and approaches, it is considered that the timescale is achievable within the current cycle.</p>
Confidentiality	Not confidential

1. BACKGROUND AND CONTEXT

The quality assurance framework nationally is changing and there is increased emphasis on effective use of data to evidence impact and outcomes. This has presented an opportunity to reconsider the existing annual programme monitoring approach, currently set out in University's Academic Regulations, Procedures and Policies (ARPP) 5C – *Continuous Monitoring of Taught Academic Provision: Policy and Procedure*, and the extent to which this approach supports the University's current and evolving future needs.

Monitoring performance against KPIs and PIs is well established at the University, clearly linked to BU 2018. Faculty departmental dashboards support Delivery Planning and data dashboards also facilitate detailed review of annual NSS results. It is proposed to adopt a similar data-driven approach to annual monitoring based on the review of a data dashboard, which will incorporate existing KPIs and PIs where appropriate. The data dashboard will include a core data set and may include other review data agreed on a periodic basis based on institutional priorities. Building on the principles of ARPP 5C, the proposed new model for 'Annual Monitoring and Enhancement Review' facilitates a more holistic approach whereby quality and enhancement monitoring, review and action planning are fully integrated, based on clearly defined and agreed thresholds and targets, and strongly focused on evidencing impact and outcomes.

Programme teams will continue to develop action plans, and these will be proportional to the performance of the programme. High performing programmes could focus primarily on dissemination of innovation and good practice. Heads of Department will have a key role and specific responsibilities for managing the process in their department and for approving Programme Action Plans and developing a concise Department Summary and Action Plan. Deputy Deans Education and Professional Practice will continue to have Faculty oversight as a whole, and will produce a succinct Faculty Review identifying any additional cross-Departmental and/or Faculty level actions.

The presentation of the data dashboard is in development, and Academic Services are working in close collaboration with PRIME. Engagement with Deputy Deans Education and Professional Practice is ongoing and will inform the presentation of the data dashboard and operational guidance.

Monitoring of postgraduate research provision is set out in ARPP 4H - *Evaluation, Monitoring and Modification of Postgraduate Research Degree Programmes: Procedure*. Discussions are planned to take place with the Doctoral College in relation to the changes to ARPP 5C and the future implications for monitoring of postgraduate research provision.

2. PRIOR SCRUTINY AND RECOMMENDATIONS OF OTHER COMMITTEES

Academic Standards Committee (ASC) approved the new model in principle in April 2017¹. Following this, the proposed approach was shared more widely with Faculties including Heads of Department via Deputy Deans Education and Professional Practice. The revised 5C – *Annual Monitoring and Enhancement Review: Policy and Procedure* was endorsed by ASC on 31st May 2017.

3. DECISION REQUIRED

Senate is asked to approve the changes to ARPP 5C - *Annual Monitoring and Enhancement Review: Policy and Procedure*, with immediate effect, i.e. to apply to the 2016/17 monitoring cycle.

¹ See ASC minutes of 5 April 2017, paragraph 4.3.

Owner:	Academic Quality
Version number:	5.0
Effective date:	June 2017 for 2016/17 monitoring cycle
Date of last review:	March 2016
Due for review:	December 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.

5C - Annual Monitoring and Enhancement Review: Policy and Procedure

1. Scope and Purpose

- 1.1 The policy and procedure 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 annual monitoring and the procedure provides a high level overview of the process. It applies to all campus based taught provision, both undergraduate and postgraduate.
- 1.2 This is a key underpinning process by which assurances are provided to ASC, Senate and the University Board in relation to quality and standards, the continuous enhancement of the student academic experience and student outcomes. Annual Monitoring and Enhancement Review (AMER) facilitates a holistic review of the programme performance against core data. It also facilitates institutional oversight of the the management of quality and standards, including action taken to enhance the student experience. Through the AMER process, action plans will be developed at Programme, Department and Faculty level.

1.3 KEY RESPONSIBILITIES

Academic Standards Committee (ASC) is responsible for the overall effectiveness of the policy and procedure for oversight of the outcomes of annual monitoring of taught provision. It will receive the data and action plans and will approve Faculty Review Reports and Action Plans. ASC will identify, disseminate and evaluate innovation and good practice at an institutional level.

Faculty Academic Standards Committee (FASC) is responsible for approving Department Summaries and Action Plans and identifying, disseminating and evaluating innovation and good practice at Faculty level.

Deputy Deans Education and Professional Practice are responsible for reviewing the data at Faculty level and for producing a concise Faculty Review, identifying any additional cross-Departmental and/or Faculty level actions.

Heads of Department are responsible for reviewing programme performance across the department as a whole and disseminating the data to Programme Leaders. Working closely with Department Heads of Education, supporting the development of Programme Action Plans. Approving Programme Action Plans, developing the Department Summary and identifying department level actions.¹

Programme Leaders are responsible for leading the review of the data with their programme team and for developing the Programme Action Plan for approval by the Head of Department.

¹ Updated following 31st May ASC to note role of Head of Education.

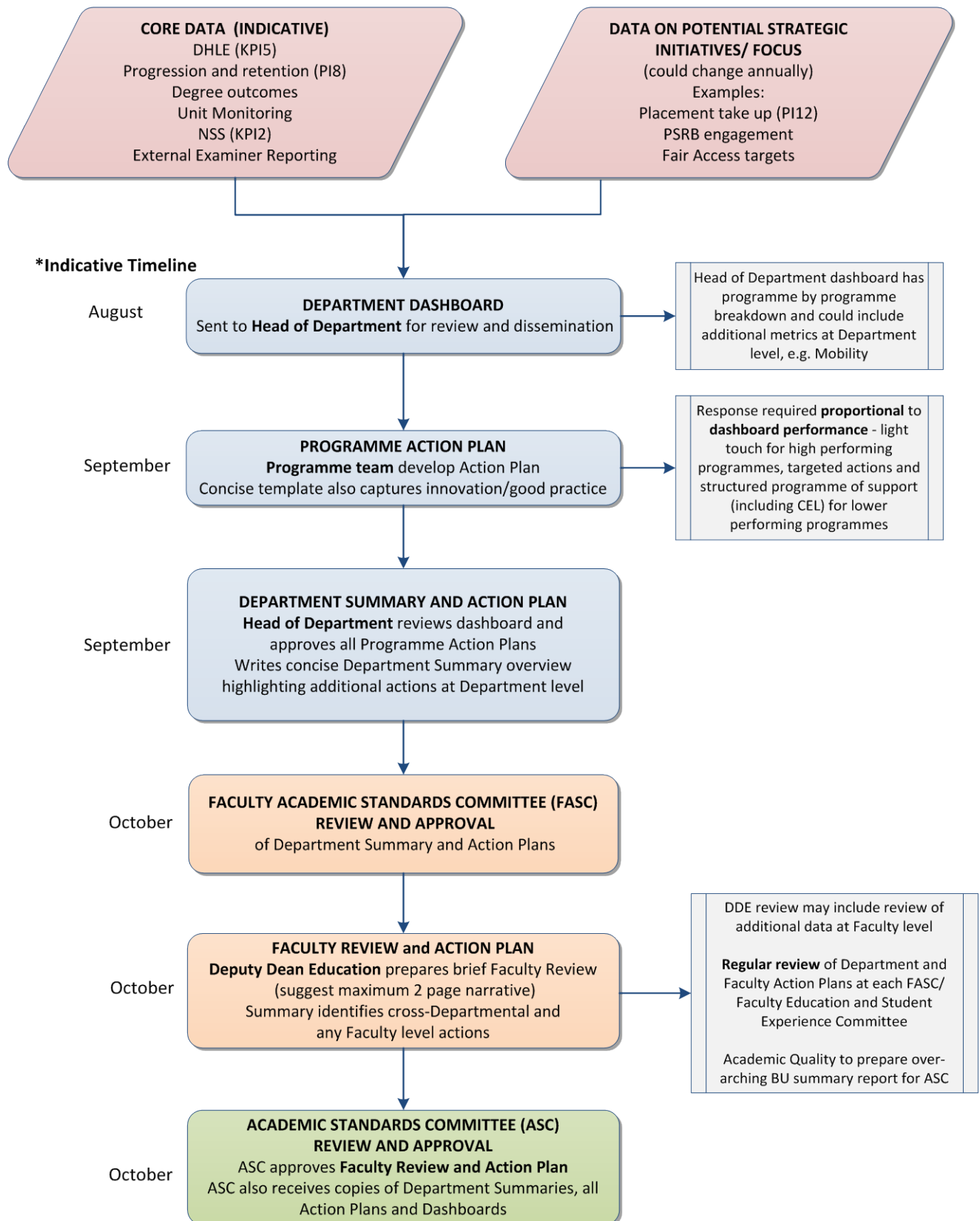
Academic Services are responsible for managing and coordinating the process and for providing the data and action plan templates. The Academic Quality team in Academic Services facilitate ASC's oversight and annual review through the production of an institutional report.

2. Policy

- 2.1 Annual monitoring and enhancement review is based on a holistic review of the programme performance against defined data. The review of the data leads to the development of action plans at Programme, Department and Faculty Level.
- 2.2 The core data is agreed annually by ASC. The core data may be linked to University Key Performance Indicators (KPIs) and Performance Indicators where appropriate. ASC may agree the inclusion of additional data on a periodic basis based on changing sector and/or institutional initiatives and priorities.
- 2.3 **PRINCIPLES**
- The principles of the annual monitoring and enhancement review are:
- that all taught programmes including those delivered at/by partners must undertake AMER;
 - to provide assurance and oversight at an institutional and at Faculty level that quality and academic standards are managed and maintained appropriately and that Faculties continue to fulfill their responsibilities in relation to academic standards and the student experience;
 - that Programme teams, Heads of Department and Faculties reflect on performance against agreed data to identify areas of focus and priority
 - to provide a mechanism to identify strengths and good practice for wider dissemination, and to facilitate enhancement of the student academic experience and outcomes;
 - to enable Programmes and Departments to focus on areas where performance is not at the required level and to target prompt actions as required;
 - that action plans should be proportional and timely to facilitate a prompt response to monitoring data;
 - to support a regular review of actions in-year to ensure appropriate progress against targets;
 - to enable the impact of action taken to be monitored against data at Department, Faculty and institutional-level;
 - to deliver a process that underpins and supports other University processes relating to monitoring, review and enhancement of taught provision and the student experience.

3. Procedure

3.1 The diagram below provides an overview of the process.



*Timeline to facilitate prompt action to inform next delivery cycle and inclusion in annual assurance statements

- 3.2 The data will be presented in a 'dashboard' which will be compiled by Academic Services, working closely with PRIME. This will be sent to Heads of Department in August to facilitate inclusion of the National Student Survey data. Academic Quality will agree the action plan template with Faculties and this will be provided with the data dashboard.
- 3.3 Heads of Department are responsible for disseminating the dashboard to programme teams, supporting the development of action plans and formally approving Programme Action Plans for submission to the FASC. Heads of Department are also responsible for producing a concise Department Summary which may also identify any further actions at a Department level which may emerge from the review of programme data and Action Plans.
- 3.4 The timing of the data review and development of action plans is fundamental to delivering an accurate and relevant summary to the FASC and ASC. The indicative timeline set out in the diagram in Section 3.1 is designed to ensure that data is considered in a prompt and timely manner and that action is taken immediately if issues are identified that need addressing. The schedule also aligns with external reporting requirements.
- 3.5 The action plan should be proportional to the performance of the programme, with high performing programmes focusing primarily on highlighting innovation and identifying strengths and features of good practice. Lower performing Programmes and/or Departments are required to identify specific targeted actions to address issues, and are expected to engage with the Centre of Excellence in Learning to identify a programme of support as appropriate.
- 3.6 The Deputy Dean Education and Professional Practice (DDE) has a key role and specific responsibility for overseeing the process at a Faculty-level, for reviewing the data and producing a Faculty Review report for approval at ASC. The Faculty Review should be a concise (2 page) narrative that identifies cross-Departmental and include Faculty-level actions which may emerge from the review of data.
- 3.7 The Academic Quality Team will prepare an overview document for ASC providing an institutional-level summary report identifying overarching themes and trends across Faculties. Institutional-level actions may be drawn from this report.
- 3.8 The principles of this policy and the procedure will apply to all taught BU programmes delivered at/by partners. The nature of the data dashboard will be agreed by Academic Quality with each partner, based on the delivery model. Where possible partners will follow the same model as for all other BU programmes.

General

4 REFERENCES AND FURTHER INFORMATION

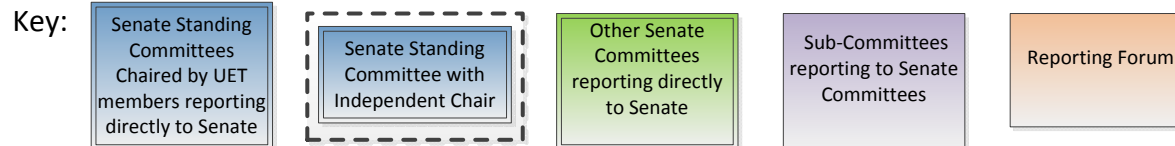
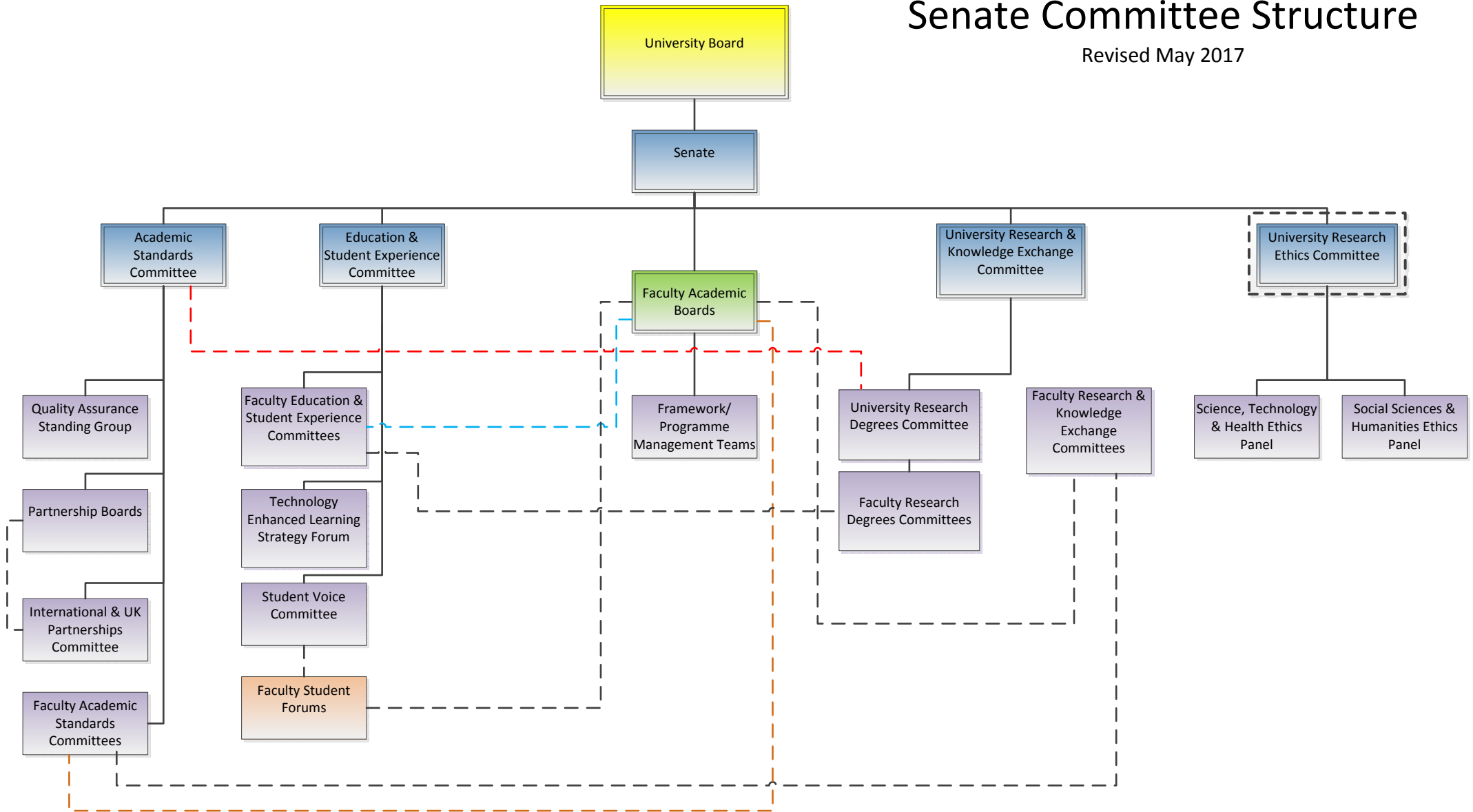
- 4.1 [QAA Chapter B8: Programme monitoring and review](#)
- 4.2 This document has been mapped against the requirements outlined in the *Meeting the equality duty in policy and decision-making at Bournemouth University guidelines*.



Committee Name	SENATE
Meeting Date	7 June 2017
Paper Title	Revised Senate Committees Structure
Paper Number	SEN-1617-71
Paper Author/Contact	Jacky Mack, Head of Academic Services
Purpose & Summary	Senate is requested to note the updated Senate Committees structure. This reflects the outcomes from the Graduate School review, and therefore includes the new BU Research Degrees Committee.
Decision Required of the Committee	For note
Confidentiality	None

Senate Committee Structure

Revised May 2017



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.

BOURNEMOUTH UNIVERSITY**ACADEMIC STANDARDS COMMITTEE****UNCONFIRMED MINUTES OF MEETING HELD ON 5TH APRIL 2017****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

See Section 5.1.6.1 Updates to Regulations and Policies impacted by the implementation of Carrying Credit (*listed on the Senate agenda for 7 June 2017*)

2. APPROVALS

See Section 2.2.13 Approval of LLB Law External Examiner
 See Section 4.2 Academic Quality Annual Report 2015/16
 See Section 4.3 Annual Monitoring and Enhancement Review
 See Section 5.1 Carrying Credit
 See Section 5.2 Partner Quality Report – Yeovil College
 See Section 5.3 Quality Assurance & Enhancement Group (QAEG) – New Nominations Received
 See Section 5.6 Faculty Quality Audit
 See Section 5.7.1 Faculty of Management: New Programme Proposal: MSc Tourism Marketing Management
 See Section 5.7.3 Faculty of Media & Communication: New Programme Proposal: BSc (Hons) Politics and Economics
 See Section 5.7.4 Faculty of Science & Technology: New Programme Proposal: BEng (Hons) Mechanical Engineering: BEng (Hons) Engineering
 See Section 5.7.5 Faculty of Science & Technology: New Programme Proposal: BA (Hons) Music Production; BSc (Hons) Music and Sound Engineering
 See Section 5.8.1 Faculty of Health & Social Sciences Deferral: Learning and Assessing Units
 See Section 5.8.2 Faculty of Media & Communication Deferral: LLB Pathways, LPC and CPE

3. OTHER RELEVANT ACTIONS

See Section 5.4 Pending External Examiner Appointments
 See Section 5.5 External Examiner Nominations and Examination Teams for Research Degrees

**BOURNEMOUTH UNIVERSITY
ACADEMIC STANDARDS COMMITTEE**

Unconfirmed

MINUTES OF THE MEETING HELD ON 5TH APRIL 2017

Present:

Prof Tim McIntyre-Bhatty (Chair)	Deputy Vice-Chancellor
Prof Vanora Hundley (Deputy Chair)	Deputy Dean - Research And Professional Practice (FHSS)
Daniel Asaya	President 2016/17, Students' Union (SUBU)
Mandi Barron	Senate Representative – Head of Student Services (SS)
Dr Milena Bobeva	Senate Representative – Principal Academic (FM)
Prof Jenni Bolton	AECC Representative
Dr Barbara Dyer	Deputy Dean – Education & Professional Practice (FMC)
David Foot	Market Research Manager (M&C)
Alan James	General Manager of the Students' Union (SUBU)
Jacky Mack (Secretary)	Head of Academic Services (AS)
Dr Andrew Main	Deputy Dean – Education & Professional Practice (FM)
Prof Alison McConnell	Professoriate Representative (FHSS)
Assoc Prof Kevin McGhee	Professoriate Representative (FST)
Dr Corrina Lailla Osborne	Head of Academic Operations (OVC)
Prof Keith Phalp	Deputy Dean – Education & Professional Practice (FST)
Prof Elizabeth Rosser	Deputy Dean – Education & Professional Practice (FHSS)
Jamie Swanson	SU VP (Education) 2016/17, Students' Union (SUBU)

In Attendance:

Jack Guymer (Clerk)	Academic Quality Officer (AS)
Wing Chow	Academic Quality Manager (AS)
Jules Forrest	Academic Quality Manager (AS)
Dr Panos Amelidis [Agenda Item 5.7.4]	Lecturer (FST)
Prof Dimitrios Buhalis [Agenda Item 5.7.1 & 5.7.2]	Head of Department, Tourism and Hospitality (FM)
Dr Tom Davis [Agenda Item 5.7.4]	Senior Lecturer (FST)
Dr Duncan Light [Agenda Item 5.7.1 & 5.7.2]	Senior Lecturer (FM)
Dr Philip Sewell [Agenda Item 5.7.4]	Head of Department, Design and Engineering (FST)
Dr Liam Sheridan [Agenda Item 4.1]	Academic Business Intelligence Manager
Dr Shelley Thompson [Agenda Item 5.7.3]	Senior Lecturer (FMC)
Sue Warnock [Agenda Item 5.8.2]	Head of Education & Professional Practice, Law (FMC)

1 APOLOGIES

Apologies were received from:

Arvid Thorkeldsen	Director of Undergraduate Programmes, Anglo European College of Chiropractic (AECC)
Prof Tiantian Zhang	Head of the Graduate School (GS)

2 MINUTES OF THE MEETING HELD ON 1ST FEBRUARY 2017

2.1 Accuracy

- 2.1.1 The Chair welcomed members to the meeting and introductions were made. Apologies were noted as above.

2.1.2 The minutes of 1st February 2017 were approved as an accurate record

2.2 Matters Arising

2.2.1 Minute 3.1.7 (3 Oct 2016) – Marketing & Communications Annual Report

Each Faculty account management team had been adding in academic profiles to course entries under the 'Your lecturers slice'. Approximately 95% now have profiles for (at least) programme leaders and the activity continues as the information is received from Faculties. Ms Fernandez and Dr Bobeva would continue to discuss offline.

Ms Mack would liaise with Ms Fernandez to query whether academic profiles would be created for the whole programme team, and to clarify when this action was anticipated to be completed.

Action ongoing: 100% of courses now included at least a short biography of the Programme Leader, plus a link through to their BRIAN profile. The next stage was to expand the details to include core members of the teaching team working in liaison with the HoDs and Programme Leaders. This additional content would be added by 31 May 2017. During this process we would also take note of further guidance from the new CMA report on what exactly should be added with regards to staff expertise.

2.2.2 Minute 3.1.3 (7 Dec 2016) - Graduate School Annual Report 2015/16

The Committee requested an increased level of detail in the report moving forward which was taken from FQR activities in order members could see the improvements being made within the Graduate School. The Committee would also like to see summaries from each of the Faculty Quality Reports in future reports as well as further information regarding Progression Monitoring and Supervisory Development Training.

Based on amendments agreed to point 3.1.3 from the meeting held on 7 December 2016, Prof Zhang would be required to add an increased level of detail to the Graduate School Annual Report before the next meeting. This would be taken from Faculty Quality Report (FQR) activities in order for members to see what improvements were being made within the Graduate School.

Action ongoing: The revised report was to be presented at May's meeting of ASC. A Graduate School Academic Manager would be in attendance to present the report.

2.2.3 Minute 3.1.5 (7 Dec 2016) Graduate School Annual Report 2015/16

The report referred to issues flagged in the Postgraduate Research Experience Survey (PRES) and some communication issues with Faculty and other departments. The Committee suggested that future reports should include some detail regarding how issues would be monitored moving forward.

Based on amendments agreed to point 3.1.3 from the meeting held on 7 December 2016, Prof Zhang would be required to include some detail to the Graduate School Annual Report about how PRES issues would be monitored before the next meeting.

Action ongoing: The revised report was to be presented at May's meeting of ASC. A Graduate School Academic Manager would be in attendance to present the report.

2.2.4 Minute 3.3.5.8 (7 Dec 2016) Faculty Quality Reports – Summary

Prof Rosser advised the Committee that the University's academic year did not reflect the financial year for the NHS and therefore the information provided for three years of failure rates of units was not a true picture. Ms Mack agreed to revisit the FQR template.

This action will be progressed with the Deputy Deans Education & Professional Practice (DDEPPs) by the end of March 2017.

Action ongoing: This item was superseded by Agenda item ASC-1617-71.

- 2.2.5 Minute 3.4.1.2 (7 Dec 2016) Partner Quality Report – Bournemouth & Poole College
Members agreed it would be helpful to know which programmes had been included in the NSS. The College had been requested to update the report with this information.

Ms Mack reported that the query was currently with the College.

Action completed: The programmes included in the 2015/16 NSS survey were as follows; FdA Business & Management, FdSc Business Computing, FdSc Computing with Networking, FdSc CGI, BSc CGI, FdA Professional Culinary Arts and FdA Tourism & Events Management.

- 2.2.6 Minute 3.4.1.4 (7 Dec 2016) Partner Quality Report – Bournemouth & Poole College
Queries about attrition rates had been sent to BPC for further clarification.

Ms Mack reported that the query was currently with the College.

Action completed: The attrition rates for the stated programmes were identified in the SED and ensuing Action Plan. These actions were monitored regularly and the current retention rates for these programmes were as follows; FdA Business & Management - 91%, FdA Computing (previously Business Computing and Computing with Networking) 96%, FdA Tourism & Events Management - Not applicable - Year 1 intake suspended.

- 2.2.7 Minute 2.4.2 (1 Feb 2017) – Debate Topics
Members were asked to send their suggestions for future debate items to the Committee Clerk by 28 February 2017.

Action completed: Agenda item ASC-1617-68

- 2.2.8 Minute 4.1.3.1 (1 Feb 2017) – Trailing Fails
QASG to discuss the implications for allowing students to replace one or more failed units with a unit of equivalent value at a higher level at the next meeting. Revisit this action at ASC on 5 April 2017.

Action completed: Agenda item ASC-1617-72

- 2.2.9 Minute 4.1.5.2 (1 Feb 2017) – Trailing Fails
To update any Regulations and Policies that would be impacted by the implementation of carrying credit for approval at the next Committee meeting.

Action completed: Agenda item ASC-1617-72

- 2.2.10 Minute 4.1.6.1 (1 Feb 2017) – Trailing Fails
QASG to discuss what was meant by ‘repeating with attendance’ and ‘repeating without attendance’, and whether carrying credit required a separate definition at the next meeting. Revisit this action at ASC on 5 April 2017.

Action completed: Agenda item ASC-1617-72

- 2.2.11 Minute 4.1.7.1 (1 Feb 2017) – Trailing Fails
Revisit ASC-1617-54 to ensure that point 2.2 e) made clear that students who carried credit would effectively be permitted four attempts in total to retrieve credit before being withdrawn. This would be resubmitted at the next ASC meeting on 5 April 2017.

Action completed: Agenda item ASC-1617-72

- 2.2.12 Minute 4.1.10.1 (1 Feb 2017) – Trailing Fails
The revised proposal for carrying credit would need to be submitted to QASG for further consideration before being presented at the next Academic Standards Committee meeting for approval.

Action completed: Agenda item ASC-1617-72

- 2.2.13 Minute 4.3.1 (1 Feb 2017) – Pending External Examiner Appointments
The completed nomination forms for MSc Medical Ultrasound, MA Radio Production and the suite of LLB (Hons) programmes to be sent to Academic Quality (AQ) for approval.

Action completed:

AECC: Completed nomination form for MSc Medical Ultrasound sent to AQ 16.2.17.

FMC: The nomination form for MA Radio Production had been received by AQ and was being reviewed by two members of QAEG.

Law - Clare Jones was approved as an examiner for LLB Law. The current examiner was covering additional units in Law to cover the gap for 2017; however, a new examiner would need to be nominated as their appointment expired in September 2017.

- 2.2.14 Minute 4.3.3 (1 Feb 2017) – Pending External Examiner Appointments
AQ to check whether the non-academic nomination for MA Digital Effects, MA 3D Computer Animation and MSc Computer Animation and Visual Effects programmes could be processed whilst a candidate for the academic External Examiner vacancy was being sought from the existing pool of External Examiners.

Action completed: Academic and non-academic External Examiner nominations had been received by AQ. A mentor for the academic nomination was requested and had been submitted to AQ for approval.

2.3 **Declarations of Interest**

- 2.3.1 No declarations of interest were received.

3 **PART ONE: FOR DEBATE AND DISCUSSION**

3.1 **Debate Item: Approaches to inter-disciplinary learning and engagement (ASC-1617-68)**

- 3.1.1 The Committee received a presentation on the approaches to inter-disciplinary learning and engagement. The presentation included an example of an inter-professional education project delivered at the University from 2005 for social work, nursing, midwifery, operating department practice, occupational therapy, physiotherapy, community work, and paramedic science students. The aims of the project were to break down stereotypes and integrate each of the healthcare professions together. A particular challenge of the project was to ensure the facilitation of meaningful inter-professional learning, whilst managing the structural complexities associated with large student numbers and multi-site teaching. A simulated community was created, known as 'Wessex Bay', as a learning resource to enable inter-professional learning around real-life case studies. Evaluation of the project showed a mixed reaction from staff and students. The project had since been developed into a more uni-professional focussed approach.
- 3.1.2 Professor Rosser noted that healthcare professions were very hierarchal, so encouraging inter-professional learning was a positive way for students to learn about the different professions on an equal basis instead of the hierarchal setting they would experience in practice.
- 3.1.3 The Committee debated the various reasons for and against inter-disciplinary learning approaches. Professor McConnell considered that offering students the opportunity to develop knowledge and application of different disciplines would help to prepare graduates for employment as there was a growing requirement for employees to work within inter-disciplinary teams. Ms Barron noted that the possibility of developing soft skills through inter-disciplinary learning was equally as important for graduates as subject specific skills. Whilst acknowledging that inter-disciplinary learning could be positive for graduates,

Professor Phalp considered that there was still a requirement for single-discipline degrees, especially where PSRBs were involved with accreditation. There was a perception that opening a single-discipline degree to incorporate components from other disciplines was inhibiting the knowledge base that students required for employment within certain disciplines, such as Computer Science.

- 3.1.4 There was some discussion about whether inter-disciplinary learning should be discipline-specific so students could learn how to respond to challenges that directly transcended from their discipline of study. Professor Rosser noted that certain professions did not always naturally align to a discipline of study. For example, Social Workers did not perceive themselves as aligning to healthcare professions, but rather to professions such as the Police and Social Services. Professor Hundley considered that it would be restrictive to suggest inter-disciplinary opportunities should only be limited to disciplines of study or areas of natural alignment. She added that there were a number of excellent examples of innovative collaboration between different disciplines at the University. For example, an engineering student working with both engineering and health care supervisors had developed an epidural simulator.
- 3.1.5 It was considered that there were a number of ways to enable inter-disciplinary learning without the need to require radical structural changes, such as the option of embedding collaborative projects within single-discipline degrees. However, it was agreed that structural change could be facilitated to foster inter and multi-disciplinary programme development that would allow flexibility in programmes should the University wish to pursue this route.
- 3.1.6 The Chair noted that as part of the Teaching Excellence (TEF) Year 2 narrative there was a requirement to better track the employment destination of students after they graduated from the University, in their careers both within and outwith of the discipline in which they had studied. It was suggested that a better understanding of employment routes was important to indicate how successful the University was in providing flexible learning opportunities, and agile careers, for students since employment the evidence and studies including those from UKCES illustrated that the careers of those now graduating from the University sector would have careers that encompassed a larger number of jobs/roles, and perhaps directions, than previous generations.

4 Institutional Monitoring

4.1 Student Population Statistics (ASC-1617-69)

- 4.1.1 The Committee noted that there was a marked difference between Continue/Qualify rates based on entry qualification type. For 2015/16, the Continue/Qualify rate for students with A/AS Level Qualification was 90.8%, whilst it was 82.1% for other Level 3 Diplomas, which were primarily dominated by BTEC qualifications. By the time students reached Final Outcomes, the gap had widened considerably with the average Continue/Qualify rate being 85% for AS/A Level students and 68% for other Level 3 Diplomas. Dr Sheridan reported that Continue/Qualify and Final Outcome rates varied little by Tariff points with an almost flat 3-year trend line. It was considered that troughs in the trend were influenced by large proportions of BTEC students. The Chair suggested that the results could be attributed to the University's mode of pedagogy delivery, which was not facilitating learning as well for students who entered with other Level 3 Diplomas. This warranted further reflection and attention by colleagues throughout the University.
- 4.1.2 Analysis of degree classification indicated a loose correlation between Tariff points and entry qualification type, with an approximate gap of 50 Tariff points across each classification for A/AS Level qualifications and other Level 3 Diplomas. Professor Phalp considered that the learning experiences between these students was different and could have contributed to these results. For example, it was noted that the majority of BTEC programmes did not offer examinations. It was considered that the University should focus on better preparing students for changes in learning styles, whilst being aware of the need to cater for a more diverse selection of entrants.

- 4.1.3 Ms Barron suggested that it would be beneficial to investigate the demographics of students entering with other Level 3 Diplomas as there might be a number of students that required additional general and academic support. In particular, Dr Sheridan was asked to provide a further analysis of the performance data against Widening Participation Flags and BME categories.

Action: LS

- 4.1.4 Although the overall average Tariff points on entry for students being awarded a First Class degree had risen by 8.5 points, the Committee noted that the proportion of First and Upper Second Class degrees being awarded had fallen slightly for the first time in 10 years from 77.6% in 2014/15 to 77.0% in 2015/16. There were concerns that the decrease was the result of academics not utilising the full range of marks available for assessment. Although the proportion of First and Upper Second Class degrees being awarded had decreased for 2015/16, Dr Sheridan considered that it would be difficult to determine whether stringent marking was the reason for the decrease until an additional year's worth of data had been collected. The Chair requested that this matter be kept under a watching brief.

- 4.1.5 The report indicated that the proportion of students gaining a Merit or Distinction for MSc and MA programmes had increased since 2014/15. However, it was noted that the proportion of students who were awarded a Distinction on an MSc programme had decreased from 24.3% in 2014/15 to 21.8% in 2015/16, whereas the proportion of students awarded a Distinction on an MA programme had risen from 21.7% in 2014/15 to 23.7% in 2015/16. Dr Sheridan reported that numbers were small for each award type and did not include data for January starts. It was considered that it would be more beneficial to analyse postgraduate classification by Department rather than award type as this would provide a larger data-set and help to smooth some of the issues with smaller numbers. It was noted that programmes were not currently linked to Departments in SITS which was causing issues in generating data. Dr Osborne confirmed that Departmental data were being quality checked in a test environment and would be available once the SITS upgrade was complete. Dr Sheridan was asked to expand the postgraduate classification data to include January starts and amalgamate data from the different award types.

Action: LS

- 4.1.6 The Chair asked the Deputy Deans Education and Professional Practice (DDEPP) to disseminate the findings of the report within their Faculty.

Action: DDEPPs

4.2 **Academic Quality Annual Report 2015/16 (ASC-1617-70)**

- 4.2.1 The Committee noted that there had been a decrease in concerns raised by External Examiners compared to data recorded for 2014/15. It was considered that the report suggested that a large number of issues had been raised by External Examiners for 2014/15, whereas numbers were actually low (27 in 2014/15) and had reduced further to 4 in 2015/16. Also, the issues raised were not of a significant nature, i.e. they were not related to the academic standards of awards. It was requested that the decrease in concerns was more clearly expressed within the report.

Action: WC

- 4.2.2 It was further noted that the analysis of External Examiners reports indicated that the assessment process had been well managed in 2015/16 and that the outputs from this process aligned with sector expectations. In addition, External Examiners had confirmed that issues and recommendations reported in the previous round had been appropriately addressed by academic teams.

- 4.2.3 The Committee was pleased to note the conclusions of the report; that academic standards had been maintained for the University's academic provision during the reporting period, and the University had exercised its degree awarding powers appropriately. The Chair noted that these results were as expected and any areas of concerns would have indicated failures in the effectiveness of the University's quality assurance processes.

- 4.2.4 **Approved:** In order to provide added assurance, the Committee approved the report's recommendations and requested that an update was provided at Academic Standards Committee (ASC) on 31 May 2017.

Action: WC

4.3 **Annual Monitoring and Enhancement Review (ASC-1617-71)**

- 4.3.1 The paper sought approval for the underlying principles relating to a revised model for annual programme monitoring which would replace the existing processes set out in 5C – *Continuous Monitoring of Taught Academic Provision: Policy and Procedure*.
- 4.3.2 Ms Mack reported that there had been an increased emphasis on the effective use of data to better evidence impact and outcomes. The proposed model was an opportunity to reconsider the existing annual programme monitoring processes by developing a more holistic approach whereby quality and enhancement monitoring, review, and action planning were fully integrated, based on clearly defined and agreed thresholds and targets. It also presented an opportunity to address some of the data gaps identified through the University's work to develop the TEF Year 2 narrative.
- 4.3.3 Based on refinements to the existing annual programme monitoring processes, the proposed model would adopt a similar data-driven approach to annual monitoring through the development of a Programme Dashboard. The Dashboard would build upon existing KPIs and PIs, whilst incorporating an agreed set of core metrics and other metrics which could change on a periodic basis depending on institutional priorities. The Dashboard would be RAG rated based on agreed thresholds and targets, with Programme Teams developing an Action Plan based on these ratings. There would be a greater emphasis on Heads of Department (HoD) to oversee the proposed model. In particular, HoDs would be responsible for approving the programme level Actions Plans, and developing a concise Department Summary and Action Plan. A Faculty level review would continue to be conducted by the DDEPPs, leading to a succinct Faculty Summary and Action Plan. The proposed model would fully integrate the existing Faculty Quality Report (FQR) and Education and Student Experience Plan (ESEP) into one holistic, succinct plan. It was hoped that the proposed model would bring a greater focus and clarity of purpose to annual monitoring; reduce the potential for duplication and ensure that Faculty level targets explicitly aligned to each other; and reduce the administrative burden for Programme Teams and Senior Management.
- 4.3.4 The Committee was in support of the proposal for HoDs to have a greater role and responsibility for overseeing the revised monitoring model, and considered that it would be an excellent opportunity to ensure a sense of ownership at Departmental level, which had not fully been embedded through the existing annual monitoring process.
- 4.3.5 Professor Rosser queried what data-sets would be used to facilitate the Programme Dashboard, as it was considered that a high level understanding of the areas of risk at Departmental level would be required to ensure a succinct Faculty Summary and Action Plan. Ms Mack reported that the proposed model would focus on data-sets that could be used to evidence impact and outcomes as it was difficult to evaluate and measure the impact of action taken on key data measures with the existing process. She added that the Dashboard would continue to include the measurement of established KPIs and PIs, whilst identifying new measures which could be changed depending on their effectiveness of measuring impact.
- 4.3.6 There was some discussion about whether the revised monitoring model should continue to apply to both undergraduate (UG) and postgraduate taught (PGT) provision. Dr Dyer noted that the existing annual monitoring process did not align with PGT provision. Specifically, the existing timeline meant that results from the Postgraduate Taught Experience Survey (PTES) were not available before the ESEPs were produced. As a result, ESEPs were reflecting on data from the previous year. Dr Main considered that PTES could be administered at different times to align with the UG timeline, and raised

concerns that the monitoring of PGT provision on a different timeline could result in further issues. The Chair requested that further consideration was given to whether PGT should be based on the same timeline as UG provision, or whether this should be modified to allow key data, such as outcomes, to be reviewed in a more timely way.

Action: JM

- 4.3.7 Ms Mack reported that she would have further discussions with the DDEPPs to help progress the revised monitoring model to ensure that the model was in place for the 2016/17 cycle. It was requested that a more detailed proposal was submitted at ASC on 31 May 2017.

Action: JM

- 4.3.8 **Approved:** The Committee approved the underlying principles relating to a revised model for annual programme monitoring.

5 PART TWO – FOR APPROVAL AND ENDORSEMENT

5.1 Carrying Credit (ASC-1617-72)

- 5.1.1 Following the approval of the underlying principles of 'carrying credit' by Senate in February 2016 a more detailed proposal was taken to ASC in May 2016 and again in February 2017. At the February 2017 meeting, the Committee requested that a number of recommendations were revisited in consultation with the Quality Assurance Standing Group (QASG). The paper sought consideration and approval on proposed recommendations regarding the introduction of 'carrying credit' with a view for implementation from 2017/18 onwards.

- 5.1.2 Recommendation (a) – Failed units should be replaced with units of an equivalent value at a higher level to enable certain intermediate awards, but where this occurred a classification was not awarded.

Members of QASG were in support of the recommendation for failed units to be replaced with units of an equivalent value at a higher level to enable certain intermediate awards. Ms Forrest reported that there was little currency across the sector in awarding a classification for an intermediate award, and students would benefit from being able to gain an intermediate award under a more flexible credit structure which they were currently not able to do.

- 5.1.2.1 **Approved:** The Committee approved the recommendation to replace failed units with units of an equivalent value at a higher level to enable certain intermediate awards, but to remove classification where this occurred.

- 5.1.3 Recommendation (b) – To approve institutional definitions for 'repeating with attendance' and 'carrying credit'.

The paper noted that the University did not have agreed definitions for what was meant to repeat 'with' or 'without attendance'. The introduction of 'carrying credit' required these terms to be clearly defined to ensure the consistency in relation to the fee applied for a repeated unit, access to support and resources, and the student experience. Members of QASG considered that a separate definition was not required. Instead, it was suggested that it would be beneficial to have separate definitions for 'Repeating' and 'Carrying Credit'.

- 5.1.3.1 Under the proposed definitions, students who were 'Repeating' would be required to attend all lectures and seminars, whereas students 'Carrying Credit' would not be given the option to attend lectures or seminars. The Committee considered that students should be given the option to attend lectures or seminars if they wished to do so, regardless of whether they were 'Repeating' or 'Carrying Credit'. This would help to ensure that all students received the support required to retrieve failed credit. In addition, it was also considered that it would be a greater cost in terms of time and effort to academic support if students who were 'Carrying Credit' were unable to attend lectures or seminars. It was requested

that the statements regarding students' attendance for 'Repeating' and 'Carrying Credit' were revisited to make clear that students had the option to attend lectures or seminars. It was noted that this would be dependent on timetable commitments for those students who were 'Carrying Credit'.

- 5.1.3.2 **Action:** To revisit the statements regarding students' attendance for 'Repeating' and 'Carrying Credit' to make clear that students had the option to attend lectures or seminars, depending on timetable commitments for those students who were 'Carrying Credit'.

Action: JF

- 5.1.4 Recommendation (c) – To approve updates to 6A – *Standard Assessment Regulations: Undergraduate Programmes* to clarify that students were allowed four attempts to retrieve credit.

Ms Forrest reported that 6A - *Standard Assessment Regulations: Undergraduate Programmes* had been updated to make clear that following any subsequent failure of trailed units, students would be allowed one further opportunity to be reassessed, enabling four attempts in total.

- 5.1.4.1 **Approved:** The Committee approved the updates to 6A - *Standard Assessment Regulations: Undergraduate Programmes*.

- 5.1.5 Recommendation (d) – Credit cannot be carried into the final stage (Level 7) of an Integrated Masters programme in line with existing progression requirements.

Members of QASG were broadly in favour with the principle to allow credit to be carried from Level 6 to Level 7 of an Integrated Masters programme, as indicated by sector research. However, Ms Forrest explained that the University's Standard Regulations for Integrated Masters awards precluded the option to allow credit to be carried between levels, with specific rules around the requirement for students to achieve 120 credits at each level of study with an overall aggregate mark of 50% in order to progress to Level 7. Given the additional academic requirements for Learning Outcomes (LO) at Level 7 and the need to ensure students' preparedness to successfully complete the final year of an Integrated Master's programme, the Committee approved the recommendation that progression to Level 7 for an Integrated Masters should not allow credit to be carried from Level 6 into Level 7. However, in order to ensure consistency in applying the new policy for 'Carrying Credit', it was agreed that credit could be carried only between Levels 4 and 5 and Levels 5 and 6 of an Integrated Masters award.

- 5.1.5.1 **Approved:** The Committee approved the recommendation that credit could not be carried into Level 7 of an Integrated Masters programme.

- 5.1.6 Recommendation (e) – Updates to Regulations and Policies that would be impacted by the implementation of 'Carrying Credit' were approved, and recommended to Senate for full approval.

The Committee noted that the following University regulations had been updated to make reference to carrying credit and revised award structures:

- 2A – *Awards of Bournemouth University: Policy*
- 2B – *Programme Structure and Curriculum Design Characteristics: Procedure*
- 6A – *Standard Assessment Regulations: Undergraduate Programmes*
- 6A - *Standard Assessment Regulations: Integrated Masters Programmes*
- 6L – *Assessment Board Decision-Making, Including the Implementation of Assessment Regulations Procedure*

- 5.1.6.1 **Approved:** The Committee approved updates to Regulations and Policies that were impacted by the implementation of 'Carrying Credit', and recommended to Senate for full approval.

- 5.2 **Partner Quality Report – Yeovil College (ASC-1617-73)**

- 5.2.1 The Committee noted the Yeovil College Partner Quality Report. No significant issues were identified.
- 5.2.2 **Approved:** The Committee approved the Yeovil College Partner Quality Report.
- 5.3 Quality Assurance & Enhancement Group (QAEG) – New nominations Received (ASC-1617-74)**
- 5.3.1 **Approved:** The Committee approved the following nominations for QAEG membership:
- Anneyce Knight (FHSS)
 - Dr Georgiana Grigore (FMC)
 - Dr Evi Karathanasopoulou (FMC)
 - Philip Mathews (FMC)
 - Dr Jamie Matthews (FMC)
 - Dr Kate Murphy (FMC)
 - Dr Shelley Thompson (FMC)
 - Dr Ashley Woodfall (FMC)
- 5.4 Pending External Examiner Appointments (ASC-1617-75)**
- 5.4.1 The Committee noted that Academic Quality (AQ) had been unable to process the academic and non-academic External Examiner nominations for the MA Digital Effects, MA 3D Computer Animation, MSc Computer Animation and Visual Effects, Dprof Digital Media and EngD Digital Media programmes as the Faculty had been required to nominate a mentor to support the academic nomination. Dr Dyer reported that a mentor had been identified and had been submitted to AQ for approval.
- 5.4.2 Ms Forrest reported that the academic External Examiner nomination for MA Radio Production was in the process of being reviewed by two members of QAEG.
- 5.4.3 It was also reported that AQ were still awaiting an External Examiner nomination from the Faculty of Health and Social Sciences (FHSS) for BSc (Hons) Adult Nursing. **Action: ER**
- 5.4.4 The Chair noted that it was imperative for External Examiner nominations to be progressed as a matter of urgency to ensure that all programmes had Examiners appropriately in place for the 2016/17 academic cycle.
- 5.5 External Examiner Nominations and Examination Teams for Research Degrees (ASC-1617-76)**
- 5.5.1 **Ratified:** The Committee ratified the recently appointed External Examiners and Examination Teams for Research Degrees.
- 5.6 Faculty Quality Audit (ASC-1617-77)**
- 5.6.1 Ms Chow reported that the University was in the second cycle of the Faculty Quality Audit (FQA) process. The Committee had already received audit reports and associated Action Plans for the Faculty of Management (FM), Faculty of Media and Communication (FMC) and Faculty of Science and Technology (FST).
- 5.6.2 Given that there was a greater emphasis on the analysis and evaluation of data outputs for the purposes of meeting external reporting requirements, the paper recommended that Academic Services reviewed the existing FQA methodology for consideration by ASC. As there were no issues arising from the FHSS annual monitoring data, it was also recommended that the FHSS FQA be postponed until Semester 1 2017/18 so this could be subject to the revised FQA methodology.

5.6.3 **Approved:** The Committee approved the recommendation to develop a revised FQA methodology for implementation in 2017/18.

Action: WC

5.6.4 **Approved:** The Committee approved the recommendation to postpone the FHSS FQA until Semester 1 2017/18, so this could be subject to the revised FQA methodology.

5.7 New Programme/Framework Development Proposals

5.7.1 Faculty of Management: New Programme Proposal: MSc Tourism Marketing Management (ASC-1617-78)

5.7.1.1 The proposal was to close the existing MSc Tourism Management and Marketing programme and introduce MSc Tourism Marketing Management. The proposal was part of the Department's strategic reorganisation of UG and PGT provision to improve position, marketability and appeal.

5.7.1.2 Mr Foot noted that the Market Research demonstrated that the proposed programme title would be well understood and appeal to prospective students as it was the most typical title used in combined marketing-management programmes.

5.7.1.3 Dr Bobeva queried how the proposed programme would compete with the existing MSc Marketing Management programme offered within the Faculty. The Team noted that the MSc Marketing Management programme had a generic curriculum, whereas the proposed programme would have a greater emphasis on tourism marketing management. Dr Main reported that the Faculty Executive was in support of two similar programmes being delivered within the Faculty.

5.7.1.4 The Chair noted that there was a risk in changing the programme title as the Market Research indicated that the existing programme was the highest recruiting full-time PGT tourism marketing programme in 2014/15 and the second highest recruiting programme in 2013/14. The Team queried these figures as their latest admission data indicated that enrolment was in consistent decline. The Team considered that the proposed programme title would help to increase enrolment as the new title would help to differentiate the programme from competitors.

5.7.1.5 **Approved:** The Committee approved the proposed MSc Tourism Marketing and Management programme for development.

5.7.2 Faculty of Management: New Programme Proposal: MSc Food and Hospitality Innovations Management (ASC-1617-79)

5.7.2.1 The proposal was to close the existing MSc Hotel and Food Services Management programme and introduce MSc Food and Hospitality Innovations Management. The proposal was part of the Department's strategic reorganisation of UG and PGT provision to improve position, marketability and appeal.

5.7.2.2 The Team reported that the existing programme had a history of low recruitment as the title did not make it clear whether the programme was offering hotel management studies with a food service element, or whether the programme was intended for students with an interest in food services management. The new programme was designed to address the needs of market demand and offered a stronger focus on food services management, which had experienced a significant growth and resilience.

5.7.2.3 The Committee raised concerns with the proposed programme title. In particular, the title suggested that the focus of the programme was about managing innovation in food and hospitality. However, this was not reflected within the programme content, with only one unit title relating to 'Innovation Management'.

- 5.7.2.4 Ms Mack queried why the proposed programme title did not include 'international' as the Market Research indicated that this term was used in the majority of competitor titles to emphasise the applicability of the programme to international students. The Team reported that internationalism was core to the programme content and 'international' was not included as it was hoped that having 'Food' as the first word in the title would encourage applicants searching for food-related programmes.
- 5.7.2.5 Mr Foot reported that the programme proposal had been circulated to regional marketing managers as standard practice. He continued to add that an unusually large number of responses had been received with regards to the proposed programme title. Specifically, it was considered that the title would not resonate, and in a number of cases applicants would not understand the meaning of 'Innovation'.
- 5.7.2.6 **Not approved:** The Committee did not approve the proposed MSc Food and Hospitality Innovations Management programme. The Chair noted that there were a number of concerns with the programme title and Market Research that would require further consideration.
- 5.7.3 **Faculty of Media and Communication: New Programme Proposal: BSc (Hons) Politics and Economics (ASC-1617-80)**
- 5.7.3.1 The proposal for the BA (Hons) Politics and Economics programme was part of the strategic, planned expansion of the existing politics provision. The proposal was the first of several designed to complement the existing UG politics portfolio.
- 5.7.3.2 Market research demonstrated a healthy market for UG politics programmes, with a consistently growing market. It was reported that 75% of the University's competitors also offered a similar politics and economic combination.
- 5.7.3.3 There had been two graduating cohorts from the existing politics programme. Although numbers were small, it was reported that the majority of graduates had either progressed on to further study or research, or had been employed within politics related professions.
- 5.7.3.4 **Approved:** The Committee approved the proposed BA (Hons) Politics and Economics for development.
- 5.7.4 **Faculty of Science and Technology: New Programme Proposal: BEng (Hons) Mechanical Engineering; BEng (Hons) Engineering (ASC-1617-81)**
- 5.7.4.1 The proposal was to approve standalone BEng (Hons) Mechanical Engineering and BEng (Hons) Engineering awards as these titles were only available as intermediate awards from the MEng (Hons) programmes. The Programme Leader reported that the development of these programmes was expected to widen the pool of applicants for the engineering degrees, whilst having little impact on resources as the BEng and MEng (Hons) programmes were identical between Levels 4 and Level 6. As part of the development, it was intended that the part-time BEng (Hons) programme would form the academic element of a degree apprenticeship.
- 5.7.4.2 **Approved:** The Committee approved the proposed BEng (Hons) Mechanical Engineering and BEng (Hons) Engineering programmes for development.
- 5.7.4.3 **Approved:** The Committee approved the request for a shortened approval process. Specifically, the proposals would be considered for approval at Faculty level through an extended Internal Faculty Consideration event.
- 5.7.5 **Faculty of Science and Technology: New Programme Proposal: BA (Hons) Music Production; BSc (Hons) Music and Sound Engineering (ASC-1617-82)**
- 5.7.5.1 The proposal was to close the existing Music Technology provision within FST and introduce two new programmes: BA (Hons) Music Production and BSc (Hons) Music and

Sound Engineering. The rationale for the new programmes was to increase recruitment and graduate employability through delineating the existing provision into two clearer distinct markets, whilst developing a degree that supported the planned new facilities in the Poole Gateway building.

5.7.5.2 The Market Research indicated that it was difficult to distinguish between the most relevant titles as a range of terminology was used across sound/music technology programmes. 'Sound design/Sound arts' was the most common term used, with half of the closest competitors using this term. Mr Foot queried why the term 'Sound' was omitted from the title of the BA (Hons) Music Production programme as the content was music and media focussed. It was considered that including 'Sound' in the title would align closely with the proposed BSc (Hons) Music and Sound Engineering programme, and would help to attract students from music and media production contexts. The Team reported that the programme titles would be reconsidered through the approval process.

5.7.5.3 Data from the Destinations of Leavers from Higher Education (DLHE) survey for the Department indicated that graduate employment was below benchmark figures. The Team reported that the new provision would help to improve graduate employability as students would be required to develop a skillset across a wider context than the existing programmes.

5.7.5.4 **Approved:** The Committee approved the proposed BA (Hons) Music Production and BSc (Hons) Music and Sound Engineering programme for development.

5.8 Programme/Framework Review Deferral Requests

5.8.1 Faculty of Health and Social Sciences Deferral: Learning and Assessing units (ASC-1617-83)

5.8.1.1 The Learning and Assessing units were due for periodic review by the University and the Nursing and Midwifery Council (NMC) by August 2017. The NMC had advised that it was currently at the early stages of reviewing their learning and assessing standards. An automatic extension had been granted to the University's existing Learning and Assessing units until 31st August 2019. As a result, the Faculty requested that the date for review was deferred to align with the NMC timescales.

5.8.1.2 **Approved:** The Committee approved the deferral of review for a further two years from 31st August 2017 to 31st August 2019.

5.8.2 Faculty of Media and Communication Deferral: LLB Pathways, LPC and CPE (ASC-1617-84)

5.8.2.1 The LLB Pathways, LPC and CPE programmes were due for periodic review during 2016/17. The Committee noted that the Solicitors Regulation Authority (SRA) and Bar Standards Board were compiling a new assessment framework that was due to be implemented from September 2018. As a result, the Faculty requested that the date for review was deferred by one year to align with the SRA and Bar Standards Board timescales.

5.8.2.2 **Approved:** The Committee approved the deferral of review for a further one year from 2016/17 to 2017/18.

6 PART THREE – FOR NOTE

6.1 Sector Consultations Update (ASC-1617-85)

6.2 The Committee noted key items from the update. Ms Chow reported that a particular area of interest that might impact the University was the ongoing work in the sector to promote accelerated degrees. It was also reported that Ofsted would be responsible for inspecting the quality of degree apprenticeships from Level 2 to Level 5.

- 7 **Noted:** The Committee noted the update.
- 7.1 **International & UK Partnerships Committee Minutes** (ASC-1617-87)
- 7.1.1 **Noted:** The Committee noted the report.
- 7.2 **Partnership Board Minutes** (ASC-1617-88)
- 7.2.1 **Noted:** The Committee noted the reports.
- 7.3 **Quality Assurance Standing Group Minutes** (ASC-1617-89)
- 7.3.1 **Noted:** The Committee noted the reports.
- 7.4 **Faculty Academic Standards Committee Minutes** (ASC-1617-90)
- 7.4.1 **Noted:** The Committee noted the reports.
- 8 **Graduate School Academic Board Minutes of 18 January 2017** (ASC-1617-91)
- 8.1 **Noted:** The Committee noted the report.
- 9 **AECC Academic Development & Quality Committee Minutes of 1 March 2017** (ASC-1617-92)
- 9.1 **Noted:** The Committee noted the report.
- 10 **ANY OTHER BUSINESS**
- 11 **DATE AND TIME OF NEXT MEETING**
- 11.1 Wednesday 31st May 2017 at 1.00pm in the Board Room

BOURNEMOUTH UNIVERSITY**FACULTY OF HEALTH & SOCIAL SCIENCE****FACULTY ACADEMIC BOARD****UNCONFIRMED MINUTES OF MEETING HELD ON 10TH MAY 2017****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

None

2. APPROVALS

See Section 8 Proposed New Visiting Professors, Visiting Fellows and Associates
 See Section 9 Registered Nursing Degree Apprenticeship Provision for September 2017

3. OTHER RELEVANT ACTIONS

See Section 4.1 BU2025 Vision – *The Vice Chancellor would attend a BU2025 Strategic meeting with FHSS on 11 May 2017*

See Section 4.2 National Student Survey (NSS) – *The NSS closed on 30 April 2017 with FHSS receiving the highest response levels of 78.99%*

See Section 4.3 REF Timeline to review outputs – *The Faculty had volunteered itself for the Summer 2017 and the timeline was proposed to those present*

See Section 4.3 Faculty Executive Review (1 June 2017) – *The Faculty Executive would receive the panel decision for review and approval*

See Section 4.3 Seedcorn Funding – *A review of Seedcorn money had taken place and a further discussion/update would take place at the next meeting*

See Section 4.3 NIHR Fellowship Event (25 May 2017) – *Prof Jane Sandall would speak about a variety of NIHR programmes*

See Section 4.3 RKEO Grants Workshop (June 2017) – *Any staff member who attends the workshop will need to take along an application and will require approval from Heads of Research*

See Section 4.4 Prescribing by Radiographers – *A new programme was being requested due to the law being amended to permit Radiographers to prescribe*

- See Section 4.4 *Quality Assurance Reporting – A new system of quality assurance reporting would be introduced from September 2017 which would feed into the TEF reporting*
- See Section 4.5 *Admissions – The Admissions Team had finished processing the full time UG applications received before the 15 January 2017 deadline*
- See Section 6.1 *Bournemouth Gateway – The business case for the Bournemouth Gateway was approved in February by the University Board for £42.5 million*
- See Section 6.3 *Curriculum Development and Validation Meeting – Bernadette Waters would be leading on the Curriculum and Validation Project*

THURSDAY 10th MAY 2017 2.00pm in BG11, BOURNEMOUTH HOUSE

FACULTY ACADEMIC BOARD MINUTES

Present:

Steve Tee	Executive Dean	ST
Vanora Hundley	Deputy Dean for Research and Professional Practice	VH
Kathy Curtis	Head of Department of Nursing and Clinical Sciences	KC
Deirdre Sparrowhawk	Director of Operations	DS
Sara White	Associate Dean – Student Experience	SW
Clive Andrewes	Director Employer Engagement (Health)	CA
Carol Clark	Head of Department Human Sciences and Public Health	CC
Carol Bond	Principal Academic	CB
Audrey Dixon	CoPMRE Manager	AD
Alison McConnell	Professor In Sport/Health Science	AM
Kathryn Cheshir	Education Service Manager	KC
Anneyce Knight	Senior Lecturer	AK
Jennifer Catlin	Operations Manager	JC
Jan Hutt	Academic Support Librarian	JH
Tikki Immins	Research Development Manager	TI
Chris Fowler	Head of Library Services	CF
Gill Jordan	CPD Framework Lead	GJ
Kelly Hanson	NHS Operations Officer	KH
Kim Vine	Financial Operations Administrator	KV
Lydia Saraglou	Financial Operations Administrator	LS
Sharon Docherty	Senior Lecturer in Quantitative Research	SD
Bernadette Waters	Project Lead Curriculum and Validation	BW

1.0 Attendance and Apologies:

Stephen Tee, Executive Dean welcomed everyone to the meeting. 26 staff members accepted the invitation, 10 tentative and 59 staff members declined. ST introduced a new member of staff who recently joined the Faculty:

- Hannah Lippitt – Programme Support Administrator

2.0 Minutes from last meeting on 2nd February 2017

2.1 Accuracy

Minutes of the previous meeting were agreed to be an accurate record of the meeting.

3.0 Outstanding Actions from Action Plan

9.3 – Proposed new visiting fellow and associates – there were some concerns over Dr Anne Silk's proposal due to a conflict of interest as Anne has been a benefactor to the University. This has now been clarified and completed.

4.0 Reports

4.1 Dean's Report

ST explained that the report had been jointly written by himself and Elizabeth Rosser in her capacity as Acting Dean.

BU2025 vision – ST reminded everyone that John Vinney is due to attend a BU2025 Strategic meeting with HSS on 11th May to discuss next steps. It will be an opportunity for all staff to influence the vision going forward and ST encouraged everybody to attend.

ST highlighted

- Brexit
- Research Excellence framework - the consultation remains ongoing
- Teaching Excellence - since the last FAB meeting the University submitted a submission under TEF. The assessment will be carried out by a panel over the next few months. We are likely to hear in June what we have been awarded.

ST congratulated the faculty on lots of student achievements/grants and international activity which was listed within the report. ST mentioned that REF preparation was underway for the REF2021 Stern review and asked everyone to think about how we can get greater outputs from academics staff who are already have a very busy workload.

4.2 Associate Dean's Report

The faculty participated fully in MUSE for Semester 1 and 2. 88 units were MUSED of which 42 received over 80% student satisfaction, 51 units received 70% or more student satisfaction, 61 units received 60% or more student satisfaction and only 4% received between 43 – 50% of student satisfaction. Unit leaders are feeding back via the 'Responding to your Feedback Tab' on myBU. SW explained that we have had very good feedback and need to celebrate this.

PTES – The survey is now open so SW asked for everybody to encourage their students to participate. It closes on 15th June.

SimOn – SUBU have been sending monthly feedback and any library or estates issues get fed directly to the teams and feedback given. Reps who post the feedback are also given feedback from SUBU and asked to disseminate to their peers.

NSS – NSS closed on 30th April and HSS got the highest response levels of 78.99%. Student Voice Committee – A proposal was made regarding a change of name from Student rep champion to Student Rep co-ordinator, this will be adopted as of September 2017. Work has been ongoing regarding a new generic feedback tab via a WordPress site on myBU and this will go live in September.

SUBU – SUBU has been working hard doing their fortnightly updates and SW expressed that this was a very successful.

Athena SWAN – Unfortunately the application wasn't successful but the team have been working on the action plan and will submit another submission for the next academic year. ST highlighted that it was a good submission and the feedback was helpful and we need to know what we need to do going forward.

Arrivals week – Timetables will be released to HSS students on 29th August.

JC reminded everyone that the HSS Timetabling and Resource Administrator has now left and if they have any questions to direct them to herself. ST asked if this presented any risks and JC explained that she had been working with Kelly Hanson to alleviate any problems.

4.3 Deputy Dean for Research and Professional Practice Report

The Research student survey is out and VH encouraged everyone to complete it as there hadn't been a great uptake so asked everyone to remind students.

There has been a lot of discussion around the STERN issue that all research active staff will be involved in. It was anticipated that BU2025 will have fusion which will mean that all staff will have a research component to their workload.

Jane Forster recently suggested at an RKE meeting that things may change under Stern. We are awaiting the outcome of the consultation to see what is proposed as we will have long term people that do not have publications.

The second mock REF is about to begin, the Ref Leaders and Output Champions will be working together to see what the picture is across the board. Vanessa Heaslip has been looking at what staff have in terms of publications and there is going to be a big push to get everybody writing.

VH highlighted that at the bottom of her report that we had an excellent engagement with the SRA scheme.

Timeline to review the outputs - we have volunteered ourselves for the summer so the timeline is as follows:

April	Agree with UOA leaders, output champions and authors the outputs to be included in the exercise.
May-June	Review of outputs to take place.
July	Review meetings to take place.
By mid-September	Feedback to have been provided to individuals by UOA leader / output champion. RKEO to provide analysis of aggregated scores to REF Committee and UET.
Late summer	Initial decisions from the funding bodies on REF 2021 due to be published. Faculties and UOA teams to put in place strategies to increase quality/quantity of outputs as required in accordance with initial decisions from the funding bodies on REF 2021.

VH congratulated Claire Killingback on becoming the new HSS Impact Champion.

Research Priorities

The deadline for submissions is Friday and there are 8 expressions of interest and the timeline is as follows:

Timeline:

May 12th 2017 – Deadline for submissions

Case for priority area to be submitted using the Excel spreadsheet to HSS RKE Administrator HSSRKEAdministrator@bournemouth.ac.uk

May 30th 2017 – Panel meeting

Panel will decide priority research areas for 2017-18

June 1st 2017 – Faculty Executive review

Faculty Executive will receive the panel decision for review and approval

Week of June 12th 2017 – Feedback to applicants

Applicants will receive feedback this week

Details of the criteria and ratings descriptors that will be used to evaluate each submission can be found here: [I:\HSC\Public\Focusing Research 2017](#). If anyone has any queries about the process then please get in touch with their Head of Research.

VH confirmed that the panel would be made up of Heads of Research, REF Leaders, HoD's and herself.

Seedcorn Funding

VH highlighted that all claims would need to be in by 30th June as if the claims aren't in on time then they would be able to be processed.

There has been a review of all Seedcorn money and Edwin van Teijlingen and Johnathon Parker will be attending the next Exec meeting to discuss. An update will be brought back to the next FAB meeting.

VH also highlighted that we had an excellent response to the call for Graduate School Funded PhD studentships with 19 applications (8 from NCS, 6 from HSPH and 5 from SSSW). The applications were reviewed and scored by a panel of reviewers. A total of 9 studentships were funded.

Events for Diaries:

There is a Health and Wellbeing Sandpit on 23rd May in which Public Health England coming to speak and Digital Health and Technology and lots going on and currently there are only 6 people from our faculty attending so VH encouraged people to attend as will be a fantastic event.

NIHR Fellowship Event on 25th May 2017, Professor Jane Sandall will be coming to talk about a variety of NIHR programmes. Dr Dawn Biram from the NINR Training Co-ordinating Centre and also some of our own NIHR fellows at Bournemouth University.

RKEO Grants Workshop on June 2017 – unfortunately nobody from HSS has signed up for it.

- **Day one (1st June 2017)** - grants workshop.
- **Day two (29th June 2017)** - writing retreat with one-to-one support

You will need to attend with an application you are going to be working. It does have to have approval from Heads of Research.

On 5th June the Clinical Research Network are coming to speak to us about CRN and the portfolio. It is important to maximise our work with the NHS trust as we haven't been good about getting our studies on the portfolio.

Deputy Deans Report Education

4.4 Deputy Dean for Education and Professional Practice Report

Due to ER being on annual leave, ST highlighted the CPD programmes which were under review in which Gill Jordan would be the lead on this.

Gill Jordan explained a new programme was being requested due to the law being amended to permit radiographers to prescribe.

All programmes listed were formally signed off by the faculty academic board. ST advised of a new system of quality assurance reporting is to be introduced from September 2017 which will feed into the TEF reporting. This will replace the Deputy Dean for Education and Professional Practice's annual quality report.

Details are yet to be announced.

VH congratulated Sharon Docherty on her appointment as Senior Lecturer in Quantitative Research.

4.5 Academic Services Report

Christine Fowler highlighted an admissions update from Jon Williams explaining the team have finished processing the full time undergraduate applications received before the 15th January deadline. Applicants with outstanding applications are now either waiting for an interview, have been contacted for further information, or are awaiting a response from a programme leader/admissions tutor. As of the 3rd March, there are approximately 4,100 full-time undergraduate applications awaiting a decision and 710 full-time postgraduate taught applications awaiting a decision. They are confident that we will meet our initial deadline of the 31st March.

The team have started to meet with Faculties along with colleagues from the International Admissions Team and M&C on a monthly basis to monitor recruitment numbers and discuss matters relating to admissions. The first meetings took place in February and initial feedback from attendees has been positive. They are hoping to introduce the new team to Faculty staff over the summer.

A meeting with IT, M&C and the Faculties will be organised to start preparations for this year's Confirmation and Clearing event.

The Academic Quality team is now up to full strength and the new Head of Academic Quality is starting in August.

There have been some OAA Liaison Visiting and External Examiner Briefings. Library and learning support has successfully achieved re-accreditation with the external quality standard Matrix which recognises the high quality of information, advice and guidance services provided by the team.

The student lifecycle team has now finished managing the January enrolment and examinations period, receiving positive feedback on the student experience from both faculties and support staff.

Christine highlighted the Academic Services Student Administration contact list which shows all contact information which would be very useful to the faculty.

5.0 Minutes of Sub-Reporting Committees

Minutes of the sub-reporting meetings were agreed to be an accurate record of the meetings.

6.0 HSS FACULTY DEVELOPMENTS

6.1 Bournemouth Gateway Building

Andy Scott (Head Of Estates Strategic Planning) and Greg Auld (Senior Projects Manager) attended to give an update on the new Bournemouth Gateway Building and answer any questions.

AS explained the business case for Bournemouth gateway was approved in February by the Board for £42.5 million pounds. £30 million pounds is to build the building and we are at point of signing the contract with the builders which should be by mid-July and the builders will be on site in August. The planned building date will be August all being well.

Task and finishing groups have been happening and have all been going well with lots of helpful input.

ST highlighted that HSS are currently applying for funding to the Wolfson Foundation for a grant to support the building in which Clare House Norman is assisting. Steve has helped in writing the submission and will give a further update once aware of the outcome.

GA presented a 3D model showing how the building will look internally.

6.2 V4L

Wendy Drake, Project Manager of Vision4Learning and Geli Roushan (Academic Sponsor) attended to give a VLE implementation update.

HSS will be piloting the new VLE, Brightspace, V4L from September 2017. Preparations for the new VLE are now well underway and staff training began on 8th May. For the next 5 weeks, the plan will be to train 350 academic and administrative staff as preparation for almost half of all BU programmes will be transitioning to the new VLE.

WD/GR presented a PowerPoint presentation talking through the VLE Implementation and information flow.

WD advised that more training dates will be sent out for later in June as many dates conflicted with teaching.

There will be fortnightly updates on the V4L SharePoint site and the staff intranet. Any questions will need to be sent to V4L@bournemouth.ac.uk and if anyone wishes to join the D2L community, please log onto www.community.brightspace.com.

6.3 Curriculum Development and Validation Meeting

BW introduced herself as she is leading on the curriculum and validation project explaining the first meeting took place in February. Following the meeting, sub-groups have been set up to support the work of the Steering Group by providing guidance to Programme Teams with regard to the overarching architecture, regulations and governance of the programmes under review.

Catherine Angell has agreed to lead on an external stakeholder event which will be held in early September bringing Directors of Nursing together to get their views on what has happened previously and what will be proposed.

ST explained that conversations were ongoing with Dorset CCG and wanted to make sure the right people are invited to attend the external event.

VH suggested that she should be invited to the inter-professional working group to ensure research skills development is captured.

6.4 HSS Delivery Plan

The HSS Delivery plan is currently waiting on sign off from UET and once finalised, it will be made public for the faculty to view.

6.5 BU2025

Discussed in the Dean's Report – Item 4.1

6.6 Staffing Update – New Posts

ST highlighted that following the new Professor/Associate Professor/Lecturer/Senior Lecturer posts being advertised, some weren't successful in shortlisting for all of the posts so they will be going back out to advert.

The successful posts shortlisted, interviews will be the end of May/June.

6.7 ULT Feedback

A few ULT highlights:

- BU have signed another fair access agreement which is an important part of TEF.
- Karen Butters presented on Health and Wellbeing.
- There was a big update on Estates as there are lots of developments going on at the moment at Talbot and Lansdowne.

7.0 Global Engagement Update

Malcolm McIver is currently off sick so Steve talked through some highlights but this item will be carried over to the next meeting.

- **ASEAN Global Festival of Learning**

In March the 2017 ASEAN Global Festival of Learning took place in Jakarta and Penang. Participants from HSS included Dr Carol Clark, Dr Lee Ann Fenge, Dr Malcolm McIver, Professor Tahseen Qureshi, Professor Steven Tee and students Warrick Schmidt and Snigdha Malhotra. With seven staff and students from HSS participating this represents the largest contingent of any faculty.

- **Indian Global Festival of Learning**

Three students from HSS have successfully secured places on Destination India that runs from 7th to 23rd April and includes the Indian Global Festival of Learning in Pune and New Dehli. They are Hannah Jenner, Lilla Horvath, and Heloise De Saint Jores.

- **Global Challenge Summit**

The Faculty will be hosting the University's first Global Challenge Summit 3 – 5th May. Entitled Diversity in Contemporary Society the event will take place at The Executive Business Centre, Lansdowne Campus and will link virtually with the University of Maryland, Washington, and the International Care Conference live from Helsinki, Finland. The summit will focus on three UN Sustainable Development Goals — *Transforming our world: the 2030 Agenda for Sustainable Development* – and each day will focus on a single UN Sustainable Development Goal. This event is open to ALL HSS students. This is an invaluable opportunity for students to engage with important global issues with academics and students from other countries. Students may attend for all or part of the summit over the 3 days. Where possible attendance should be encouraged and supported. Further information about the event is available on Eventbrite.

- **Nigeria**

In May Dr Anne Mills will be visiting Nigeria with James Littlewood from IMSR to support recruitment activity's and meet with some of the 96 candidates who have received offers from HSS. She will also be meeting with local HEI's, and Public Health Organisations in order to raise the profile of the Faculty in the Region.

8.0 Items for Approval

ST asked if anybody had any concerns, rejections or issues.

8.1 Proposed New Visiting Professors

ST had concerns that Mr Kevin Turner's submission was not strong enough to become a new visiting professor. AD/TR to feed back to Tamas Hickish.

Dr Sabine Hahn – Proposed by Edwin van Teijlingen

To Note: Dr Sheena Byrom and Professor Jacqueline Landman were put through the February Faculty Academic Board as New Professors but were rejected by OVC so are now going to be Visiting Fellows.

8.2 Proposed Renewals of Visiting Professors

Professor Debra Bick	Proposed by Edwin van Teijlingen and Vanora Hundley
Professor Jeff Bagust	Proposed by Ahmed Khattab
Professor Jane Reid	Proposed by Audrey Dixon
Professor Paula Kersten	Proposed by Peter Thomas
Professor Paul Thompson	Proposed by Audrey Dixon
Dr Joseph Kwan	Proposed by Ahmed Khattab

8.3 Proposed New Visiting Fellows and Associates

Ganesh Kuhan	Proposed by Tamas Hickish
Bob Sanger	Proposed by Peter Thomas
Alexander Breen	Proposed by Audrey Dixon
Sarah Chessell	Proposed by Peter Thomas
Lee Tbaily	Proposed by Peter Thomas

8.4 Proposed Renewals of Visiting Fellows and Associates

Richard Cross	Proposed by Clive Andrewes
Elizabeth Mytton	Proposed by Sam Porter

Elizabeth Mytton's supporting statement had not been fully completed. TR to speak to SP to make sure form is completed.

Dr Ans Luyben	Proposed by Edwin van Teijlingen and Vanora Hundley
Dr Lasantha Wijesinghe	Proposed by Ahmed Khattab
Tony Markus	Proposed by Audrey Dixon
Peter O'Kane	Proposed by Audrey Dixon
Bibha Simkhada	Proposed by Edwin van Teijlingen
Pamela McConnell	Proposed by Clive Andrewes

9.0 AOB

Registered Nursing Degree Apprenticeship Provision for Sept 2017

- KC is currently exploring an opportunity to become a pilot site for the registered nursing degree apprenticeship to start in September 2017. KC explained it will only happen if it's feasible to do and asked for approval from FAB to pursue the potential opportunity. It would utilise an existing validated nursing programme. Everybody at the meeting approved the opportunity and were supportive.

Approved: All members approved the opportunity and supported the proposal.

SW suggested that prior to the next FAB meeting the faculty should have the opportunity to comment on papers if they are unable to attend. TR will look into using an electronic system called Confluence.

AM raised the issue of lack of admin support for departmental Leadership teams. DS confirmed that it is being looked into and there are plans to try and alleviate it but there are still blocks in the way which cannot be helped.

10.0 NEXT MEETING DATE

The next meeting will be taking place on **Tuesday 10th October 2017.**

BOURNEMOUTH UNIVERSITY

FACULTY OF MANAGEMENT – FACULTY ACADEMIC BOARD

UNCONFIRMED MINUTES OF MEETING HELD ON 24TH MAY 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 7 Any Other Business – Approval of Philip Long to be an Honorary Visiting Research Associate

3. OTHER RELEVANT ACTIONS

See Section 3.2 Lois Farquharson would be speaking to each Head of Education and Programme Leaders to discuss topics including tariffs and clearing

See Section 3.3 REF stocktaking exercise

See Section 3.4 Global Festival of Learning Update

See Section 3.5 AACSB Assessment Team have scheduled a visit to the University to conduct a review of the content of BU's AACSB report

See Section 7 Vision4Learning Update provided

**FACULTY OF MANAGEMENT
FACULTY ACADEMIC BOARD MINUTES OF 24TH MAY 2017
Held at 2.00pm in the Lees Lecture Theatre**

Attendees:

Stephen Tee (Chair), Artur Gebka, Isaac Damoah, Osikhuemhe Okwilagwe, Susanna Curtin, Svetla Stoyanova-Bozhkova, Andrew Boland, Andrew Callaway, Shelley Ellis, Joanna Milner, Lisa Munday, Karen Marshall, Jackie Darke, Josie Harris, Mary-Beth Gothuro, Teresa Robinson, Heather Mitchell, Louise Hanlon-Brooks, Yan Lang, Yumei Yang, Sachiko Takeda, Adi Adams, Emma Kavanagh, Samreen Ashraf, George Filis, Dermot McCarthy, Edvard Orlic, Tim Lloyd, Adam Blake, James Gavin, Neil Slawson, Dean Allen, Peter Erdelyi, Ying Liu, Roger Atkinson, Martyn Polkinghorne, Kaouther Kooli, Mili Shrivastava, Uzo Anozie, Gbola Gbadamosi, Mohamed Haffar, Deborah Sadd, Tim Gale, Martin Robertson, Laura Roper, Gelareh Roushan, Suranjita Mukherjee, Lucy Lu, Juliet Memery, Elvira Bolat, Anne Davey, Medhi Chowdhury, Davide Parilli, Donald Nordberg, Christos Apostolakis, Nasiru Taura, Phyllis Alexander, Darrin Baines, Alan Kirkpatrick, Jordon Noyce, Sophie Cherrett, Janet Dickinson, Rebecca Hindley, Mark Ridolfo, Simon Roberts, Louise Preget, Lesley Murphy, Deborah Taylor, Jules Hecquet, Le Bo, Jo Peasland, Paul Boyce, Jens Mohrenweiser, Parisa Gilani, David Jones, Thanh Huynh, Michael Silk, Jayne Caudwell, Dean Patton, Charalampos Giousmpasoglou, Evangelia Marinakou, Crispin Farbrother, Ishmael Tingbani, John Toth, Philippa Hudson, Lois Farquharson, Lee Miles, Jens Holscher, Chris Chapleo

Secretary: Katie Baxter

1. APOLOGIES

Apologies were received from: Lynda Challis, Sue Barnes, Alison Harvey, Andrew Adams, Andrew Main, Alan Webster, Avital Biran, Bruce Braham, Bruno Eeckels, Carly Stewart, Carmen Palhau Martins, Caroline Jackson, Christian Lemmer, Claire Taylor, David Biggins, David Marshall, Dawn Birch, Dean Hristov, Dimitrios Buhalis, Ehren Milner, Elvira Bolat, Erika Borkoles, Felicity Robinson, Firend Rasch, Frazer Ball, Hanaa Osman, Helen Lee, Howard Davis, Jeffery Bray, Judith Cutler, Katayoun Abbasirad, Keith Wilkes, Kelly Goodwin, Khurshid Djalilov, Lorraine Brown, Maria Ryan, Mark Painter, Meera Brooks, Morris D'Cruz, Natalie Woodham, Peter Trueman, Philip Alford, Philip Ryland, Raj Gandhi, Rebecca Britten, Richard Shipway, Sangeeta Khorana, Spencer Barnett, Stéphanie Guillemet, Sue Barnes, Tim Breitbarth, Viachaslau Filimonau, Victoria Cracknell.

2. MINUTES OF THE LAST MEETING

2.1 MINUTES OF THE PREVIOUS MEETING HELD ON 8th FEBRUARY 2017

ACCURACY

The minutes of the above meeting were confirmed as being a true and accurate reflection of the meeting.

MATTERS ARISING

There were no matters arising.

3.1 EXECUTIVE DEAN REPORT

The report was noted. Stephen Tee also provided a verbal update. Stephen wants to encourage staff to provide feedback for him regarding the faculty's achievements. Key areas highlighted from his report include AACSB accreditation, which was an important activity for the whole faculty. Nationally, student recruitment was down, and there was a reduction from last year. 2015 was the most sensible comparator. Stephen Tee had emailed all Heads of Department to look at what programmes would go into clearing this year as he needed to know from Programme Leaders what tariff points would be accepted. We want to get as near as possible to our target. PG numbers were looking much healthier and expected to exceed target. UG numbers were a national challenge this year and any thoughts were welcome via HoD's.

Stephen Tee would like to welcome colleagues who have joined the faculty since the last FAB:

- Dr Fidelis Akanga – Lecturer in Finance & Economics
- Prof Darrin Baines – Prof in Health Economics
- Lisa Munday – Faculty Accreditation Officer
- Aaron Yankholmes – Lecturer in Events & Leisure

There have also been a number of departures all of whom dedicated huge amount of their lives to make BU a success:

- Erika Borkoles
- Keith Wilkes – leaving 30 June 2017
- David Kilburn – leaving 31 July 2017
- Phil Long – leaving 31 August 2017
- Greg Kapuscinski – leaving in August 2017

Crispin Farbrother questioned the new VLE and how it would be implemented across the faculty. Stephen Tee advised it would be introduced in parts. For FoM Gelareh Roushan explained that it is two programmes that are going through at the moment, MBA to go on new VLE for September 2017 and the new online programme which was revalidated this year. September 2018 is the target for the whole university to be on the new VLE.

Donald Nordberg asked how Stephen Tee expected staff to communicate successes with him – Stephen explained that he was heavily reliant on Heads of Department to report back on successes and confirmed that he was happy to have successes detailed in departmental reports going forwards.

Mark Ridolfo questioned UG recruitment, and raised some concerns about the gap between the published target and going down to CCD level students via clearing. Stephen Tee acknowledged that A level grades were expected to be lower, as it is anticipated that A Levels would be harder this year. He explained that in some situations we have accepted students with lower tariff points and it has not always necessarily impacted their overall success. He was happy to gather feedback from Programme Leaders regarding this.

3.2 DEPUTY DEAN EDUCATION – REPORT

The report was noted in Andrew Main's absence. The DDE Report highlighted NSS. Lois Farquharson was going to speak to each Head of Education and Programme Leaders over the next few months to discuss topics including tariffs and clearing.

3.3 DEPUTY DEAN RESEARCH & PROFESSIONAL PRACTICE – REPORT

A verbal report was provided by Lee Miles. The REF stocktaking exercise discussions were put forward by RKEO to start this month. A faculty-wide consultation took place. At institutional level it would start in Autumn 2017 and will be rolled out from there. Lee reiterated that all staff must ensure their profiles were up to date on BRIAN. An impact stocktaking exercise is also in progress. Lee Miles was due to hold more regular meetings with the Departmental Heads of Research to clarify the process. The assessment of how the QR funded projects are performing would start over the next few weeks to establish developments that have been put in place. Informally, there is a mid-term reporting started for RKE centres; auditing has started for Year 2. Another RKE centres directors meeting will be due in the future. There are cluster developments within the departments. As part of AACSB accreditation there was a research steering group. Lee Miles would be involved in setting up a clearer REF committee so we have a more coherent coordination of information. Lee was trying to implement greater transparency to respective Heads of Research. There are also plans to develop a faculty mentoring scheme in terms of bidding arrangements to facilitate greater income. The faculty was above its overall income target for this year.

3.4 ASSOCIATE DEAN GLOBAL ENGAGEMENT – REPORT

Lucy Lu highlighted key events in her written report. The very successful GFOL just took place in China. Key global engagement events over the last 2 months include GFOL in ASEAN (India and China), whereby many staff and students participated. The Faculty of Management had made a great contribution in terms of staff and students. 35 staff and students attended GFOL in China. Lucy took time to thank all student/staff contributions. Lucy also congratulated those involved in delivering the China Football Coaches programme in China. The training was worth 450k of income, which was a great example of professional practice. A number of colleagues were acquired through engaging in recruitment events throughout GFOL. Lucy acknowledged that mobility was a key area whereby GFOL helped a lot in terms of students' experiences. All student feedback had been very positive. The Global Engagement Team will have an annual review in July to look at key activities for this year and looking forward to next year to promote a more international global research programme.

3.5 ACCREDITATION AND AACSB REPORT

Report noted. A verbal updated was also provided by Gelareh Roushan. The AACSB assessment team have scheduled a visit to the university to conduct a review of what we have said in our AACSB report in the last 5 years. It was important to note that anyone in the faculty could be approached regarding this. Geli was working to make sure there was more awareness around the faculty in terms of answering some frequently asked questions. SharePoint will be circulated so people can access any documents. The visit would commence in April 2018 and there would be more communication around this. The panel members due to be visiting have just been confirmed. There were plans to conduct a mock review with the people and programmes involved, and the students as well. This was scheduled for January 2018. The visit would be very much like the QAA institutional visit for

those who are familiar with that. Lisa Munday is working in the faculty accreditation office with Laura Roper. Lisa was looking at wider accreditation within the faculty, but was still dedicating a good amount of time to AACSB. Geli would write a final report prior to the accreditation visit to capture the 5 year journey. Orange Wednesday and plans for next year was being discussed in conjunction with the new DDE and wider AOL team.

3.6 REFERRALS

3.6.1 REFERRALS FROM FASC

It was confirmed that there were no referrals for the Faculty Academic Board from the Faculty Academic Standards Committee.

3.6.2 REFERRALS FROM UNDERGRADUATE PROGRAMMES

It was confirmed that there were no referrals for the Faculty Academic Board from the undergraduate programmes.

3.6.3 REFERRALS FROM MASTERS FRAMEWORK:

There was one referral from the Masters Framework. With the loss of the Associate Dean Postgraduate position there is a lack of PGT representation at Faculty Executive which leads to a lack of strategic positioning and hampers international recruitment. It was agreed that the matter would be taken to FAB with a suggestion that Chris Hall be appointed to take care of recruitment and that funding is allocated to facilitate academics travelling overseas to promote the programmes. Stephen Tee acknowledged that there was a requirement for a PGT lead for the faculty, and asked if Lois is willing to explore this further.

ACTION: LOIS FARQUHARSON

3.6.4 REFERRALS FROM PARTNERS

It was confirmed that there were no referrals for the Faculty Academic Board from the Partner Colleges.

HEAD OF ACADEMIC DEPARTMENT – REPORTS

3.7 EVENTS AND LEISURE

Report noted. Janet Dickinson also provided a verbal update and congratulated Mary-Beth's excellent work on UG research. Mary-Beth is on the national committee. Janet explained that there has been an increase in bidding activity in the department as well which will hopefully lead to more income generation in the future. There has also been lots of professional practice activity and the department was making good progress with accreditation. It was positive to see lots of publications coming through. Janet Dickinson was pleased to take over a group of very active staff who were contributing to research and professional practice.

3.8 TOURISM & HOSPITALITY

Report noted. A verbal update was provided by Tim Gale in Dimitrios' absence. The department were progressing with UG and PG review, having successfully revalidated the PG programmes last month. They were working towards UG on 14th June 2017. The

department were building up to the Tourism and Hospitality conference in September 2017. The department has seen a number of new appointments and departures and some very well received short courses, excellent feedback was received.

3.9 SPORT & PHYSICAL ACTIVITY

The report was noted in Ian Jones' absence. Paul Boyce provided a verbal update. Research activity continues and is developing in terms of quality. Research bids were being made, one has been submitted which is approaching £700,000 which builds on the successes from last faculty academic board. Members of the department were continuing to present at international conferences with various items of public engagement. Paul was pleased to announce that three of the four most read BU articles are from the Sport Department. In terms of staff development, Michael Silk was now senior fellow of the AQA. The department had almost completed the process of professional recognition for the MSc in Sport Management with Club Managers' Association of Europe. This would hopefully be completed in a few months. There have been various items of citizenship activity taking place. James Gavin and Gary Evans had been heavily involved in CMA and with various initiatives in China. Andy Boland and Adi Adams from the department will be the leads on the Chinese coaches project.

3.10 ACCOUNTING, FINANCE & ECONOMICS

Report noted. Phyllis provided a brief verbal update however a more detailed written report will be submitted at a later date.

3.11 LEADERSHIP, STRATEGY & ORGANISATIONS

Report noted. Lois Farquharson provided a verbal update. The department was really developing and growing, Lois observed that she felt very proud of what has been achieved in LSO and all aspects of Fusion that are starting to develop. There was now a lot more evidence of development with global engagement, a lot more publications coming through and people are being supported as a result. There was also a lot of work going into research clusters. Head of Research, Jens Mohrenweiser, has been working with Dean, David and Donald to push a lot of the research forward in the department. The department had its CMI accreditation but have extended it as well, so there are more programmes. Good progress is being made with regards to professional practice accreditation.

3.12 MARKETING

Report noted. Chris Chapleo provided a verbal update. The department were still doing well in terms of KPI's, research active academic members of staff are doing well and lots of bidding was taking place. The department was also doing well on NSS scores. There were a lot of papers in the pipeline. Charles McIntyre hosted the international colloquium which was a good profile event. Jeff Bray has been involved in a lot of activity across Fusion. The QR Project with Juliet, Elvira and Samreen was now entering the second phase and doing well. Accreditation was successful for CIM, and also 3 programmes were accredited for IBM which Elvira was involved with.

4.0 FOR APPROVAL AND ENDORSEMENT

It was confirmed that there were no approvals or endorsements for the Faculty Academic Board at this time.

5.0 FOR NOTE

5.1 ACADEMIC SERVICES REPORT

The report was noted. No questions were raised at this time.

5.2 SENATE REPORT

The report was noted. No questions were raised at this time.

6 REPORTING COMMITTEES

6.1 FACULTY ACADEMIC STANDARDS COMMITTEE

Receipt of the minutes of the last meeting of the Faculty Academic Standards Committee was confirmed.

6.2 RESEARCH & ENTERPRISE COMMITTEE

Receipt of the minutes of the last meeting of the Research & Enterprise Committee was confirmed.

6.3 UNDERGRADUATE PROGRAMMES

Receipt of the minutes of the Programme/Framework Team Meetings for Undergraduate Programmes was confirmed.

6.4 POSTGRADUATE PROGRAMMES

Receipt of the minutes of the Programme/Framework Team Meetings for Postgraduate Programmes was confirmed.

7. ANY OTHER BUSINESS

Approval was sought for Philip Long to be an Honorary Visiting Research Associate. All present were in agreement.

Wendy Drake provided an update on 'Vision4Learning'. She has been working closely with Gelareh Roushan-Easton as project sponsor for the Vision4Learning Project. Technical configuration was going on between IT and LT's. They were ensuring a smooth flow of data in line with SITS. 43% of all programmes are going into phase 1 for September this year. The LT's and Academic Learning Advisor training has now been completed. Academic training was also well underway. 25 training sessions would be completed by the end of this week so 350 academics would be trained by end of June. Regular updates regarding progress were available on the V4L SharePoint site and the Staff Intranet. It was recommended that colleagues join the D2L community to see how the new system works. It was possible to register and obtain a free 30 day trial of Brightspace environment.

Geli also provided a brief update on V4L Taskforce. The wider team was made of subgroups looking at implementation and good practice going forwards. Groups would take back decisions and discussions to the wider community across the university and feed this back.

DATE OF NEXT MEETING: w/c 26th October 2017

BOURNEMOUTH UNIVERSITY

FACULTY OF MEDIA AND COMMUNICATION ACADEMIC BOARD

MINUTES OF WEDNESDAY 26 APRIL 2017

SUMMARY

1. RECOMMENDATIONS FOR APPROVAL

None

2. APPROVALS

See Section 5 Visiting Fellow Nominations

- Dr Marianne Martens
- Associate Professor Craig Batty

3. OTHER RELEVANT ACTIONS

See Section 1 Launching the BU2025 Consultation Process

See Section 2 Virtual Learning Environment (VLE) Presentation

See Section 4 Dean's Report: Update on Delivery Plan

See Section 6 Programme Proposals:

- **EdD (cross-BU):** The Board endorsed the development of the proposal.
- **Law Deferrals – validation of LLB, LPC and CPE postponed to 2017/18:** The Board endorsed the proposal.
- **BSc (Hons) Politics and Economics:** The Board endorsed the development of the proposal.

**FACULTY OF MEDIA AND COMMUNICATION
FACULTY ACADEMIC BOARD (FAB)**

**MINUTES OF THE MEETING HELD THURSDAY 26 APRIL 2017 – 10AM, COBHAM
LECTURE THEATRE**

Present: Michael Wilmore (Chair), Valery Adzhiev, Kerry Allington, Mark Bond, Maurizio Borghi, Mark Brocklehurst, Ken Brown, Daisy Chettle, Hugh Chignell, Josh Deerman, Hayley Dornan, Barbara Dyer, Ben Ellis, Sharen Everitt, Stephanie Farmer, Jane Forster, Christine Fowler, Karen Fowler-Watt, Melanie Gray, Brad Gyori, Debbie Hall, Laura Hampshaw, Trevor Hearing, Keith Heyward, Sam Honnoraty, Steve Hubbard, Dan Jackson, Stephen Jukes, Melanie Klinkner, Darren Lilleker, Iain MacRury, Phil Mathews, Ian Marsland, Marian Mayer, Tim McIntyre-Bhatty, Brian McNulty, Kevin Moloney, Maria Musarskaya, An Nguyen, Wez Nolan, Jim Pope, Craig Porter-Garthford, Karl Rawstrone, Mark Readman, Vianna Renaud, Barry Richards, Rutherford, Richard Scullion, Guy Starkey, Shelley Thompson, Kate Terkanian, John Vinney, Jeff Wale, Amy Walker, Sue Warnock, Chris Williams.

	Action
1. LAUNCHING THE BU2025 CONSULTATION PROCESS	
<p>John Vinney (Vice-Chancellor), Jane Forster (Vice-Chancellor's Policy Adviser) and Tim McIntyre-Bhatty (Deputy Vice-Chancellor) attended the Board to present the BU2025 consultation Process.</p> <p>Highlights from the presentation and questions and answers included:</p> <ul style="list-style-type: none"> - A summary of how BU had grown and developed over the 25 years - Fusion principle - Student priorities - Potential impact of Brexit and the future for HE - 5 areas of research <p>John Vinney would make slides available and feedback to all staff over the next few weeks following themed workshops and meetings with all faculties. He advised staff to check the webpages, Internet Pages, email BU2025VisionandStrategy and come to the workshop meetings, Themed Workshops.</p>	
2. VLE PRESENTATION (VIRTUAL LEARNING ENVIRONMENT)	
<p>Wendy Drake (Project Manager, V4L (Vision for Learning)) attended the Board to present information about the new VLE, Brightspace.</p> <p>It was highlighted that the project was currently in Phase 1, which implemented the move of all level 4 programmes to be uploaded to the VLE system. From 8 May there would be training sessions for all staff, and continuous training for staff as needed.</p> <p>WD highlighted staff to use the V4L Sharepoint site for help and guidance, and to join the D2L community www.community.brightspace.com.</p> <p>For any questions regarding courses or any other queries email v4l@bournemouth.ac.uk.</p>	

3. MINUTES OF THE LAST MEETING	
The minutes of the meeting held on 1 February 2017 were agreed as a correct record with all actions having been addressed.	
4. DEAN'S REPORT	
The Dean reported as follows: <ul style="list-style-type: none"> - The Faculty Delivery Plan was still being finalised and awaiting approval from UET. The Dean would distribute the Plan only once it was agreed. MW highlighted the projects that had been implemented following the faculty wide delivery plan meetings and how some of these had already commenced. The Delivery Plan had been resubmitted to UET with some changes and would be finalised soon. - The Dean wanted to thank everyone in the Faculty for all their hard work showcased by all the great achievements highlighted in the Reports. 	
5. VISITING FACULTY	
VISITING FELLOW PROPOSALS (Papers 042, 043)	
Dr Marianne Martens: Dr Karen Fowler Watt presented a proposal for the appointment of Dr Marianne Martens as a Visiting Fellow.	
RESOLUTION: The Board agreed to appoint Dr Marianne Martens as a Visiting Fellow for three years with effect from May 2017.	
Associate Professor Craig Batty: Dr Karen Fowler Watt presented a proposal for the appointment of Associate Professor Craig Batty as a Visiting Fellow.	
RESOLUTION: The Board agreed to appoint Associate Professor Craig Batty as a Visiting Fellow for three years with effect from May 2017.	
6. PROGRAMME PROPOSALS:	
EdD (CROSS-BU) (Paper 044)	
RESOLUTION: The Board ENDORSED the development of the proposal.	
LAW DEFERRALS – validation of LLB, LPC and CPE postponed to 2017/18 (Paper 045)	
RESOLUTION: The Board ENDORSED the proposal, noting this already has the support of ASC.	
BSC (HONS) POLITICS AND ECONOMICS (Paper 046)	
RESOLUTION: The Board ENDORSED the development of the proposal, noting this already has the support of ASC.	
7. EDUCATION UPDATE (Deputy Dean Education and Professional Practice (DDEPP)) (Papers 047, 048, 049)	
The reports were taken as read.	
8. RESEARCH/KNOWLEDGE EXCHANGE UPDATE (Deputy Dean Research and Professional Practice (DDRPP)) (Papers 050, 051 and 052)	
The reports were taken as read.	

IMc highlighted that academic staff would need to be 'REF ready', with an awareness to the REF. Such activities would include ensuring that BRIAN profiles were complete and engaging with opportunities for mentoring and supporting staff.	
9. ACADEMIC SERVICES REPORT (Paper 053)	
The Academic Services Report was taken as read. Attention was drawn to the useful information on 'who does what'.	
10. HEADS OF DEPARTMENTS (HoDs) – REPORTS	
10.1 HEAD OF DEPARTMENT (Corporate and Marketing Communications) – REPORT (Paper 054)	
The report was taken as read.	
10.2 HEAD OF DEPARTMENT (Law) – REPORT (Paper 055)	
The report was taken as read. SW noted that the department had been struggling with staff numbers and was pleased to announce that Law was recruiting 3 full time posts, and had received an excellent calibre of applicants.	
10.3 HEAD OF DEPARTMENT (Media Production) – REPORT (Paper 056)	
The report was taken as read.	
10.4 HEAD OF DEPARTMENT (Computer Animation) – REPORT (Paper 057)	
The report was taken as read.	
10.5 HEAD OF SCHOOL (Journalism, English and Communication - JEC) – REPORT (Paper 058)	
The report was taken as read. KFW highlighted the achievements of two recent graduates who had recently been on TV. KFW acknowledged that Louise Matthews was leaving BU, and wanted to celebrate her achievements and hard work.	
11. INTERNATIONAL REPORT (Associate Dean for Global Engagement (ADGE)) (Paper 059)	
The report was taken as read. GS thanked everyone for the work contributed to the Global Engagement Team report.	
12. FRAMEWORK TEAM MINUTES	
The Board noted the availability for viewing of the Framework Team Meeting Minutes in an accessible folder on the I:Drive.	
13. PROFESSIONAL STAFF REPORT (Paper 060)	
The report was taken as read, and thanks given to all contributing professional staff.	
14. DATE OF NEXT MEETING: To be confirmed.	

BOURNEMOUTH UNIVERSITY**FACULTY OF SCIENCE AND TECHNOLOGY ACADEMIC BOARD****MINUTES OF THURSDAY 4TH MAY 2017 AT 2.00PM IN THE BOARD ROOM****SUMMARY****1. RECOMMENDATIONS FOR APPROVAL**

- See Section 8 (8.1 - 8.5) Recommendations for appointments and reappointments of Visiting Professors
- Professor Remco Polman
 - Professor Ben Azvine
 - Professor Robert Cripps
 - Professor Dennis McKeag
 - Professor Detlef Nauk
 - Dr Jehannine Austin

2. APPROVALS

- See Section 8 (8.6 - 8.16) Approval of appointments and reappointment of Visiting Fellows
- Francis Bunker
 - Dr Victoria Baines
 - Dr Ian Hanson
 - Dr Anthony Hope
 - Ron Burns
 - Alan McClue
 - Jo Millington
 - Dr Alex Ong
 - Dr Lawrence Shaw
 - Duncan Wood

3. OTHER RELEVANT ACTIONS

None.

**Faculty of Science & Technology
Meeting of the Faculty Academic Board
Thursday, 4 May 2017 at 2pm in the Boardroom**

Present: Keith Phalp (Chair), Kevin McGhee, Tiantian Zhang, Philip Sewell, David Osselton, Richard Stillman, Vasilis Katos, Kelly Deacon Smith, Paula Peckham, Ruth Muir, Helen Brennan, Simant Prakoonwit, Alain Simons, Diogo Montalvo, Melanie Coles, Timothy Darvill, Paul Albinson, Deniz Cetinkaya, Sulaf Assi, Paul Kneller, Eileen Wilkes, Pippa Gillingham, Anita Diaz, Marcin Budka, Moamer Gashoot, Venky Dubey, Christopher Richardson, Jamie Swanson (SU VP Ed), Ishbel Leggat (Librarian), and Patti Davies (Admin Support)

Also present were: Jacky Mack (Head of Academic Services), John Vinney (Vice Chancellor), Timothy McIntyre-Bhatty (Deputy Vice Chancellor), Jane Forster (Policy Advisor to the VC), Wendy Drake (Principal Project Manager) and Gelareh Roushan (Sr. Principal Academic in FM)

1. **Apologies:** Zulfiqar Khan, Christos Gatzidis, Clive Hunt, Angelos Stefanidis, Daniel Franklin
2. **(a) Guest Speakers - Vice Chancellor, John Vinney, Jane Forster, Policy Advisor to the VC, and Deputy Vice Chancellor Timothy McIntyre-Bhatty - Bournemouth University 2025 Strategic Plan.**

The Vice Chancellor, Professor John Vinney gave an informative slide presentation entitled BU 2025, the University's strategic plan, aims and goals until 2025 - where we were, where we are heading and our journey. John discussed the various issues and events that have had a direct impact on higher education institutions in the UK, from the deregulations of student numbers, fees and more recently the outcome of the BREXIT referendum. Questions for Faculties to consider are, "what might the future of your disciplines be?", "What new disciplines might emerge in your area?", "What pedagogical approaches and modes of learning will be needed in 2025?", and "What will the key research questions be in 2050 in your discipline?"

The floor was open for questions and comments which included the following:

- Fundamentally, students should be a part of the community as indicated in the strategic plan, but are we overcomplicating the demonstrations of what we are doing? Are we pulling staff and students in too many directions rather than operating as units or departmental teams and recognising individuals' strengths and contributions to a team? It would be more beneficial to simplify and not go in too many directions with too many entities at once.
- We could do well in "impact" because of "applied" research as opposed to theoretical research. That could be our strength - embedding of ideas in good practice and sharing best practice.
- Evolving from where we are now - "stable change." Keep it simple and easy to understand. Interdisciplinary and inter-faculty approach but need to keep in mind that there are central issues that are keeping that from happening that need to be addressed, changed and able/willing to support more interdisciplinary and interfaculty approach, courses and programmes. Although the Faculty of SciTech have tried to lead in implementing more interdisciplinary programmes, as many of the SciTech programmes are inherently interdisciplinary, the inability of central support services and financial systems to support this approach has impeded the pursuit of more interdisciplinary programmes. It was agreed that the processes and central support services need to change to enhance the growth of interdisciplinary and inter-faculty programmes and research. There are small pockets around the University in which this happening but not being publicised effectively.
- Unit sharing between faculties will cause staff between faculties to interact. Modularity is possible. The structure we currently work in encourages a silo approach. This needs to be addressed to enable more interdisciplinary units.
- Fusion - different sorts of impacts and opportunities to celebrate, benefits and rewards. It is hard for staff and students to see this. Need to develop a "scaffolding culture." Thoughts and input from staff regarding impact and a range of ideas about impact types are most welcome by the UET. Quantitative benefits can be better defined with impact or types of impact.
- Various areas, such as Cyber Security are working with corporations such as the Kingfisher Group and are producing mutually beneficial results for the relevant programme, students and the Kingfisher Group. Unfortunately the impact of this collaboration is not being captured or celebrated anywhere. Such collaborations and interactions need to be celebrated. Suggest that the University enables such positive collaborations to be celebrated, publicised and perhaps marketed.
- How do we get students to understand fusion and the strategic plan? Most students don't understand.

- BU needs to keep up with the new government strategy with industry, applied research skills relating to "real life skills." Focus on creating value for money for students and producing high quality graduates, especially with industry and what industry wants. Shouldn't we be looking further into apprenticeships and sub-degree programmes?
- Better and effectively capture what we are doing at BU. There is a lot more going on at lower levels, particularly with multi-factual teams that's not being recognised. Also need to simplify the financial processes and central support needed to make this more possible and extend to a higher level too.

There are no major growth plans as Brexit is being negotiated as the impact upon visas is unknown at this juncture for higher education institutions in the UK as well as for staff and students. This is a good time and opportunity for innovation though. This doesn't constrain growth but there will be reallocation within in response to what the University wants to achieve in the HE market. Further discussion followed about how the university will need to stay credible in the international market post Brexit and where to focus international efforts. John pointed out that research is an international language and enhancing the university's research profile should also enhance unlimited development of international links and opportunities. BU needs to be fluid and move with the times. Areas such as Cyber Security and Nursing are being considered for development of apprenticeships through academic partners. "Securing Pipelines" Apprenticeships could positively impact employability as well as government levy mechanisms.

John encouraged members to get involved and provide their input in the various planning processes and conversations that will be taking place around the University. Staff can also email any feedback, ideas and comments, referring to pages 24-25 of the slides which identifies various ways for staff provide input and ideas.

(b) V4L Brightspace - Wendy Drake and Geli Roushan

Wendy Drake and Geli Roushan provided a brief informative slide presentation about the new Vision for Learning, Brightspace, which is replacing Blackboard. Brightspace will be phased in, starting with Level 4 (1st year) students in September. Fortnightly updates are on the Sharepoint site indicated in the presentation which will be sent to all members. Training sessions for academics and Education Services staff have been organised and will be ongoing as other levels and departments are phased into Brightspace. Members pointed out that Blackboard needs to be replicated onto Brightspace to avoid any problems. Staff members are invited to provide feedback to those involved in the implementation of Brightspace. David Feyver, Heather Cashin, Charlie Annear and Paula Peckham are going to be working through the bespoke functions on Blackboard that need to be replicated. A brief discussion followed. Academics were reminded to attend a training session pursuant to emails sent to all staff who will be interacting with the VLE/Brightspace.

3. Review and approval of the previous minutes from the meeting of 2 February 2017

The minutes of the Academic Board meeting of 2 February 2017 were approved as presented.

3.1 Matters Arising - there are no actions pending from the 2 February 2017 meeting.

4. Executive Dean Update - Professor Keith Phalp

Keith announced the changes in the Faculty's executive group that have occurred since the last Faculty Academic Board meeting. Professor Tiantian Zhang has been appointed Deputy Dean, Research and Professional Practice and Assoc. Professor Kevin McGhee has been appointed acting Deputy Dean, Education and Professional Practice as of 1 May 2017 as well. Dr Christos Gatzidis is now Head of the Department of Creative Technology. Dr Peter Hills is acting Head of the Department of Psychology since Professor Remco Polman left in March.

The Faculty's Delivery Plan has been submitted and the informal feedback from the UET so far has been positive. The Plan focuses on links to the BU2018 and BU2025 strategic plans in terms of development of interdisciplinary programmes. The need for the Faculty to increase research output and income is also part of the Delivery Plan. The university as a whole is below the other comparable Universities in research income and quality output. The Faculties are expected to improve in these areas.

In terms of student recruitment, the Faculty is on par with where the Faculty was 2 years ago. SciTech is generally close to target, but slightly below. The delays experienced in the processing of applications has had a negative impact on recruitment figures which hopefully can be improved in clearing for most courses.

5. Deputy Dean, Research, Professional Practice - Professor Tiantian Zhang

Tiantian Zhang tabled her report electronically and invited questions and comments. With regard to research/RKE income and output, the Faculty of SciTech is stronger than the other faculties in the university, however, at best SciTech will meet target but at worst, SciTech will fall slightly below target. Three priority research areas identified for Faculty improvement are: a) increase RKE income, b) enhancing quality of research output to 3 star/4 star publications and, c) enhancing PGR excellence in training and compliance with 4 year completion. Department/Consultancy unit RKE income generation plans are being developed to increase RKE income by 15% to 20% each year. Each Department now developed a publication plan/strategy as well.

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

A detailed Admissions report will be available next week. All Faculties will be in clearing which starts 17 August through the weekend, with training for staff working in the clearing rooms taking place on 16 August. Staff development sessions will be taking place regarding assessment boards and regulations. The Faculties are still awaiting feedback from the Finance Department regarding budgets for the upcoming fiscal year. Kelly is discussing capital requests and summer works for the Faculty with Estates. The Estates Department is also awaiting feedback about their budget as well though. The Creative Technology Department has been involved in the detailed planning of the new Poole Gateway building which will house Creative Technology studios. Discussions are ongoing. The new Design and Engineering workshops will be relocating from Tolpuddle House to the ground floor of Poole House where the loading bay used to be located after the Design and Technology Show. The floor was open for questions and comments. A question arose regarding enhanced security of the labs, particularly C220 and C221. Electronic locks are going to be installed and staff are reminded to ensure that the doors to these labs are kept locked/closed at all times. There have been a number of incidents reported of the doors being found open and unlocked which are being investigated. Estates has been asked to remind the cleaners to close and lock those doors behind them as well as it has been reported that the doors have been found open shortly after the cleaners have gone through those areas.

7. Proposed new courses, programmes and modifications - no proposals to review and approve

8 Visiting Professors and Visiting Fellows Reappointments and Appointments

Visiting Professors

- 8.1 Professor Remco Polman - former Head of Department of Psychology in the Faculty. Has recently relocated to Queens University of Technology in Queensland, Brisbane, Australia. Recommended for *appointment* by Dr. Peter Hills for continued research collaboration and PhD supervision. Statement of Support and CV tabled.
Recommended for approval
- 8.2 Professor Ben Azvine - Smart Technology and Informatics previously recommended by Professor Bogdan Gabrys. Professor Azvine has not been involved with the Department over the last few years. Recommendation from Professor Gabrys to let Professor Azvine's Visiting Prof privileges *lapse*.
Recommendation approved
- 8.3. Professor Robert Cripps - Sustainable Design in Design & Engineering. Professor Cripps continues to collaborate with Design & Engineering Department members. Recommendation from Professor Mark Hadfield and Dr. Phillip Sewell that Professor Cripps be *reappointed* for another 3 years. Updated CV tabled.
Recommended for approval
- 8.4. Professor Dennis McKeag - Sustainable Design in Design & Engineering. Professor McKeag has not been involved with the Department of Design & Engineering over the last few years. Recommendation from Dr. Phillip Sewell and Professor Mark Hardfield to let Prof. McKeag's Visiting Professor privileges *lapse*.
Recommendation approved
- 8.5. Professor Detlef Nauk - Computing and Informatics. Professor Nauk continues to be actively involved with members of the Department of Computing & Informatics. Recommendation from Professor Bogdan Gabrys that Professor Detlet Nauk's Visiting Professor be *reappointed* for another 3 years. Updated CV tabled.
Recommended for approval

Visiting Fellows

- 8.6 Francis Bunker - Marine Biology and Marine Conservation - recommendation from Dr Roger Herbert, Department of LES, for *appointment* for 3 years. CV and Statement of Support tabled. **Approved**
- 8.7 Dr. Victoria Baines - Manager of Trust and Safety at Facebook - recommendation for *appointment* for 3 years from Professor Vasilis Katos in the Department of Computing & Informatics, Cyber Security. CV and Statement of Support tabled. **Approved**
- 8.8 Dr. Jehannine Austin - Human Geneticist from Vancouver, BC, Canada . Dr. Austin continues to collaborate with Dr. McGhee and Department of LES. Recommendation from Dr. Kevin McGhee that Dr. Austin be *reappointed* as Visiting Fellow to the Department of LES for another 3 years. **Approved**
- 8.9. Dr. Ian Hanson - Commission on Missing Persons in Bosnia, Forensics and Anthropology. Recommendation from Professor Timothy Darvill and Professor David Osselton that Dr. Hanson be *reappointed* as Visiting Fellow to the Department of AAFS for another 3 years due to continued collaboration. **Approved**
- 8.10. Dr. Anthony Hope - Design Simulation. Recommendation from Professor Siamak Noroozi and Dr. Phillip Sewell that Dr. Hope be *reappointed* as Visiting Fellow to the Department of Design & Engineering for another 3 years due to continued collaboration. **Approved**
- 8.11. Ron Burns - retired lecturer and former member of the Faculty's Department of Psychology. Recommended by Dr. Peter Hills that Ron Burn's Visiting Fellow privileges *lapse* due to lack of academic involvement. **Approved**
- 8.12. Alan McClue - Entrepreneur. Recommendation to *reappoint* Alan McClue as Visiting Fellow due to his continued involvement with the Faculty and University in business engagement, research support, and prize sponsorship (SoLabs Prize in Forensic Science). **Approved**
- 8.13. Jo Millington - Forensic Science - recommended by Professor David Osselton to *reappoint* Jo Millington as Visiting Fellow to the Department of AAFS due to her continued collaboration with the Department. **Approved**
- 8.14. Dr. Alex Ong - Design Simulation in the Department of Design and Engineering . Recommended by Professor Siamak Noroozi and Dr. Phillip Sewell to *reappoint* Dr. Alex Ong as Visiting Fellow for another 3 years due to continued collaboration with the Department. **Approved**
- 8.15. Dr. Lawrence Shaw - Archaeology. Recommended by Professor Timothy Darvill to *reappoint* Dr. Lawrence Shaw as Visiting Fellow due to continued collaboration with the Department of AAFS/CAA. **Approved**
- 8.16. Duncan Wood - Design Simulation in the Department of Design & Engineering. Recommended by Dr. Phillip Sewell that Duncan Wood's Visiting Fellow privileges *lapse* due to lack of involvement with the Department. **Approved**

9. **Other issues raised by staff** - no other issues were raised at this time.

10 Questions or comments regarding reports and minutes submitted electronically

- 10.1 Academic Services Report - Jacky Mack (tabled)
The termly Academic Services Report was tabled for questions and comments. Jacky pointed out the contact details of the Academic Services staff and the various functions and responsibilities. An appointment has been made for the Head of Quality Assurance role and will start in July.
- 10.2 Associate Dean, Student Experience Report - Dr Clive Hunt (tabled)
The Associate Dean, Student Experience report was tabled for questions and comments. The report included an update regarding the MUSE2 survey status and a reminder that academics must post responses to feedback on myBU. The report also addresses the National Student Survey for 2017 which ended on 30 April 2017, the call for induction plans for 17/18 and a review of the BU placement prize award to ensure consistency across the university.

- 10.3 Associate Dean, Global Engagement Report - Dr Angelos Stefanidis (tabled)
The Associate Dean, Global Engagement report was tabled for questions and comments. The report addressed measuring global engagement delivery, global talent and the Global Festival of Learning 2017 update.
- 10.4 Head of Dept. of Archaeology, Anthropology & Forensic Science - Prof David Osselton (tabled)
The Department of AAFS report was tabled for questions and comments. The report included a staffing and student recruitment update, outreach and publicity update as well and an update about conference and publication activity within the department.
- 10.5 Head of Dept. of Computing & Informatics - Prof Vasilis Katos (tabled)
The Department of Computing of Informatics report was tabled for questions and comments. The report included a brief general update regarding the department's education and research activity.
- 10.6 Head of Dept. of Creative Technology - Dr Christos Gatzidis (tabled)
The Department of Creative Technology report was tabled for questions and comments. The report addressed the completion of the review and modifications being implemented to the Games Programmes, plans to review the Music programmes, education activity, Games Jam Organisation, student awards/successes and departmental staff development activities regarding HEA and research.
- 10.7 Head of Dept. of Design and Engineering - Dr Philip Sewell (tabled)
The Department of Design & Engineering report was tabled for questions and comments. The report addressed the department's education activities, research/enterprise activities, and professional activities. The Department took ownership of the new Design & Engineer Innovation Centre (workshops) in Poole House on 24 April. The new workshops will be open to students for September 2017.
- 10.8 Head of Dept. of Life and Environmental Sciences - Prof Richard Stillman
Professor Richard Stillman reported that Luciana Esteves organised the British Conference for Undergraduate Research recently which went very well. Genoveva Esteban won a NERC Training Grant on freshwater species on identification. Rob Britton has received an expression of interest regarding his bid from the NERC Centre for Doctoral Training. A science paper submitted by John Stewart was accepted as well.
- 10.9 Head of Dept. of Psychology - Dr Peter Hills (tabled)
The Department of Psychology report was tabled for questions and comments. Dr Peter Hills has been named the Acting Head of Department following Professor Remco Polman's resignation. Dr Jane Elsley and Dr John McAlaney are now co-Heads of Education for the Department. The report contained staffing update, departmental education update, research activity update and staff recognition. Andrew Mayers has been appointed as a Fellow of the Royal Society of Arts.
- 10.10 Health and Safety Report - Helen Brennan (tabled)
A Health and Safety Report was tabled for questions and comments. Helen Brennan has been appointed as Health and Safety Advisor. The report addressed key milestones, key areas of focus which includes fire safety info on chemical storage arrangements, distribution of HSE responsibilities amongst faculty staff, lab security, access to control of substances, compliance with driving policy and existing audit actions still outstanding. The report also addressed recent completed actions and future areas of focus.
- 10.11 Faculty Education and Student Experience Committee meeting minutes, 23/2/17 (tabled)
The minutes of the FESEC meeting minutes of 23/2/17 were tabled for informational purposes and questions or comments.
- 10.12 Faculty Academic Standards Committee meeting minutes, 8/2/17 (tabled)
The minutes of the FASC meeting of 8/2/17 were tabled for informational purposes and questions or comments.
- 11. AOB** - No other business was raised for discussion.
- 12. Adjournment** - There being no further business, the meeting adjourned at 3:45 pm.