

ACADEMIC BOARD

Minutes of a meeting of the Academic Board held on Wednesday 9th June 2010.

Present: D Allen, Professor J Arthurs, Professor A Bensted; J Bradley, P Catley, Professor G Channon, A Cheshire, M Frutos-Perez, T Goodhew, Professor P Gough, Dr M Grey, S Grive, Dr J Harrington, Mrs T Harrison (secretary), P Jones, Dr J Lanham, A Mathieson, T McGoldrick, Professor P Olomolaiye, M Partington, K Philips, C Rex; Professor R Ritchie, J Rushforth (chair), G Sandford, J Thomas, Dr S Waite, G Wilson.

Apologies: P Dowdall, D Hawes, P Nolan, R Scott, R Shaw, C Stoney, Professor S West.

In attendance: C Ossler

AB10.6.1	MINUTES OF THE LAST MEETING Paper AB10/6/1 was received. The Board approved the unconfirmed minutes of the meeting held on 24 th March 2010.
AB10.6.2	MATTERS ARISING FROM THE MINUTES
AB10.6.2.1	ISIS DEVELOPMENT PROJECT Paper AB10/6/2 was received. The Board received the report on progress.
AB10.6.3	VICE CHANCELLOR'S REPORT Paper AB10/6/3 was received. The Board received the Vice Chancellor's report, noting in particular: <ul style="list-style-type: none"> - Future+Focus Management Conference - Recruitment Process - Planning Round - HE Funding Cuts and HEFCE Grant Letter - Leading Cities and GWE Business West - Widening Participation - BizIdea Awards - Bloodhound - AMBA Accreditation - Malaysia Convocation Ceremony - Sustainability

AB10.6.4	ACADEMIC SPACE IN MASTER PLANNING AND LEARNING SPACES CREATING A 21ST CENTURY LIBRARY Papers AB/10/6/4 and AB10/6/14 were received.
AB10.6.4.1	The Board received the paper, Academic Space in Master Planning, setting out the principles that should inform and underpin the University's approach to the design of learning and teaching spaces, noting that the resource and financial implications of the proposals would be considered as part of the wider Masterplanning process. The paper had been informed by consultations with faculties, professional services and advice from the Learning and Teaching Executive and the Learning, Teaching and Assessment Committee.
AB10.6.4.2	Professor Channon updated the Board and highlighted the relationship of the paper to the papers on the vision for the Library and on the academic portfolio. He stressed the importance of monitoring implementation of the proposed principles to keep the University's approach under review and capable of adapting to changes in its vision, mission and strategy. A number of initiatives were already underway (e.g. a concept room in 4E22, the R Block development) which would be monitored to assess how innovative places could be used more effectively to provide flexible learning space for student.
AB10.6.4.3	The Board noted decisions already taken in respect of the management of space, timetabling and the focus of the Library and Student Services as part of a core student experience hub. A project team would be convened, including student representation, to develop the propositions, test the principles and inform the development of the Masterplanning process. Concept approval of the Masterplan was expected early in the next academic year after which design of individual projects would follow and the principles applied to all small and large scale projects.
AB10.6.4.4	The Librarian introduced the paper, Learning Spaces – Creating a 21 st Century Library, detailing a vision for the Library, built on work undertaken over many years, and placing the Library at the centre of a 24/7 academic hub to provide co-location of related services, facilitation of the sharing of knowledge and resources and maximising access. There would be a network of distributed learning centres across the Frenchay campus with the needs of both social collaborative learning and individual learning being catered for and different zones established to support different functions/learning environments. Work was currently ongoing to identify options for how the present Frenchay Library might be extended including taking into account the forthcoming closure of the Glenside campus. Consultation with the wider community would be undertaken before detailed planning began.
AB10.6.4.5	During discussion, the following comments were made: <ul style="list-style-type: none"> - the academic space principles had been welcomed by faculty boards but the connection between the paper and that relating to the academic portfolio now needed to be brought together so that the shared statements of principles could be developed into a coherent proposition - there was support for the suggestion that the nomenclature change

	<p>from discussing 'space' to referring to 'place'; the paper could be redrafted to more explicitly acknowledge this shift in emphasis</p> <ul style="list-style-type: none"> - there was broad support for the physical alignment of support for students with learning spaces and the further emphasis this provided for the University's strategic focus on the student experience.
AB10.6.4.6	<p>The Board <u>agreed</u> to endorse the principles as set out and welcomed the commitment to ensuring that the Masterplanning process was led by the University's academic strategy. The Board looked forward to receiving regular updates on progress.</p> <p style="text-align: right;">ACTION: PVC Channon; Librarian</p>
AB10.6.5	<p>THE UWE ACADEMIC PORTFOLIO Paper AB/10/6/5 was received.</p>
AB10.6.5.1	<p>The Board received the paper outlining proposals to simplify, focus and strengthen the University's academic offer at both undergraduate and postgraduate levels. Principles were being proposed to inform the approach to the development of the University's academic portfolio which were in line with the University's key strategic priorities. The principles would be used as a litmus test for new and existing programmes.</p>
AB10.6.5.2	<p>Professor Channon introduced the paper which had been redrafted following consultation with faculty boards, the Learning and Teaching Executive and the Learning, Teaching and Assessment Committee. The revised paper now included a stronger emphasis on the importance of external partnerships and collaboration, an explicit statement about the collective values of the University and a toning down of the previously stated requirement about the design of modules for CPD provision to being expected only where it was appropriate to do so. The aims of the proposals were to create a distinctive academic identity for the University and to develop institutional confidence in stating internally and externally the principles that inform our approach to the development of curricula and to our strategy for partnerships.</p>
AB10.6.5.3	<p>Professor Channon clarified that the paper had provided an opportunity to draw on a very wide range of initiatives and activities already being undertaken at the University to provide for a coherent, distinctive offer. There were some elements that might be drawn in more explicitly, such as the explicit integration and recognition of students' experience outside of the curriculum which would relate positively to the sector-wide Higher Education Achievement Record (HEAR) project. Simplification of the offer made to applicants and students was of the utmost importance; this would link to the University's involvement with a current HEFCE project investigating how institutions develop programmes that applicants actually wanted to study and to the University's own portfolio review.</p>
AB10.6.5.4	<p>Professor Channon referred to a number of success factors in moving forward including the importance of recognising and respecting those activities already taking place, listening to and respecting the views and expertise of teaching staff, the need to continue to foster and recognise innovation in learning and teaching and the importance of providing</p>

	systems that supported the proposals and enabled a better joining up of activities. The proposals played well into the increasingly public agenda about the need for institutions to be more explicit about their offer and the notion of student entitlement. An implementation group would be convened and an audit undertaken of current activities. There was an obvious connection with the work now in place to implement the re-articulated QME Framework so that when new programmes were proposed, monitored and reviewed, the principles would be tested.
AB10.6.5.5	<p>During discussion, the following comments were made:</p> <ul style="list-style-type: none"> - the proposals had been welcomed by faculty boards; the evidence of feedback having been used in the redraft of the paper was also welcomed - the issue of whether it was desirable and/or practical to adopt a common module size across the University would need to be addressed during implementation - work was now underway to review the validation process as part of the University's Change Management Programme into which the principles set out in the paper could be usefully incorporated - the University's approach to partnerships and collaborations would need to be aligned appropriately and explicitly to the emerging academic strategy - the relationship between the principles and PSRB requirements would need to be managed and negotiated between the University and the professional bodies concerned.
AB10.6.5.6	The Board <u>agreed</u> to endorse the principles set out in the paper noting the importance of a clear and sustained staff development strategy, perhaps starting with a launch event.
AB10.6.6	REVIEW AND DEVELOPMENT OF TOURISM@UWE Paper AB10/6/6 was received.
AB10.6.6.1	The Executive Dean of the Faculty of Business and Law reported on a recent review with the Faculty of Environment and Technology of the current market position of Tourism at the University which had led to proposals which were aimed at enhancing the attractiveness of current provision, developing new markets and expanding external links. It was acknowledged that the review had successfully engaged staff from two different faculties in working collaboratively to develop the discipline of Tourism at the University. The Vice Chancellor's Executive Group had endorsed the proposals and had agreed to the appointment of a leadership role to oversee the implementation of the recommendations.
AB10.6.6.2	The Board <u>agreed</u> to endorse the recommendations, including the transfer of Tourism to the Faculty of Business and Law and welcoming the substantial potential of the initiative to the University's international strategy.
AB10.6.7	REVIEW AND DEVELOPMENT OF ENVIRONMENT@UWE Paper AB10/6/7 was received.
AB10.6.7.1	The Executive Dean of the Faculty of Environment and Technology reported on a recent review with the Faculty of Health and Life Sciences of

	the current market provision of core environmental provision at the University. The staff in both faculties had worked collaboratively to develop proposals which had been accepted by the Vice Chancellor's Executive. A mapping exercise had been undertaken across the breadth of environment-related activities across the University and which would be used to articulate an explicit definition of Environment @ UWE.
AB10.6.7.2	<p>During discussion, the following comments were made:</p> <ul style="list-style-type: none"> - sustainability might be a more appropriate nomenclature moving forward to provide greater clarity to external partners and in recognition of the inter-disciplinary nature of activities at the University - if there was to be a wider review of environment, CCRI and Hartpury might be usefully included, as might initiatives in Law - discussions should take place with Marketing and Communication about how the initiative could be internally and externally communicated
AB10.6.7.3	The Board <u>agreed</u> to endorse the proposals including the transfer of Environmental Management at masters level to the faculty of Environment and Technology and a further review of Environmental Health.
AB10.6.8	<p>STRATEGIC PLAN 2007-2012 Paper AB10/6/8 was received.</p> <p>The Board received the University's revised Strategic Plan, summary of the KPIs that support the Plan, and faculty scorecards.</p>
AB10.6.9	<p>HARTPURY Paper AB10/6/9 was received.</p> <p>The Board received the Hartpury Academic Agreement and congratulated colleagues from the University and Hartpury involved in its completion.</p>
AB10.6.10	<p>INTERNATIONAL RECRUITMENT Paper AB10/6/10 was received.</p>
AB10.6.10.1	The Board received a paper setting out the University's strategic approach to international recruitment. The paper complemented papers seen earlier by the Board in respect of the University's academic strategy and the student learning experience and provided a vision for the future shape and demographic profile of the University.
AB10.6.10.2	In a comprehensive overview of the proposals, Professor Bensted emphasised the potential for significant growth in international recruitment within the context of a wide range of partnership types and arrangements, building on the University's current strengths in quality management and student support services, and in response to significant changes in the provision of higher education across the globe. The University's strategy was to concentrate activities in Asia and South East Asia where the University's reputation was already strong. The paper set out a range of short term priorities including:

	<ul style="list-style-type: none"> - evolutionary change to increase growth significantly in high quality partnerships (e.g. universities in world top 200) and a range of provision (e.g. dual degrees, internships, research etc.) - seeking to broaden the portfolio not just to make it attractive to international students but to ensure UK students received cutting-edge programmes based on new ideas/developments internationally - providing UK students with a truly internationalising experience via the concept of UWE Global - broadening the market (e.g. North America, Canada, Middle East, Nigeria) and the establishment of regional offices - retaining focus on Europe particularly in terms of postgraduate and joint programmes
AB10.6.10.3	<p>The University's medium to longer term strategy was to start looking at UWE Global which would entail providing ways in which the University's programmes could be delivered in other countries for a significant number of students who wouldn't themselves be studying at UWE but in their home countries and who would be defined as UWE students and alumni. Delivery of trans-national education could be via a number of models including:</p> <ul style="list-style-type: none"> - distance learning models - a physical presence in a country as part of a consortium providing in-country educational services - acting as a validating institution to provide UWE programmes with appropriate quality assurance mechanisms in place - identifying potential for providing government and public authorities to provide with knowledge exchange/ education at the macro level - developing partnerships with international companies to provide higher education with those companies in their universities <p>The UWE Global approach was not without risk:</p> <ul style="list-style-type: none"> - financial risks would be mitigated by not adopting a full campus based approach as other UK HEIs had done - reputational risks would be mitigated by a validation model which would provide appropriate safeguards in terms of quality assurance of academic standards - changes in government policy (e.g. the recently introduced points based system) presented risks - the internal culture shift required to deliver the change could be seen as both a risk and an opportunity <p>The bigger risk was potentially in not taking the risk. In Professor Bensted's view, if the University chose not to engage others would which could present the University with an unwelcome diminution of international markets. The key to implementation would be the University's capacity to adapt to take advantage of the opportunities. The Board of Governors had been informed about the proposals and whilst they supported them in principle they had reinforced that their primary concern was for ensuring the protection of the University's reputation.</p>
AB10.6.10.4	<p>During discussion, the following comments were made:</p>

	<ul style="list-style-type: none"> - the importance of offering students an appropriate student experience including international students coming to the University, UK students studying at partner institutions and international students studying at partner institutions under the UWE Global umbrella – this would entail the careful selection of partners and the provision of well funded comprehensive student support services - the scale and importance of engaging all staff in the University should not be underestimated if the developing strategy was to be realised - the positive impact of the University's current country by country marketing strategy had realised significant increases in enquiries - the importance of being robust in respect to the management of academic standards whilst recognising and respecting the cultures of different countries in the delivery of a high quality student experience - the time available to realise the ambitions set out in the strategy was relatively short.
AB10.6.10.5	The Board <u>agreed</u> to endorse the proposals as set out and looked forward to regular reports on progress.
AB10.6.11	NATIONAL COLLEGE OF LEGAL TRAINING (NCLT) Paper AB10/6/11 was received.
AB10.6.11.1	The Board received the paper setting out progress on the development of the National College of Legal Training (NCLT) collaboration between the University and Central Law Training.
AB10.6.11.2	Professor Bensted contextualised the paper within recent developments in professional legal education and the rise in the number of private providers. The proposal provided for the University and CLT to provide, via the NCLT, a range of UWE programmes through a national network of providers to enable the maintenance and increase of market share in an increasingly competitive environment. The financial model provided for two types of provision – delivery in the named centres; providing materials that could be delivered elsewhere. The model provided opportunities for other types of partnerships and an interesting set of possible future propositions to support the University's vision, mission and strategy.
AB10.6.11.3	The Board <u>agreed</u> to endorse the development and looked forward for reports on progress. The Board expressed its thanks to staff in BILP, and Paul Rylance in particular for their foresight and commitment to the initiative.
AB10.6.12	STUDENT EXPERIENCE
AB10.6.12.1	<p>REPORT FROM THE DEAN OF STUDENTS Paper AB10/6/12 was received.</p> <p>The Board received the report from the Dean of Students noting that a new draft of the UWE Charter had been produced following wide ranging consultation across the institution and taking into account feedback in respect of international, CPD and postgraduate students. The need to</p>

	ensure the Charter remained an easily accessible document was recognised and thought was being given to how it could be presented in ways and at times that were appropriate and aligned to the student journey.
AB10.6.12.2	REPORT FROM THE PRESIDENT OF THE SRC Paper AB10/6/13 was received.
AB10.6.12.2.1	The SRC Vice President reported on current activities and priorities including: <ul style="list-style-type: none"> - the student representation structure in light of changes to faculty structures and academic governance changes - the constitution had been endorsed by the University and additional funding provided for a fifth officer to support international students - the outcomes from a recent six month university-funded project to look at the student representation experience in UWE Federation partners was being considered by the UWE Federation Group.
AB10.6.12.2.2	The Board thanked the outgoing SRC President and student representatives for their contribution to the work of the University and of the Board.
AB10.6.13	LIBRARY SERVICES COLLECTION MANAGEMENT AND DEVELOPMENT POLICY Paper AB10/6/15 was received.
AB10.6.13.1	The Librarian reported on ongoing high priority work to adapt library services towards an increasingly electronic environment and within the context of institutional strategic priorities. Consideration of the opportunities for the academic community were being identified and realised through wide consultation. The different discipline areas were at different stages in their engagement with/need for electronic publications and of the need for sensitivity to these differing needs in respect of learning and teaching and research.
AB10.6.13.2	During discussion, the following comments were made: <ul style="list-style-type: none"> - there was support from students generally on the move to digital but there was a recognised need for support and guidance to students to ensure they understood the legal frameworks within which they needed to operate - the communication of changes would need to be carefully managed with students - the future space needs of the Library and the impact of a move to a more electronic environment would be considered as part of the work to realise the vision for the Library and the Masterplanning process - the work was aligned to current IT infrastructure activities.
AB10.6.13.3	The Board <u>agreed</u> to endorse the work being undertaken and looked forward to reports on progress as appropriate.

AB10.6.14	ACADEMIC CALENDAR Paper AB10/6/16 was received. The Board received the report on progress.
AB10.6.15	REGULATORY FRAMEWORK
AB10.6.15.1	HONORARY DEGREE AWARDS Paper AB10/6/17 was received. The Board <u>agreed</u> to approve the proposal for a new award, Doctor of the University (DUniv).
AB10.6.16	RESEARCH EXCELLENCE FRAMEWORK Paper AB/10/6/18 received. The Board received an update on the Funding Council's initial decisions on the REF and on the University's preparations.
AB10.6.17	REPORTS FROM FACULTY BOARDS Executive Deans reported on recent meetings of faculty boards including discussions that had taken place on the academic portfolio and changes to academic governance arrangements – the attendance at meetings of staff from the Vice Chancellor's Executive and central professional services had been welcomed although it was acknowledged that there had been problems for attendance at Bower Ashton.
AB10.6.18	PROFESSORIAL APPOINTMENTS AND AWARDS OF HONORARY DEGREES. The Board noted the following professorial appointments: Professor David Knight (Professor of Organisational Studies) Professor Candy McCabe (Professor Nursing and Pain Sciences) Professor Debra Salmon (Professor of Nursing Research) Professor Tony Pipe (Professor and Deputy Director of Bristol Robotics Laboratory) Professor Andrew Douglas (Professor of Strategy and Operations Management)
AB10.6.19	REPORTS OF COMMITTEES
	The Board received the following:
	Board of Governors – 23 March 2010
	Bristol Business School Faculty Board -10 March 2010
	Creative Arts Faculty Board - 27 January 2010, 10 March 2010, 12 May 2010
	Environment and Technology Faculty Board - 12 May 2010

	Health and Life Sciences Faculty Board – 17 March 2010
	Social Sciences and Humanities Faculty Board – 3 February 2010, 17 March 2010
	Hartpury Faculty Board – 16 March 2010
	Learning, Teaching and Assessment Committee – 14 May 2010
	Research Committee – 7 May 2010
	Internationalisation Strategy Group – 30 March 2010
	UWE Federation Group – 4 February 2010, 1 April 2010, 20 May 2010
AB10.6.20	ANY OTHER BUSINESS
AB10.6.20.1	CREDIT AND MARKS Paper AB10/6/20 was received.
AB10.6.20.1.1	The Board received the paper setting out a proposal to permit award specific variations to the University's Academic Regulations to enable marks and credit awarded by INTI University Malaysia, HELP University College Malaysia, PTPL Penang and University of London external law degrees to contribute to the UWE LLB (Hons) awards with effect from September 2010.
AB10.6.20.1.2	<p>The Head of the Department of Law contextualised the proposals in respect of the current arrangements whereby Malaysian students were registered on UK degree programmes studying two years in Malaysia and transferring into the final year in the UK. The first two years of each programme were validated by UK universities and subject to those institutions' quality assurance processes (in the case of INTI and HELP this was Leeds University; at PTPL this was Northumbria). Oversight of all programmes was undertaken by the Malaysian Quality Agency and the Joint Academic Standards Board.</p> <p>There was evidence to suggest that students had increasingly been choosing those competitor institutions for their final year where it was understood by the Department of Law that the marks and the credit were accepted. This was affecting recruitment of well qualified students to UWE.</p>
AB10.6.20.1.3	<p>The Board <u>agreed</u> to approve the proposal in principle subject to:</p> <ul style="list-style-type: none"> (i) a clear understanding that this would not set a precedent for the wider University and that the proposals reflected award specific requirements (ii) the delegation of authority to the Chair of the Board to approve the outcomes of the further work required to implement the proposal. <p>ACTION: Head of Department of Law; Academic Registrar</p>
AB10.6.20.2	ACADEMIC BOARD NOMINATION TO THE BOARD OF GOVERNORS The Board was informed that Dr Harrington's term of office as the Board

	representative on the Board of Governors would terminate at the end of July 2010 and <u>agreed</u> that confirmation of her re-appointment would be confirmed by Chair's Action subject to no other member of the Board coming forward by the end of Friday 11 th June 2010.
AB10.6.21	DATES OF FUTURE MEETINGS 13 July 2010 - additional meeting to discuss academic governance proposals.