Boards of Studies
Guidance

Purpose

Boards of Studies are responsible for managing, monitoring and enhancing the quality of teaching and learning and the student experience, within course and individual module provision.

This will be achieved by: -
1. Overseeing course development and improvement through the approval and ongoing monitoring of every course team's Course Continuous Improvement Plan (CCIP).
2. Providing an opportunity for course teams to share and identify common issues and good practice.
3. Enabling a stronger partnership with students, who will be represented on the Boards of Study.
4. Bringing courses together into a single Board of Study to provide in-depth module and course review in order to identify enhancement priorities. As well as enable staff working across more than one course to bring an overview of course activity to course management.

Reporting Structure

Boards of Studies will report to the Faculty Quality Committee (FQC). The Head of School will analyse the impact of action taken from the previous academic year to address ongoing areas of concern within the portfolio. As well as identify short-, medium- and long-term enhancement strategies to be implemented to address areas within the portfolio where little, to no impact has been seen. The Faculty Quality Committee is required to ensure the Faculty addresses matters which cannot be resolved by School and course teams alone. Where an issue cannot be resolved by Faculties alone, then the Faculty is required to report these issues to the University's Quality Monitoring Review Sub Committee for resolution.

Boards of Study and Course Continuous Improvement Plans (CCIPS)

Board of Studies play an important role in the University's approach to course monitoring and improvement. They are designed to reflect critically on the delivery of courses on a semester/trimester basis, using student feedback, metrics, and University data to identify and reflect upon areas of good practice and any issues arising at course and module level.

In addition, Boards of Studies will be expected to monitor progress made within each team's Course Continuous Improvement Plan. This includes: -

1. Approving the priorities, actions, and overall direction of each team's CCIP, including where further action is required at Faculty and University level.
2. Evaluating the progress and impact of actions taken using the RAG-rating system to ensure continuous improvement is being made and all required adjustments to actions are identified.

CCIP discussions will take place within the standing agenda item C*CIP update*s

Continuous Improvement Plans: Using the CCIP to monitor continuous improvement against course priorities within Boards of Studies

BoS 1: CCIP Approval of action for academic year ahead (Sep – Nov)

Course team will:
Produce CCIP and give verbal explanation on priorities, action to be taken and timeframes.

BoS will:
Consider the priorities and actions identified on course team's CCIP.
Chair will approve each CCIP for use for the forthcoming year.

BoS 3: CCIP End of Year Progress Monitoring and Evaluation (Apr – June)

Course team will:
Provide progress updates (Lead Responsible) and PD will reflect on overall year progress and outline intended course priorities and adjustments to existing actions for the forthcoming year.

BoS will: Evaluate the progress and impact of actions using the CCIP RAG-rating system, recommending changes and adjustments to actions, where necessary.
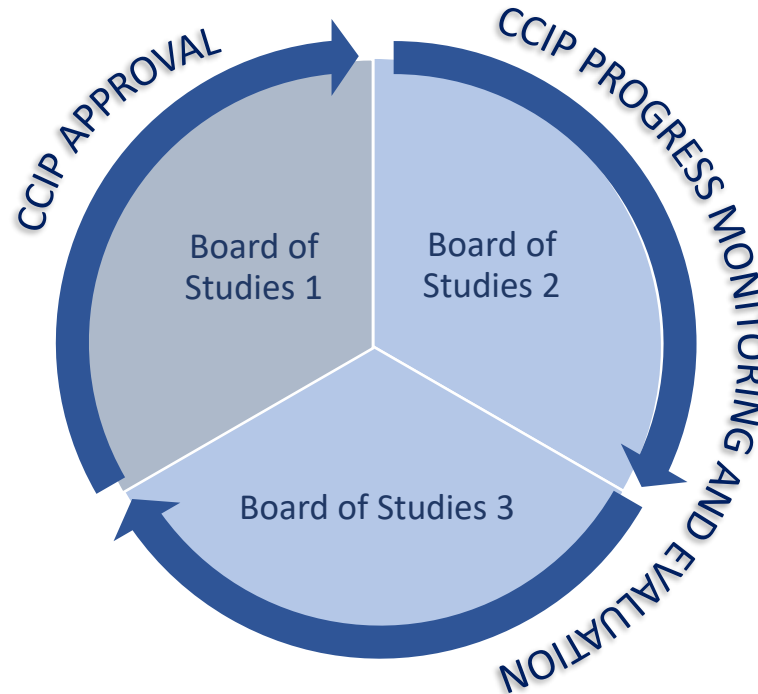
BoS 2: CCIP In-Year Progress Monitoring and Evaluation (Dec – Mar)

Course team will:
Provide progress updates (Lead Responsible) on the current progress and outcomes/impact of particular actions in response to student feedback and relevant course data to date.

BoS will:
Monitor the ongoing progress of course improvement activity; ensuring teams are using CCIP efficiently to address both University and course specific priorities, throughout the year.
Evaluate the progress and impact of actions using the CCIP RAG-rating system, recommending changes and adjustments to actions, where necessary.

CCIP APPROVAL

CCIP PROGRESS MONITORING AND EVALUATION

Board of Studies 1

Board of Studies 2

Board of Studies 3

Student Voice

The Chair should meet / contact all relevant elected student representatives to outline the role and nature of the Boards of Study and ask for representation across all three meetings. Ideally, there will be a student representative from every course being considered at the Board of Study, including cohorts delivered in partnership. Student voice at course level is also ensured via the Staff Student Liaison Committee (SSLC) which report to the Board of Study.

Membership

Suggested membership of Boards of Studies is as follows:

> Chair - Head of School or nominee
> Suite / Subject leads
> Course Directors
> Module leaders
> Academic Link Tutors (ALTs)
> Partner Course Director / Module Leads
> Year or Tutor Group Leads
> Professional Support Staff, i.e. Course Support Officers or Course Administrators
> Board of Study Student Representatives
> A Board of Study administrator (minute taker).

Where appropriate the Head of School may also like to invite:

> Members of the Faculty directorate (FDLT, FDO, FDQ)
> Industry or PSRB stakeholders
> Wider partner representatives
> Academic Developers
> Student Learning Developers
> Employability Lead for the course/s
> Learning Technologist for the course/s
> Any other relevant personnel.

Agenda and Minutes

Items discussed at Boards of Study can be classified within reserved and unreserved sections of the agenda. Boards of Studies secretaries should use the templates provided to capture the minutes of the meeting to enable accurate onward reporting to the Faculty Quality Committee.

Unreserved:
It is expected that most issues pertinent to the continued improvement and development of course should be discussed within the unreserved agenda with students being invited to contribute and lead on particular areas where relevant.

1. CCIP updates
2. Course and individual module reviews
3. Course and module modifications
4. Student issues and good practice identified in SSLM's and general feedback and consultation
5. External Examiner reports

Reserved:
Students are not permitted to attend the part of the meeting where reserved matters are discussed. Such matters may include:

Staff personnel
Budget decisions / financial costings and reports at both School and University level.
Research matters
School management including staffing structures and costs
University communications and announcements

The above reserved agenda items are not prohibitive. BoS Chairs may wish to move suggested items from the reserved into the unreserved section where they feel it is appropriate to do so.

Operating Boards of Study with Partners

All partners are expected to use Boards of Studies and manage their own CCIP as part of the University's approach to continuous improvement and managing quality for its teaching provision. Partners will either run their run their own Boards at their campus or be members of the School Boards of Studies. All partners will manage their own CCIP using either the Partner or School CCIP templates.

TNE Partners

Validated
TNE partners offering validated provision will be expected to run their own Boards of Studies at their campus using their own partner CCIP to address their course priorities. It is anticipated that these will be held as close to each School Board of Studies as possible so as to enable ALTs to communicate outputs from the partner CCIP to the School Board of Studies which can identify and implement improvement actions where needed. Arrangements will vary according to the size of provision with the final schedule and configuration being agreed between the partner, IPAD and the Head of School.

Franchised
TNE partners who deliver franchised provision will also be expected to run their own Boards of Studies at their own campus and manage their own CCIP. However unlike with validated, the partner course team should look to align their CCIP with the priorities of the CCCU course to ensure issues can be addressed as a whole. Therefore, they should aim to use the School CCIP template.

UK Partners

Franchised
UK partners who deliver franchised provision will be expected to attend the School Boards of Studies. They will also be expected to manage their own CCIP, which is aligned as closely as possible to the priorities of the CCCU course. Therefore, they should aim to use the School CCIP template.

Validated
It is anticipated that UK partners who deliver validated provision will operate their own Boards of Studies and manage their own CCIP's with support from both the UK Partnerships team and the relevant ALT. ALT's will attend the respective course Boards of Studies (via video link) and provide support on use of the CCIP, to feedback outputs to the course team for discussion at the School Boards of Studies.

Association of British Dispensing Opticians (ABDO) College
Course teams at ABDO college will attend the School Boards of Studies throughout the year. They will manage their own CCIP with support from the ALT and provide feedback about the course at the School Boards of Studies.

<u>Multi-Faculty Provision</u>
Some of our UK partners offer provision which spans across more than Faculty. These partners will be expected to hold their own Board of Studies at their own campus with support from the relevant ALT's.

Roles and Responsibilities for Managing Boards of Studies with Partners

UKP and IPAD
UKP and IPAD will be responsible for ensuring that all multi-faculty partners hold Boards of Studies and that they fully engage with the CCIP as part of the University's continuous improvement approach to quality assurance.

General responsibilities include:
- Agree the Chair of each partner Board of Study. This must be a senior member of the partner staff.
- Lead on discussions around the structure of Boards, particularly for larger partners, seeking clarity from BoS Chair(s) or Faculty, if further information is needed.
- Provide partners with the necessary Board of Studies guidance and CCIP templates.
- Coordinate with Faculty Quality teams to ensure both schools and partners are aware of BoS schedules.

In addition to the above, IPAD specific responsibilities include:
- Attending partner Boards of Studies (via video link) in order to ensure the Dean of Internationalisation is updated on any partner issues.
- Liaising with Faculty and the partner to coordinate the scheduling of partner Boards with School Boards.
- Communicate the final schedule of partner Boards to all relevant stakeholders.
- Maintain regular communication between ALT and Senior ALT to ensure oversight over partner and a collective awareness of partner CCIP outcomes throughout the academic year.

Academic Link Tutors (ALTS)
ALT's will play a key role in supporting Boards of Studies and use of the CCIP by partners.

Responsibilities include:
- Attend all partner Board of Studies, either in person or via video link.
- Act as the primary point of contact to support partners with the use of the CCIP and ensure that it is being used effectively to address course priorities.
- Ensure that partner Course Directors have been provided with the School Boards of Studies schedule and encourage them to attend these Boards as part of ongoing professional development, wherever possible.
- Liaise with IPAD/UKP to ensure issues at University level relating to collaborative provision can be addressed.
- Brief the partner on the School plans for the course and curriculum developments if a partner is unable to attend a School Board of Study.
- Liaising with Chairs of BoS to ensure UK partners (not including LSEC and ABDO) are included in the BoS composition and are invited to attend.